**Explicit Phonics Lesson Planner Unit 2 Lesson 3** Yolanda Randolph/ 3rd Grade **Week of:** *October 14-18, 2024*

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Approximate Time** |
| **Learning Target:**I can statement | **Columbus Day/****Professional Development** | ACOS 3.8.d - I can decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of the common to least common frequency. (/ō/ spelled oa\_ and \_ow) | ACOS 3.8.d - I can decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of the common to least common frequency. ((/ō/ spelled oa\_ and \_ow ) | ACOS 3.8.d - I can decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of the common to least common frequency. (Homophones) | ACOS 3.8.d - I can decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of the common to least common frequency. (Homophones) | **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 slope. Now say slope without the /l/ (soap) ● Say toast. Now say toast, but don’t say /s/ (tote) ● Say stone. Now say stone, but don’t say /s/ (tone) ● Say glow. Now say glow, but don’t say /g/ (low) ● Say coast. Now say coast, but don’t say /s/ (coat) ● Say smoke. Now say smoke, but don’t say /m/ (soak) | ● Say throat. Now say throat, but change the /t/ to /n/ (throne) ● Say flow. Change /f/ to /s/ (slow) ● Say broke. Now say broke, but change /b/ to /k/ (croak) ● Say coach. Change /k/ to /p/ (poach) ● Say grow. Now say grow, but change /r/ to /l/ (glow) ● Say grove. Now say grove, but change /g/ to /d/ (drove) | ● Say stove. Now say stove, but say the first sound last and the last sound first (votes) ● Say no. Now say no, but say the first sound last and the last sound first (own) ● Say bowl. Now say bowl, but say the first sound last and the last sound first (lobe) ● Say nose. Now say nose, but say the first sound last and the last sound first (zone) ● Say oat. Now say oat, but say the first sound last and the last sound first (toe) | Say toast. ● Change /t/ to /r/ (roast) ● Say roast. Change /r/ to /b/ (boast) ● Say boast. Change /b/ to /g/ (ghost) ● Say ghost. Change /g/ to /p/ (post) ● Say post. Add /er/ to the end (poster) ● Say poster. Change /p/ to /k/ (coaster) | **3 min.** |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) |  | Review Sound Cards 1-10 High Frequency Words* something
* today
* work
* better
 | Review Sound Cards 11-21High Frequency Words* house
* same
* side
* might, more, next, night, things, time, trees
 | Review Sound Cards 22-32 High Frequency Words* easy
* horse
* myself
* paste
 | Review Sound Cards 33-43High Frequency Words* soon
* together
* write
* black
 |  **3 min.** |
| **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) |  | Use “oa” mostly in the middle and sometimes at the beginning of a word. Use ‘ow’ mostly at the end of a word and sometimes at the beginning. Today, we will learn about the /ō/ spelled oa\_ and \_ow. | Use “oa” mostly in the middle and sometimes at the beginning of a word. Use ‘ow’ mostly at the end of a word and sometimes at the beginning. Today, we will review the /ō/ spelled oa\_ and \_ow. | Homophones are words with the same pronunciation but different spellings and meanings. Today, we will learn about homophones. | Homophones are words with the same pronunciation but different spellings and meanings. Today, we will review homophones. | **2 min.** |
| **Guided & Extended Practice**Blending boardSound -by sound blendingWhole word blending**Decoding:** Sounding out words using knowledge of phoneme/graphemes and blending the word. |  | Decode arrow, loaf, blow, loan, coach, belowThe blowing snow is slowly building up.  | Decode row, window, goal, toast, mower, throatI see the poacher in the shadow of the trees. | Decode new, knew, flower, flourmall, maul, board, boredThe farmer created a maze from stalks of corn, which is also called maize.  | Decodestare, stair, peace, piece, seen, scene, tails, talesThe people tried to create peace across their small piece of the world. | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning |  | loafThe smell of a freshly baked loaf of bread is delightful. | goalWe set reading goals last month in i-Ready. | bored/boardSam seemed bored playing this easy board game. | stare/stair Did they stare at the unknown figure on the top stair?  | **3 min** |
| **Dictation:**(3 to 4 words with new conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. |  | Encode oat, loaf, follow, belowThis same loaf of oat bread will make perfect toast. | Encode soak, yellow, show, goalDon’t throw a snowball at the toad. | Encode hole, whole, night, knightMy son likes to spend time outside in the sun. | Encode rode, road, ate, eightThe cat chased its tail while I read the fairy tale.  | **8 min** |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) |  | Skills Practice 1Pages 107-108 | Decodable Stories, Book 2Story 14: More Bats | Skills Practice 1Pages 109-110 | HomophonesActivity | **8 min** |