**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 SegmentT: says the wordS: say the individual sounds/phonemesfat - /f/ /a/ /t/Gate - /g/ /a/ /t/Sat - /s/ /a/ /t/Game - /g/ /a/ /m/  | Phoneme BlendingT: 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 SegmentT: says the wordS: say the individual sounds/phonemesmole - /m/ /o/ /l/hop - /h/ /o/ /p/hole- /h/ /o/ /l/lot - /l/ /o/ /t/ | Phoneme BlendingT: 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/SegmentT: 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, ageStack, 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 boardSound -by sound blendingWhole word blending**Decoding:** Sounding out words using knowledge of phoneme/graphemes and blending the word. | BlendingTap, tapeRat, rateSkill Practice-Have students practice writing the numeral 10. | BlendingKit, kiteTim, time | BlendingRod, rodeMop, mopeSkill Practice-Have students practice writing the numeral 0-5. | BlendingMutt, muteFuss, fuse | BlendingBed, beMet, meSkill Practice- Have students to practice writing the numerals 6-10. |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Word BuildingT: 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 BuildingT: 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 BuildingT: 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 BuildingT: 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 BuildingT: 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:-Uppercase **A**-Lowercase **a** | DictationStudents will write:-Uppercase **I** -Lowercase **i** | DictationStudents will write:-Uppercase **O**-Lowercase **o** | DictationStudents will write:-Uppercase **U**-Lowercase **u** | DictationStudents 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: SteveCheck Comprehension | Introduce high frequency card(s): **there**Core Decodable 19: SteveCheck Comprehension | Introduce high frequency card(s): **there**Core Decodable 19: SteveCheck Comprehension | Introduce high frequency card(s): **there**Core Decodable 19: SteveCheck Comprehension | Introduce high frequency card(s): **there**Core Decodable 19: SteveCheck Comprehension |