**Explicit Phonics Lesson Planner:** Kindergarten Unit 3 Lesson 2 Week of: October 14-18, 2024, A. Johnson

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 SoundsToe pad tip toe, tipMiss dad deer dad, deerSand doll dog doll, dog | Phoneme Matching: Initial SoundsSingle double dad double, dadPaper deer, dog deer, dogMusic door dime door, dime | Phoneme Blending: Final SoundsMo…/p/ mopSlip…/p/ slipHip…/p/ hip | Phoneme Blending: Final SoundsGa…/p/ gapTa…/p/ tapHo…/p/ hop | Phoneme Blending: Final SoundsSli…/d/ slidBe…/d/ bedGa…/p/ gapCu…/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 boardSound -by sound blendingWhole 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 sentencesTeacher created questions to build meaning | Linking the Sound to the LetterWhich 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, didWhich word begins with /d/ in line 3? Donkey, monkey, monster, dinosaur donkey, dinosaur | Linking the Sound to the LetterWhich word end with /d/ in line 1? Him, hid, man, mad hid, madWhich word end with /d/ in line 2? Mud, mug, seem, seed mud, seedWhich word end with /d/ in line 3? Golf, gold, hunter, hundred gold, hundred | Linking the Sound to the LetterWhich word begins with /p/ in line 1? Hat, pat, pail, sail pat, pailWhich word begins with /p/ in line 2? Pay, day, care, pare pay, pareWhich word begins with /p/ in line 3? Sam, Pam, parrot, carrot Pam, parrot | Linking the Sound to the LetterWhich word ends with /p/ in line 1? clap, clam, mom, map clap, mapWhich word ends with /p/ in line 2? Sheet, sleep, cap, can sleep, capWhich word ends with /p/ in line 3? Skim, skip, blacktop, building skip, blacktop | Linking the Sound to the LetterHow 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:-Uppercase **D**-Lowercase **d** | DictationStudents will write:-Uppercase **D**-Lowercase **d** | DictationStudents will write:-Uppercase **P**-Lowercase **p**  | DictationStudents will write:-Uppercase **P**-Lowercase **p** | DictationStudents 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 CarryCheck Comprehension |