**Explicit Phonics Lesson Planner:** Kindergarten Unit 2 Lesson 3 Week of: September 30-October 4, 2024, 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.  **Bb, Ll, Mm, Nn Pp, Ss, Tt** | I can recognize the uppercase and lowercase letters.  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | I can recognize the uppercase and lowercase letters.  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | I can recognize the uppercase and lowercase letters.  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | I can identify the names and shapes of the letters.  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Syllable Blending | Syllable Blending | Syllable Segmentation | Syllable Blending and Segmentation | Syllable Blending and Segmentation |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Have students say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Introduce Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Have students say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Introduce Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Have students say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Introduce Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Have students say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt** | Review Letter Cards  **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -Have students say the letter names **Bb, Ll, Mm, Nn, Pp, Ss, Tt** |
| **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 to practice writing vertical lines  -Read and Discuss Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  **-**Have students to identify if there is an uppercase **B, L, M, N, P, S, T** in their name  -Have students to identify if there is a lowercase **b, l, m, n, p, s, t** in their name | -Read and Discuss Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  **-**Have students to identify if there is an uppercase **B, L, M, N, P, S, T** in their name  -Have students to identify if there is a lowercase **b, l, m, n, p, s, t** in their name | Skill Practice  -Have students to practice writing diagonal lines  -Read and Discuss Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  **-**Have students to identify if there is an uppercase **B, L, M, N, P, S, T** in their name  -Have students to identify if there is a lowercase **b, l, m, n, p, s, t** their name | -Read and Discuss Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  **-**Have students to identify if there is an uppercase **B, L, M, N, P, S, T** in their name  -Have students to identify if there is a lowercase **b, l, m, n, p, s, t** their name | Skill Practice  -Have students to practice writing curved lines and circles  -Read and Discuss Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -What words begin with the uppercase **B, L, M, N, P, S, T**?  -What words begin with the lowercase **b, l, m, n, p, s, t** | Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -What words begin with the uppercase **B, L, M, N, P, S, T**?  -What words begin with the lowercase **b, l, m, n, p, s, t**? | Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -What words begin with the uppercase **B, L, M, N, P, S, T**?  -What words begin with the lowercase **b, l, m, n, p, s, t** | Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -What words begin with the uppercase **B, L, M, N, P, S, T**?  -What words begin with the lowercase **b, l, m, n, p, s, t**? | Alphabet Books **Bb, Ll, Mm, Nn, Pp, Ss, Tt**  -What words begin with the uppercase Ietters **B, L, M, N, P, S, T**?  -What words begin with the lowercase **b, l, m, n, p, s, t**? |
| **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 **B, L, M, N, P, S, T**  -Lowercase **b, l, m, n, p, s, t** | Dictation  Students will write:  -Uppercase **B, L, M, N, P, S, T**  -Lowercase **b, l, m, n, p, s, t** | Dictation  Students will write:  -Uppercase **B, L, M, N, P, S, T**  -Lowercase **b, l, m, n, p, s, t** | Dictation  Students will write:  -Uppercase **B, L, M, N, P, S, T**  -Lowercase **b, l, m, n, p, s, t** | Dictation  Students will write:  -Uppercase **B, L, M, N, P, S, T**  -Lowercase **b, l, m, n, p, s, t** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | -Review “Jack and Jill” and “Little Boy Blue”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters in the story | Introduce high frequency card: **has**  Core Pre-Decodable II: The Tree  Check Comprehension | -Review “Twinkle, Twinkle, Little Star”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **B, L, M, N, P, S, T** in the story | Introduce high frequency card: **you**  Core Pre-Decodable 12: Flowers  Check Comprehension | -Review “Jack and Jill”  -Have students to identify rhyming words  -Have students to find words that begin with the letters **B, L, M, N, P, S, T** in the story |