**Explicit Phonics Lesson Planner Unit 5 Lesson 4** Yolanda Randolph/ 3rd Grade **Week of:** *April 21-25, 2025*

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Approximate Time** |
| **Learning Target:**  I can statement | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the same base. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the same base. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words that are shades of meaning | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words that are shades of meaning. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the same base and shades of meaning. | **1-2 min.** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Say \_\_\_\_, \_\_\_\_, and \_\_\_\_. What base words do these words have in common?   * teachable * teaching * reteach * displace * replace * placed | Say \_\_\_\_, \_\_\_\_, and \_\_\_\_. What base words do these words have in common?   * preheat * reheat * heated * remix * mixing * mixture | Say \_\_\_\_. Now, give me two words that have the same meaning but are not exactly the same.   * big (huge, vast) * scared (frightened, terrified) * bad (terrible, dreadful) * good (great, fantastic) | Say \_\_\_\_. Now, give me two words that have the same meaning but are not exactly the same.   * hop (skip, leap) * damp (wet, drenched) * guard (defend, shield) * happy (glad, joyful) | Say \_\_\_\_. Now, give me two words that have the same meaning but are not exactly the same.   * sip (drink, gulp) * nice (friendly, lovely) * hard (difficult, impossible) * sad (upset, devastated) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 38-44  High Frequency Words   * years * world * took * should | Review Sound Cards 30-37  High Frequency Words   * back * enough * head * most | Review Sound Cards 21-29  High Frequency Words   * without * such * talk * part | Review Sound Cards 11-20  High Frequency Words   * air * back * city * find | Review Sound Cards 1-10  High Frequency Words   * trees * side * next * land | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | A base word can take on various inflectional endings and affixes. These endings and affixes can change the base word’s meaning, its part of speech, its spelling, and its tense if it is a verb. Today, we will learn about words with the same base.  A prefix is a word part added to the beginning of a base word.  A suffix is a word part added to the end of a base word.  An inflectional Ending is a word part added to the end of a base word that changes the number or tense of the base word. | A base word can take on various inflectional endings and affixes. These endings and affixes can change the base word’s meaning, its part of speech, its spelling, and its tense if it is a verb. Today, we will learn about words with the same base.  A prefix is a word part added to the beginning of a base word.  A suffix is a word part added to the end of a base word.  An inflectional Ending is a word part added to the end of a base word that changes the number or tense of the base word. | Some synonyms have the same general meaning, but they are slightly different. These words can add context to sentences to give them more meaning. Today, we will learn about shades of meaning. | Some synonyms have the same general meaning, but they are slightly different. These words can add context to sentences to give them more meaning. Today, we will learn about shades of meaning. | A base word can take on various inflectional endings and affixes. These endings and affixes can change the base word’s meaning, its part of speech, its spelling, and its tense if it is a verb.  Some synonyms have the same general meaning, but they are slightly different. These words can add context to sentences to give them more meaning. Today, we will review words with the same base and shades of meaning. | **2 min.** |
| **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. | Decode  Relating, unrelated, relation, tolerance, tolerable, intolerant  Base words: relate, tolerate | Decode  Distinctive, indistinct, distinction, mismanage, manager, management  Base words: distinct, manage | Decode  contented, delighted, upbeat, elated, saddened, troubled, gloomy, and heartbroken | Decode  Know, comprehend, determine, suspect, accurate, precise, correct, and perfect | Decode  Refill, refillable, filled, look, peek, and stare | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  I can tolerate a little rain, but walking in this downpour is intolerable! | Sentences  The new manager has completely mismanaged this company. | Sentences  I was saddened after we lost the game, but Jake was completely heartbroken. | Sentences  I suspect my older sister’s science book will be difficult to comprehend. | Sentences  Melodi will look into the refillable container for more candy. | **3 min** |
| **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. | Encode  preparing, unprepared, preselect, selection  Beth is preparing to make her selection. | Encode  neglected, neglectful, believable, and disbelieve  I disbelieve Sam neglected to feed his puppy. | Encode  friendly, thoughtful, loving, annoyed, enraged, and angry  We were weary after a day of hiking. | Encode  drowsy, tired, weary, recite, narrate, and depict  Chris is not an actor, but he will narrate the play. | Encode  Mismatch, rematch, matching, excited, thrilled, and eager  The girls were thrilled to have a sleepover last week. | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | I Spy…  Find at least two words that contain the same base word.  Use this week’s reading selection, Unit 5 Lesson 4, or previous selections in Unit 5. | I Spy…  Find at least two words that contain the same base word.  Use this week’s reading selection, Unit 5 Lesson 4, or previous selections in Unit 5. | Shades of meaning  Sort precut words onto a word mat from weak, average, to strong. | Shades of meaning  Arrange words on the shade line to indicate the strength of their meanings. | Shades of meaning  Arrange words on the shade line to indicate the strength of their meanings. Choose the correct words that complete the sentences. | **8 min** |