**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 Segment  T: says the word  S: say the individual sounds/phonemes  hot - /h/ /o/ /t/  ham- /h/ /a/ /m/  hog- /h/ /o/ /g/  hike - /h/ /i/ /k/ | Phoneme Blending  T: 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 Segment  T: says the word  S: say the individual sounds/phonemes  max - /m/ /a/ /ks/  fox- /f/ /o/ /ks/  box- /b/ /o/ /ks/  fix - /f/ /i/ /ks/ | Phoneme Blending  T: 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/Segment  T: says the word  S: say the individual sounds/phonemes  wet - /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**  Blending  Hog, hop, hip, hid,  Home, hope, hike, hide  He can hike to his home. | Introduce Letter Cards  **I, o, b, c, g, k, r, t**  Blending  Bit, big, crib, rob,  bite, bike, broke, robe  She broke her big bike. | Introduce Letter Cards  **A, I, o, b, f, m, s, x**  Blending  Ax, Max, sax, six  Ox, box, fox, fix  Did Max fix the box? | Introduce Letter Cards  **A, I, d, g, n, p, t, v, w**  Blending  Wig, twig, win, twin  Wade, wave, wipe, twine  Did her twin win and wave? | Review Letter Cards  **A, o, b, h, k, m, n, s, w, x**  Blending  Box, wax, ham, sob  Bone, wake, home, base  He has a box of ham. |
| **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 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 sentences  Teacher created questions to build meaning | Hops: to move by a quick springy leap or series of leaps  The frog hops on the lily pad. | Flips: To turn over quickly  The boy flips over the box. | Hops: to move by a quick springy leap or series of leaps  The frog hops on the lily pad. | Flips: To turn over quickly  The boy flips over the box. | Hops: to move by a quick springy leap or series of leaps  The frog hops on the lily pad.  Flips: To turn over quickly  The boy flips over the box. |
| **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:  Hog, hop, hip, hid, home, hope, hike, hide | Dictation  Students will write:  Bit, big, crib, rob, bite, bike, broke, robe | Dictation  Students will write:  Ax, Max, sax, six, ox, box, fox, fix | Dictation  Students will write:  Wig, twig, win, twin, wade, wave, wipe, twine | Dictation  Students 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 Box  Check 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 Box  Check 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 Box  Check 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 Box  Check 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 Box  Check Comprehension |