**Explicit Phonics Lesson Planner:** Kindergarten Unit 8 Lesson 2 Week of: March 3-7, 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.  **Long Ii** | I can recognize the uppercase and lowercase letters.  **Long Ii** | I can recognize the uppercase and lowercase letters.  **Long Ii** | I can recognize the uppercase and lowercase letters.  **Long Ii** | I can recognize the uppercase and lowercase letters.  **Long Ii** |
| **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  hide - /h/ /i/ /d/  five - /f/ /i/ /v/  ride- /r/ /i/ /d/  time - /t/ /i/ /m/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /h/ /i /d/ - hide  /f/ /i/ /v/ - five  /r/ /i/ /d/ - ride  /t/ /i/ /m/ - time | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  life - /l/ /i/ /f/  side - /s/ /i/ /d/  kite - /k/ /i/ /t/  vine - /v/ /i/ /n/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /l /i/ /f/ - life  /s/ /i/ /d/ -side  /k/ /i/ /t/ - kite  /v/ /i/ /n/ - vine | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  hide- /h/ /i/ /d/  life - /l/ /i//f/  T: say the sounds (phonemes)  S: say the word  /t/ /i/ /m/ - time  /k /i/ /t/ - kite |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Long Ii**  High Frequency Words  **said, that, down, they** | Letter Cards  **Long Ii**  High Frequency Words  **said, that, down, they** | Letter Cards  **Long Ii**  High Frequency Words  **said, that, down, they** | Letter Cards  **Long Ii**  High Frequency Words  **said, that, down, they** | Letter Cards  **Long Ii**  High Frequency Words  **said, that, down, they** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Long Ii**  -Listening for Initial long /i/  Ice, into, idea, bit, item, bait, inch, ivory, Ivan | Introduce Letter Cards  **Long Ii**  -Listening for initial long /i/  iron, until, ivy, apple,  -Listening for medial long /i/  fine, spell, fire, extra | Introduce Letter Cards  **Long Ii**  -Listening for Medial long /i/  Which, mass, mice, hide, title, ride, life, roll, vine, note, beat | Introduce Letter Cards  **Long Ii**  -Listening for Medial long /i/  Four, ride, list, trick, time, lion, rise, wide, last, milk, giant, dress | Review Letter Cards  **Long Ii** |
| **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 writing the numeral 2. | Skill Practice  -Have students practice writing the letter Ii and identifying medial long /i/. | Skill Practice  -Have students practice writing the numeral 3. | Skill Practice  - Have students to practice writing the letter Ii and identifying long /i/. | Blending  Hid  Hide  Pin  pine  Skill Practice  - Have students to practice writing the numerals 2 and 3. |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word has the long /i/: bike or bake? bike  How do you know? I see the letter i and I hear the long /I/ sound.  Which word has the long /i/: poke or pike? Pike  How do you know? I see the letter I and I hear the long /i/ sound. | Pickled Peppers: Peter Piper  -Which words have the letter a? Piper, picked, pickled, if  -Which words have the long /i/?  Piper | Linking the Sound to the Letter  Which word has the long /i/: idea or edge? idea  How do you know? I see the letter i and I hear the long /I/ sound.  Which word has the long /a/: icy or eggs? icy  How do you know? I see the letter I and I hear the long /i/ sound. | Linking the Sound to the Letter  Which word has the letter pattern i\_e: bit or bite? bite  Which word has the letter pattern i\_e: dime or dim? dime  Which word has the letter pattern i\_e: ride or rid? ride | Word Building  T: Say, “This is my left side.” The word is side.  What is the first sound in the word side? /s/  What is the next sound in the word side? /i/  What is the next sound in the word side? /d/  What is the final sound in the word side? /e/ |
| **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 **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase **I**  -Lowercase **i** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **down, they**  Core Decodable 15: Mike and Spike  Check Comprehension | Introduce high frequency card(s): **down, they**  Core Decodable 15: Mike and Spike  Check Comprehension | Introduce high frequency card(s): **down, they**  Core Decodable 15: Mike and Spike  Check Comprehension | Introduce high frequency card(s): **down, they**  Core Decodable 15: Mike and Spike  Check Comprehension | Introduce high frequency card(s): **down, they**  Core Decodable 15: Mike and Spike  Check Comprehension |