**Explicit Phonics Lesson Planner Unit 2 Lesson 2** Yolanda Randolph/ 3rd Grade **Week of:** *October 07-11, 2024*

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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.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.  (/ī/ spelled -igh, \_ie, and \_y) | 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.  (/ī/ spelled -igh, \_ie, and \_y) | 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.  (Irregular verbs and abstract nouns) | 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.  (Irregular verbs and abstract nouns) | 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.  (/ī/ spelled -igh, \_ie, and \_y; Irregular verbs and abstract nouns) | **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 \_\_\_\_. Now, let’s count the sounds we heard in this word.   * h-igh (2) * u-n-t-ie (4) * b-y (2)   Say \_\_\_\_. Now, I will give you the sounds of a word. Blend the sounds together to make a word.   * d-e-f-y > defy * r-igh-t > right | Say \_\_\_\_. Now, let’s count the sounds we heard in this word.   * p-ie (2) * a-pp-l- y (4) * b-r-igh-t (4)   Say \_\_\_\_. Now, I will give you the sounds of a word. Blend the sounds together to make a word.   * J-u-l-y > July * t-ie > tie | Say \_\_\_\_. Now, let’s count the sounds we heard in this word.   * a-r-i-se (4) * a-r-o-se (4)   Say \_\_\_\_. Now, I will give you the sounds of a word. Blend the sounds together to make a word.   * b-e-n-d > bend * b-e-n-t > bent | Say \_\_\_\_. Now, let’s count the sounds we heard in this word.   * l-o-ve (3) * f-ea-r (3) * j-oy (2)   Say \_\_\_\_. Now, I will give you the sounds of a word. Blend the sounds together to make a word.   * b-ea-u-t-y > beauty * w-i-s-d-o-m > wisdom | Say \_\_\_\_. Now, let’s count the sounds we heard in this word.   * t-o-n-igh-t (5) * f-l-y (3) * f-l-ew (3)   Say \_\_\_\_. Now, I will give you the sounds of a word. Blend the sounds together to make a word.   * g-r-ee-d > greed * h-o-pe > hope | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 11-21  High Frequency Words   * other * show * think * white | Review Sound Cards 33-34  High Frequency Words   * even * might * need * trees * also, each, find, hard, high, more, most, near, next, night, plants, story, than, things | Review Sound Cards 1-10  High Frequency Words   * because * different * gray * ought | Review Sound Cards 22-32  High Frequency Words   * sign * those * who * been | Review Sound Cards 1-43  High Frequency Words   * does * hold * much * own | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | In unit 1, we learned that the red letters are long-vowel spellings; the black underscores on some spellings mean that a consonant goes in that position; the red underscores on some spellings mean that a vowel goes in that position. Today, we will discuss the /ī/ spelled \_igh, \_ie, and \_y. | In unit 1, we learned that the red letters are long-vowel spellings; the black underscores on some spellings mean that a consonant goes in that position; the red underscores on some spellings mean that a vowel goes in that position. Today, we will review the /ī/ spelled \_igh, \_ie, and \_y. | Most verbs follow a regular pattern when changing tense that involves adding -ed. Some verbs have irregular past and participle forms with different spellings or no change in spelling. Not all nouns name concrete people, places, and things. Some, called abstract nouns, name ideas, qualities, feelings, or concepts – things that cannot be experienced with the five senses. Today, we will discuss irregular verbs and abstract nouns. | Most verbs follow a regular pattern when changing tense which involves adding  -ed. Some verbs have irregular past and participle forms with different spellings or no change in spelling. Not all nouns name concrete people, places, and things. Some, called abstract nouns, name ideas, qualities, feelings, or concepts – things that cannot be experienced with the five senses. Today, we will review irregular verbs and abstract nouns. | Today, we will review the /ī/ spelled \_igh, \_ie, and \_y; irregular verbs, and abstract nouns. | **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  sigh, knight, tie, tied, apply, supply, highway, highlight | Decode  tightly, twilight, replied, denied, hyphen, python, spotlight, nighttime | Decode  bring, brought, shut, wisdom, freedom, talent, strength | Decode  catch, caught, forget, forgot, pride, idea, grief, childhood | Decode  moonlight, butterfly, die, delight, send, sent, truth, grace | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  The birds fly high in the night sky, far above the trees. | Sentences  The ball is stuck so high in the tree that even my dad might need a ladder to reach it. | Sentences  Mr. Chen teaches math, but last year he also taught music. | Sentences  You must know that trust is an important part of any friendship. | Sentences  The dragonfly floated in the air with grace and beauty. | **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  spy, sight, pies, delight  The sun was so bright that we could not see the birds flying high above us. | Encode  spying, rely, supplied, fireflies  Even though the trees are pretty, they make me sneeze. | Encode  feed, fed, pride, shame  You must have patience when solving a hard math problem. | Encode  hide, hid, respect, anger  Dave paid for his food in the express pay lane. | Encode  fright, nearby, tell, told  I was afraid as viewed the haunted house without my friends. | **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 93-94 | Decodable Stories, Book 2  Story 13: Bats | Skills Practice 1  Pages 95-96 | Developing Oral Language  Page T116 (teacher edition) | Irregular verbs/abstract nouns activities | **8 min** |