**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 SegmentT: says the wordS: say the individual sounds/phonemeshide - /h/ /i/ /d/five - /f/ /i/ /v/ride- /r/ /i/ /d/time - /t/ /i/ /m/ | Phoneme BlendingT: 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 SegmentT: says the wordS: say the individual sounds/phonemeslife - /l/ /i/ /f/side - /s/ /i/ /d/kite - /k/ /i/ /t/vine - /v/ /i/ /n/ | Phoneme BlendingT: 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/SegmentT: says the wordS: say the individual sounds/phonemeshide- /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 boardSound -by sound blendingWhole 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/. | BlendingHidHidePinpineSkill Practice- Have students to practice writing the numerals 2 and 3. |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Linking the Sound to the LetterWhich word has the long /i/: bike or bake? bikeHow do you know? I see the letter i and I hear the long /I/ sound.Which word has the long /i/: poke or pike? PikeHow 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 LetterWhich word has the long /i/: idea or edge? ideaHow do you know? I see the letter i and I hear the long /I/ sound.Which word has the long /a/: icy or eggs? icyHow do you know? I see the letter I and I hear the long /i/ sound. | Linking the Sound to the LetterWhich word has the letter pattern i\_e: bit or bite? biteWhich word has the letter pattern i\_e: dime or dim? dimeWhich word has the letter pattern i\_e: ride or rid? ride | Word BuildingT: 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:-Uppercase **I**-Lowercase **i** | DictationStudents will write:-Uppercase **I** -Lowercase **i** | DictationStudents will write:-Uppercase **I**-Lowercase **i** | DictationStudents will write:-Uppercase **I**-Lowercase **i** | DictationStudents 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 SpikeCheck Comprehension | Introduce high frequency card(s): **down, they**Core Decodable 15: Mike and SpikeCheck Comprehension | Introduce high frequency card(s): **down, they**Core Decodable 15: Mike and SpikeCheck Comprehension | Introduce high frequency card(s): **down, they**Core Decodable 15: Mike and SpikeCheck Comprehension | Introduce high frequency card(s): **down, they**Core Decodable 15: Mike and SpikeCheck Comprehension |