**Explicit Phonics Lesson Planner:** Kindergarten Unit 9 Lesson 3 Week of: April 7-11, 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 short and long vowel sounds.  **Aa** | I can recognize the short and long vowel sounds.  **Ii** | I can recognize the short and long vowel sounds.  **Oo** | I can recognize the short and long vowel sounds.  **Uu** | I can recognize the short and long vowel sounds.  **Ee** |
| **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  fat - /f/ /a/ /t/  Gate - /g/ /a/ /t/  Sat - /s/ /a/ /t/  Game - /g/ /a/ /m/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /h/ / i/ /v / - hive  /p/ /i/ /t/ - Pit  /h/ /i/ /v/ - hive  /l/ /i/ /p/ - lip | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  mole - /m/ /o/ /l/  hop - /h/ /o/ /p/  hole- /h/ /o/ /l/  lot - /l/ /o/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /h/ /u/ /t / - hut  /m/ /u/ /t/ - mute  /p/ /u/ /n/ - pun  /m/ /u/ /l/ - mule | Phoneme Blending/Segment  T: say the sounds (phonemes)  S: say the word  /e/ /v/ - eve  /p /e/ /t/ - pet  /m/ /e/ - me  /m/ /e/ /t/ - met |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Aa**  High Frequency Words  **do, little, be, she, there** | Letter Cards  **Ii**  High Frequency Words  **do, little, be, she, there** | Letter Cards  **Oo**  High Frequency Words  **do, little, be, she, there** | Letter Cards  **Uu**  High Frequency Words  **do, little, be, she, there** | Letter Cards  **Ee**  High Frequency Words  **do, little, be, she, there** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Letter Cards  **Aa**  -Listening for /a/ long /a/  Ate, at, ape, age  Stack, shape, fast, play | Letter Cards  **Ii**  -Listening for /i/ long /i/  Big, icy, item, inch, ill, wide, which, miss, nine, with, drive, wire, ripe, hint, begin, alive | Letter Cards  **Oo**  -Listening for /o/ and long /o/  Not, ode, rock, nose, pole, stop, rope, block, joke, drove, spoke, copy | Letter Cards  **Uu**  -Listening for /u/ and long /u/  Hut, mule, hunt, jump, pun, run, must, cube, cute, just, huge, study | Letter Cards  **Ee**  Listening for /e/ and long /e/  We, wet, went, bee, red, left, help, spent, set, rent, swell, check, need, these, cheese, sneeze |
| **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. | Blending  Tap, tape  Rat, rate  Skill Practice  -Have students practice writing the numeral 10. | Blending  Kit, kite  Tim, time | Blending  Rod, rode  Mop, mope  Skill Practice  -Have students practice writing the numeral 0-5. | Blending  Mutt, mute  Fuss, fuse | Blending  Bed, be  Met, me  Skill Practice  - Have students to practice writing the numerals 6-10. |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Word Building  T: Say, “The cape keeps my head warm. The word is cap.”  What is the first sound in cap? /k/  What is next sound in cap? /a/  What is the final sound in cap? /p/  The word is cape. | Word Building  T: Say, “The dim light made it dark. The word is dim.”  What is first sound in the dim? /d/  What is the next sound in dim? /i/  What is the final sound in dim? /m/  The words are dime, pin, pine. | Word Building  T: Say,”Do not throw the ball in the house. The word is not.”  What is the first sound in not? /n/  What is the next sound in not? /o/  What is the final sound in not? /t/  The word is note. | Word Building  T: Say, “I cut the paper. The word is cut.”  What is the first sound in cut? /k/  What is the next sound in cut? /u/  What is the final sound in cut? /t/  The words are cute, mute, uncut, unmute | Word Building  T: Say, “I have a pet” The word is pet.  What is the first sound in pet? /p/  What is the next sound in pet? /e/  What is the final sound in pet? /t/  The words are Pete, retake, retape |
| **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 **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase **O**  -Lowercase **o** | Dictation  Students will write:  -Uppercase **U**  -Lowercase **u** | Dictation  Students will write:  -Uppercase **E**  -Lowercase **e** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **there**  Core Decodable 19: Steve  Check Comprehension | Introduce high frequency card(s): **there**  Core Decodable 19: Steve  Check Comprehension | Introduce high frequency card(s): **there**  Core Decodable 19: Steve  Check Comprehension | Introduce high frequency card(s): **there**  Core Decodable 19: Steve  Check Comprehension | Introduce high frequency card(s): **there**  Core Decodable 19: Steve  Check Comprehension |