

Phonics Lesson Plan Template

Your lesson plan should be presented according to the following template. Please complete the template thoroughly and proofread your responses.

Lesson Overview	
Teacher Candidate:	Lauryn Elliott
Phonics Skill:	Heart word funny
Grade Level:	Kindergarten
Central Focus	
<p><i>Students will decode and encode the heart word funny by identifying regular spelling patterns and recognizing the irregular spelling within the word.</i></p> <p>This lesson emphasizes identifying the regular and irregular parts of the heart word all so students can read and write the word accurately and automatically.</p>	
Standard(s) Addressed	
<p><i>16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</i></p> <p><i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	
Teacher Materials/Resources	Student Materials/Resources/Decodable Text
<ul style="list-style-type: none"> • Digital blending line • PowerPoint • White board 	<ul style="list-style-type: none"> • Writing lines • Clip boards • Pencils
Learning Objectives	Assessment of Student Understanding
Objective 1 (Decoding): Students will accurately decode the heart word <i>funny</i> by identifying known letter-sound correspondences and the irregular spelling pattern.	Teacher observation during digital blending and oral reading of the word <i>funny</i> .
Objective 2 (Encoding): Students will accurately encode the heart word <i>funny</i> by writing it correctly using proper letter formation.	Related Assessment: Teacher observation of student writing during guided and independent practice.
Grouping:	<i>Whole group</i>
Differentiation:	<i>Students needing additional support will receive small-group instruction and teacher guidance during rotations. Advanced students will practice encoding the word in sentences during independent work.</i>

Procedures	
Phonemic Awareness Warm-Up	
Phonemic Awareness Warm-Up <ul style="list-style-type: none"> Heggerty Lesson: Week 23 Review digraphs: <ul style="list-style-type: none"> /sh/, /ch/, /th/ (voiced), /th/ (unvoiced) Discuss that digraphs are two letters that come together to make one sound. <p>“Now that our brains are warmed up, we’re ready to learn a new heart word.”</p>	
Direct Instruction & Modeling	
Decoding Direct Instruction: Learning Target: “I can decode and encode the heart word <i>funny</i> .” Syllable Practice: <ul style="list-style-type: none"> Clap syllables in funny (2 claps). Practice clapping syllables in additional words: <i>baby, rabbit, dog, monkey, chicken</i>. Review: <ul style="list-style-type: none"> Review previously learned heart words using flashcards. 	Encoding Direct Instruction:
Decoding Model: <ul style="list-style-type: none"> Write <i>funny</i> on the board. Explain that <i>funny</i> is a heart word because it is not spelled exactly the way it sounds. Identify regular parts (<i>f</i> and <i>un</i>) and circle the irregular spelling (<i>ny</i>) with a heart to show it must be remembered by heart. <p style="text-align: center;">. . . .</p> <p style="text-align: center;">F u n n y</p> <p>Funny heart surrounding the last (ny)</p> Air Writing: <ul style="list-style-type: none"> Students stand on their carpet squares and air-write <i>funny</i> 3–5 times using their finger while saying each letter aloud. 	Encoding Model: Model how to write the word <i>funny</i> on the board, emphasizing correct letter formation and spacing.
Guided Practice	
Decoding Practice: <ul style="list-style-type: none"> Use the digital blending line to blend and read <i>funny</i> together as a class. 	Encoding Practice: <ul style="list-style-type: none"> Students write <i>funny</i> on their clipboards after the teacher models the word. Students say each letter aloud as they write.
Independent Practice	
Small Group Rotations: <ul style="list-style-type: none"> i-Ready Alphabet Arch 	

- Decodable text set (CKLA)

Teacher Table:

- Students encode the word *funny* on red bumpy paper using a red crayon.
 - Students say each letter sound aloud as they write the word.