**Explicit Phonics Lesson Planner:** Kindergarten Unit 3 Lesson 2 Week of: October 14-18, 2024, 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.  **Dd** | I can recognize the uppercase and lowercase letters.  **Dd** | I can recognize the uppercase and lowercase letters.  **Pp** | I can recognize the uppercase and lowercase letters.  **Pp** | I can recognize the uppercase and lowercase letters.  **Dd, Pp** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Phoneme Matching: Initial Sounds  Toe pad tip toe, tip  Miss dad deer dad, deer  Sand doll dog doll, dog | Phoneme Matching: Initial Sounds  Single double dad double, dad  Paper deer, dog deer, dog  Music door dime door, dime | Phoneme Blending: Final Sounds  Mo…/p/ mop  Slip…/p/ slip  Hip…/p/ hip | Phoneme Blending: Final Sounds  Ga…/p/ gap  Ta…/p/ tap  Ho…/p/ hop | Phoneme Blending: Final Sounds  Sli…/d/ slid  Be…/d/ bed  Ga…/p/ gap  Cu…/p/ cup |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Dd**  High Frequency Words  **a the and go had he**  **I see has you we** | Letter Cards  **Dd**  High Frequency Words  **a the and go had he**  **I see has you we** | Letter Cards  **Pp**  High Frequency Words  **a the and go had he**  **I see has you we** | Letter Cards  **Pp**  High Frequency Words  **a the and go had he**  **I see has you we** | Letter Cards  **Dd, Pp**  High Frequency Words  **a the and go had he**  **I see has you we** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Dd**  -Listening for initial /d/  **Deep deal dip**  **Deer door dare** | Introduce Letter Cards  **Dd**  -Listening for final /d/  **Aid ad odd**  **Grade need seed** | Introduce Letter Cards  **Pp**  -Listening for initial /p/  **Paw peel pole**  **Pun pore poke** | Introduce Letter Cards  **Pp**  -Listening for final /p/  **Deep sip dip**  **Mope ripe leap** | Review Letter Cards  **Dd, Pp**  -Listening for final /d/ and /p/  **Aid ape add**  **Sip soup rude** |
| **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 to practice writing the letter **Dd** | Skill Practice  -Have students practice identifying initial and final /d/ | Skill Practice  -Have students to practice writing capital P and lowercase p. | Skill Practice  -Have students to practice identifying final /p/ | Skill Practice  -Have students to practice writing the letters Dd and Pp and identifying initial and final /d/ and /p/ |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word begins with /d/ in line 1? Lot, dot, deep, meet dot, deep,  Which word begins with /d/ in line 2?  Mad, dad, did, hid dad, did  Which word begins with /d/ in line 3? Donkey, monkey, monster, dinosaur donkey, dinosaur | Linking the Sound to the Letter  Which word end with /d/ in line 1? Him, hid, man, mad hid, mad  Which word end with /d/ in line 2? Mud, mug, seem, seed mud, seed  Which word end with /d/ in line 3? Golf, gold, hunter, hundred gold, hundred | Linking the Sound to the Letter  Which word begins with /p/ in line 1? Hat, pat, pail, sail pat, pail  Which word begins with /p/ in line 2? Pay, day, care, pare pay, pare  Which word begins with /p/ in line 3? Sam, Pam, parrot, carrot Pam, parrot | Linking the Sound to the Letter  Which word ends with /p/ in line 1? clap, clam, mom, map clap, map  Which word ends with /p/ in line 2? Sheet, sleep, cap, can sleep, cap  Which word ends with /p/ in line 3? Skim, skip, blacktop, building skip, blacktop | Linking the Sound to the Letter  How can we make this…?  -ip add /d/ dip  -ug add /d/ dug  -ull add /p/ pull  -ay add/p/ day  - en add /p/ pen  -et add /p/ pet |
| **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 **D**  -Lowercase **d** | Dictation  Students will write:  -Uppercase **D**  -Lowercase **d** | Dictation  Students will write:  -Uppercase **P**  -Lowercase **p** | Dictation  Students will write:  -Uppercase **P**  -Lowercase **p** | Dictation  Students will write:  -Uppercase **D, P**  -Lowercase **d, p** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | -Review “Hickory Dickory Dock”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **D** in the story | -Review “Hickory Dickory Dock”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **D** in the story | -Review “Peter Piper”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **P** in the story | -Review “Peter Piper”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **P** in the story | Introduce high frequency card: **of**  Core Pre-Decodable 14: We Carry  Check Comprehension |