**Explicit Phonics Lesson Planner:** Kindergarten Unit 11 Lesson 3 Week of: May 19-23, 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 blend and write words with the letter…**Hh** | I can blend and write words with the letter…**Bb** | I can blend and write words with the letter…**Xx** | I can blend and write words with the letter…**Ww** | I can blend and write words with the letter…**Hh, Bb, Xx, Ww** |
| **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/phonemeshot - /h/ /o/ /t/ham- /h/ /a/ /m/hog- /h/ /o/ /g/hike - /h/ /i/ /k/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/b/ /e /t/ - bet/w/ /e/ /t/ - wet/b/ /e/ /d/ - mad/t/ /a/ /n/ - tan | Phoneme Blending SegmentT: says the wordS: say the individual sounds/phonemesmax - /m/ /a/ /ks/fox- /f/ /o/ /ks/box- /b/ /o/ /ks/fix - /f/ /i/ /ks/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/w/ /a / /g/ - wag/w/ /i/ /g/ - wig/w/ /i/ /n/ - win/w/ /a/ /d/ - wade | Phoneme Blending/SegmentT: says the wordS: say the individual sounds/phonemeswet - /w/ /e/ /t/bet - /b/ /e/ /t/hat - /h/ /a/ /t/wax - /w/ /a/ /ks/ |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Letter Cards**Hh**High Frequency Words**a, all, am, and, at, did, do, go, I, little, of, on, said, to, we** | Letter Cards**Bb**High Frequency Words**a, all, am, and, at, did, do, go, I, little, of, on, said, to, we** | Letter Cards**Xx**High Frequency Words**a, all, am, and, at, did, do, go, I, little, of, on, said, to, we** | Letter Cards**Ww**High Frequency Words**a, all, am, and, at, did, do, go, I, little, of, on, said, to, we** | Letter Cards**Hh, Bb, Xx, Ww**High Frequency Words**a, all, am, and, at, did, do, go, I, little, of, on, said, to, we** |
|  **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards**Short /i/,f, g, h, n, t, w**BlendingHog, hop, hip, hid, Home, hope, hike, hideHe can hike to his home. | Introduce Letter Cards**I, o, b, c, g, k, r, t**BlendingBit, big, crib, rob, bite, bike, broke, robeShe broke her big bike. | Introduce Letter Cards**A, I, o, b, f, m, s, x**BlendingAx, Max, sax, sixOx, box, fox, fixDid Max fix the box? | Introduce Letter Cards**A, I, d, g, n, p, t, v, w**BlendingWig, twig, win, twinWade, wave, wipe, twineDid her twin win and wave? | Review Letter Cards**A, o, b, h, k, m, n, s, w, x**BlendingBox, wax, ham, sobBone, wake, home, baseHe has a box of ham. |
| **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 blending and writing words. | Skill Practice-Have students practice blending and writing words | Skill Practice- Have students practice blending and writing words | Skill Practice- Have students practice blending and writing words | Skill Practice- Have students practice blending and writing words |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Hops: to move by a quick springy leap or series of leapsThe frog hops on the lily pad. | Flips: To turn over quicklyThe boy flips over the box. | Hops: to move by a quick springy leap or series of leapsThe frog hops on the lily pad. | Flips: To turn over quicklyThe boy flips over the box. | Hops: to move by a quick springy leap or series of leapsThe frog hops on the lily pad.Flips: To turn over quicklyThe boy flips over the box. |
| **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:Hog, hop, hip, hid, home, hope, hike, hide | DictationStudents will write:Bit, big, crib, rob, bite, bike, broke, robe | DictationStudents will write:Ax, Max, sax, six, ox, box, fox, fix | DictationStudents will write:Wig, twig, win, twin, wade, wave, wipe, twine | DictationStudents will write:Box, wax, ham, sob, bone, wake, home, base |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **a, all, am, and, at, did, do, go, I, little, of, on, said, to, we**Core Decodable 25: A BoxCheck Comprehension | Introduce high frequency card(s): **a, all, am, and, at, did, do, go, I, little, of, on, said, to, we**Core Decodable 25: A BoxCheck Comprehension | Introduce high frequency card(s): **a, all, am, and, at, did, do, go, I, little, of, on, said, to, we**Core Decodable 25: A BoxCheck Comprehension | Introduce high frequency card(s): **a, all, am, and, at, did, do, go, I, little, of, on, said, to, we**Core Decodable 25: A BoxCheck Comprehension | Introduce high frequency card(s): **a, all, am, and, at, did, do, go, I, little, of, on, said, to, we**Core Decodable 25: A BoxCheck Comprehension |