**Explicit Phonics Lesson Planner:** Kindergarten Unit 7 Lesson 3 Week of: February 17-21, 2025 A. Johnson

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Learning Target:**  I can statement | I can recognize the uppercase and lowercase letters.  **Yy** | I can recognize the uppercase and lowercase letters.  **Vv** | I can recognize the uppercase and lowercase letters.  **Ww,Kk,Ee** | I can recognize the uppercase and lowercase letters.  **Qq,Yy,Vv,Ee** | I can recognize the uppercase and lowercase letters.  **Ww, Kk, Qq, Yy, Vv, Ee** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  yes - /y/ /e/ /s/  yet - /y/ /e/ /t/  yeg - /y/ /e/ /g/  yep - /y/ /e/ /p/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /v/ /e /g/ - veg  /v/ /e/ /t/ - vet  /v/ /e/ /n/ - ven  /v/ /e/ /d/ - ved | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  kip - /k/ /i/ /p/  wit - /w/ /i/ /t/  leg - /l/ /e/ /g/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /kw /i/ /t/ - quit  /v/ /a/ /n/ -vam  /y/ /e/ /t/ - yet | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  yet- /y/ /e/ /t/  vet - /v/ /e//t/  T: say the sounds (phonemes)  S: say the word  /w/ /e/ /t/ - wet  /v /e/ /g/ - veg |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Yy**  High Frequency Words  **with, her, what, was, were** | Letter Cards  **Vv**  High Frequency Words  **with, her, what, was, were** | Letter Cards  **Ww,Kk,Ee**  High Frequency Words  **with, her, what, was, were** | Letter Cards  **Qq,Yy,Vv,Ee**  High Frequency Words  **with, her, what, was, were** | Letter Cards  **Ww, Kk, Qq, Yy, Vv, Ee**  High Frequency Words  **with, her, what, was, were** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Yy**  -Listening for Initial /y/  Tool, yawn, year, fear  Yell, less, you, blue | Introduce Letter Cards  **Vv**  -Listening for initial /v/  Village, vacation, value, voter, vacuum | Introduce Letter Cards  **Ww,Kk,Ee**  -Listening for /e/ and initial /w/ and/k/  Well, keys, watch, went  King, water, kettle, winter | Introduce Letter Cards  **Qq,Yy,Vv,Ee**  -Listening for /kw/,/y/,/v/  Quart, voice, quit, van, your, yank, quip, visit | Review Letter Cards  **Ww, Kk, Qq, Yy, Vv, Ee**  -Listening for initial /e/ and /kw/  Quill, elephant, empty, Quinn |
| **Guided & Extended Practice**  Blending board  Sound -by sound blending  Whole word blending  **Decoding:** Sounding out words using knowledge of phoneme/graphemes and blending the word. | Skill Practice  -Have students practice writing the letter Yy and identifying /y / | Skill Practice  -Have students practice writing the letter Vv and identifying /v/. | Blending  Kit  Wit  set  Skill Practice  -Have students to practice writing the letter Ww, Kk, Ee and identifying /w/,/k/,/e/ | Blending  Yet  Vet  Quiz  quip  Skill Practice  - Have students to practice identifying initial /y/ | Skill Practice  - Have students to practice writing the letters Ww |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word says yell: yell or bell in line 1? yell  How did you know the correct word? The beginning sound is /y/.  Which word says ever: too or you in line 1? You  How did you know the correct word? The beginning sound is /y/. | Alphabet Book  **Vv**  -Which words begin with the /e/?  Van, Vermont, very, violin, vases, vest, veil, velvet | Word Building  The word is set.  -What is the first sound in the word wet? /w/  -What is the next sound in the word wet? /e/  -What is the final sound in the word wet? /t/ | Alphabet Book  **Yy**  -Which words begin with /y/? young, yak, yellow, you, yard, yarn, yo-yo, yawned | Word Building  T: Say, “I put my paper on my desk. The word is desk.”  What is the first sound in the word desk? /d/  What is the next sound in the word desk? /e/  What is the next sound in the word desk? /s/  What is the final sound in the word desk? /k/ |
| **Dictation:**  (3 to 4 words with new concept  At least one sentence with new concept)  **Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Dictation  Students will write:  -Uppercase **Y**  -Lowercase **y** | Dictation  Students will write:  -Uppercase **V**  -Lowercase **v** | Dictation  Students will write:  -Uppercase **W,K,E**  -Lowercase **w,k,e** | Dictation  Students will write:  -Uppercase **Q,Y,V,E**  -Lowercase **q,y,v,e** | Dictation  Students will write:  -Uppercase **W,K,Q,Y,V,E**  -Lowercase **w,k,q,y,v,e** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **was, were**  Core Decodable 13: Vic Yelps  Check Comprehension | Introduce high frequency card(s): **was, were**  Core Decodable 13: Vic Yelps  Check Comprehension | Introduce high frequency card(s): **was, were**  Core Decodable 13: Vic Yelps  Check Comprehension | Introduce high frequency card(s): **was, were**  Core Decodable 13: Vic Yelps  Check Comprehension | Introduce high frequency card(s): **was, were**  Core Decodable 13: Vic Yelps  Check Comprehension |