**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 11-21  High 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 33-43  High 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 board  Sound -by sound blending  Whole word blending  **Decoding:** Sounding out words using knowledge of phoneme/graphemes and blending the word. |  | Decode  arrow, loaf, blow, loan, coach, below  The blowing snow is slowly building up. | Decode  row, window, goal, toast, mower, throat  I see the poacher in the shadow of the trees. | Decode  new, knew, flower, flour  mall, maul, board, bored  The farmer created a maze from stalks of corn, which is also called maize. | Decode  stare, stair, peace, piece, seen, scene, tails, tales  The people tried to create peace across their small piece of the world. | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning |  | loaf  The smell of a freshly baked loaf of bread is delightful. | goal  We set reading goals last month in i-Ready. | bored/board  Sam 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 concept  At least one sentence with new concept)  **Encoding:** Saying the word, segmenting and writing with corresponding graphemes. |  | Encode  oat, loaf, follow, below  This same loaf of oat bread will make perfect toast. | Encode  soak, yellow, show, goal  Don’t throw a snowball at the toad. | Encode  hole, whole, night, knight  My son likes to spend time outside in the sun. | Encode  rode, road, ate, eight  The 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 1  Pages 107-108 | Decodable Stories, Book 2  Story 14: More Bats | Skills Practice 1  Pages 109-110 | Homophones  Activity | **8 min** |