**Explicit Phonics Lesson Planner Unit 3 Lesson 4** Yolanda Randolph/ 3rd Grade **Week of:** *December 09-13, 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.  (/oi/ spelled oi and \_oy) | 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.  (/oi/ spelled oi and \_oy) | ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (Content Words and Shades of Meaning) | ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (Content Words and Shades of Meaning) | 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.  ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (/oi/ spelled oi and \_oy; Content Words 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) | Phoneme deletion  with blends  ●Say coil. Now say coil, but don’t say /c/ (oil)  ● Say join. Now say join, but don’t say the final /n/ (joy)  ● Say boil. Now say boil without the /b/ (oil)  ● Say employ. Now say employ, but don’t say /em/ (ploy)  ● Say avoid. Now say avoid, but don’t say /a/ (void) | Substitute in initial  and final blends  ●Say joint. Now say joint, but change /j/ to /p/ (point)  ● Say joy. Now say joy, but change /j/ to /b/ (boy)  ● Say boil. Now say boil, but change /b/ to /c/ (coil)  ● Say foil. Now say foil, but change /f/ to /sp/ (spoil)  ● Say coil. Now say coil, but change final /l/ to /n/ (coin) | Reverse phonemes in spoken words  ● Say loin. Now say loin, but say the first sound last and the last sound first (noil)  ● Say toy. Now say toy, but say the first sound last and the last sound first (yot)  ● Say moist. Now say moist, but say the first sound last and the last sound first (stoim)  ● Say join. Now say join, but say the first sound last and the last sound first (noij)  \*All are nonsense words\* | Chaining to show addition, deletion, substitution  ● Say join. Change /j/ to /c/ (coin)  ● Say coin. Add /s/ to the end (coins)  ● Say coins. Delete /s/ (coin).  ● Say toy. Delete /t/ (oy)  ● Say oy. Add /b/ to the beginning of the word (boy)  Say boy. Change /b/ to /s/ (soy) | Morphological changes (prefixes, suffixes, etc.)  ● Say join. Add the prefix that means “again” (rejoin)  ● Say join. Now say join, but add the suffix that means “continue” (joining)  ● Say claw. Now say claw, but add the suffix that means “in the past” (clawed)  ● Say joy. Add the prefix  en- (enjoy)  ● Say joy. Add the suffix  -ful (joyful) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 33-44  High Frequency Words   * began * ever * hear * move | Review Sound Cards 22-32  High Frequency Words   * words * also, back, change, ever, face, large, most, name, need, second, talk, things, thought, years | Review Sound Cards 11-21  High Frequency Words   * school * thought * world * between | Review Sound Cards 1-10  High Frequency Words   * even * high * name * second | Review Sound Cards 1-44  High Frequency Words   * through * years * book * eyes | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Today, we will discuss the /oi/ sound (coil card) and the spellings oi and \_oy. | Today, we will discuss the /oi/ sound (coil card) and the spellings oi and \_oy. | All areas of study, including branches of science and social studies, have special words used when writing and speaking about that area of study. These are called content words. Today, we will discuss content words. | All areas of study, including branches of science and social studies, have special words used when writing and speaking about that area of study. These are called content words. Today, we will review content words. | Today, we will discuss the /oi/ sound (coil card) and the spellings oi and \_oy; all areas of study, including branches of science and social studies, have special words used when writing and speaking about that area of study. These are called content words. Today, we will review words with the /oi/ sound and content words. | **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  join, toys, avoid, cowboy, coin, boyhood, annoy, soybean | Decode  point, royal, annoyed, tinfoil, choice, enjoy, appoint, pinpoint | Decode  colony, frontier, immigrant, capital, citizen, election, presidential, democracy | Decode  cool, cold, biting, frigid,  uneasy, bothered, fearful, distraught | Decode  soil, toy, moist, destroy,  square, triangle, tiny, miniature | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  All the rain made the topsoil so moist that it destroyed the gardener’s plants. | Sentences  The loyal crowd made no noise as they listened to the queen’s joyful words. | Sentences  In their first election, the colonists voted against the new taxes. | Sentences  I dislike winter, but I really distest the hot, humid summer months. | Sentences  Did that boy pick up the coin on the floor? | **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  hoist, joint, joyful, employ  Ray rejoiced when he found his lost toy. | Encode  coil, boiling, deploy, voyage  I had no words because I was so surprised. | Encode  book, plot, setting, conflict  We must write a paragraph about the character in the story. | Encode  quick, swift, rapid, speedy  I made a hasty decision to run to the bus stop because I was late. | Encode  clever, wise, smart  In art class, we draw, paint, and make collages. | **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 199-200 | Decodable Stories, Book 4 Story 21: Money Stories | Skills Practice 1  Pages 201-202 | Content Words Activity | Shade of Meaning Activity | **8 min** |