**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 SegmentT: says the wordS: say the individual sounds/phonemesyes - /y/ /e/ /s/yet - /y/ /e/ /t/yeg - /y/ /e/ /g/yep - /y/ /e/ /p/ | Phoneme BlendingT: 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 SegmentT: says the wordS: say the individual sounds/phonemeskip - /k/ /i/ /p/wit - /w/ /i/ /t/leg - /l/ /e/ /g/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/kw /i/ /t/ - quit/v/ /a/ /n/ -vam/y/ /e/ /t/ - yet | Phoneme Blending/SegmentT: says the wordS: say the individual sounds/phonemesyet- /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, fearYell, 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, wentKing, 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 boardSound -by sound blendingWhole 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/. | BlendingKitWitsetSkill Practice-Have students to practice writing the letter Ww, Kk, Ee and identifying /w/,/k/,/e/ | BlendingYetVetQuizquipSkill 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 sentencesTeacher created questions to build meaning | Linking the Sound to the LetterWhich word says yell: yell or bell in line 1? yellHow did you know the correct word? The beginning sound is /y/.Which word says ever: too or you in line 1? YouHow 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 BuildingThe 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 BuildingT: 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:-Uppercase **Y**-Lowercase **y** | DictationStudents will write:-Uppercase **V** -Lowercase **v** | DictationStudents will write:-Uppercase **W,K,E**-Lowercase **w,k,e** | DictationStudents will write:-Uppercase **Q,Y,V,E**-Lowercase **q,y,v,e** | DictationStudents 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 YelpsCheck Comprehension | Introduce high frequency card(s): **was, were**Core Decodable 13: Vic YelpsCheck Comprehension | Introduce high frequency card(s): **was, were**Core Decodable 13: Vic YelpsCheck Comprehension | Introduce high frequency card(s): **was, were**Core Decodable 13: Vic YelpsCheck Comprehension | Introduce high frequency card(s): **was, were**Core Decodable 13: Vic YelpsCheck Comprehension |