**Explicit Phonics Lesson Planner Unit 1 Lesson 4** Yolanda Randolph/ 3rd Grade **Week of:** *September 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.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Long vowels: /ā/spelled ai\_and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  ((Long vowels: /ā/spelled ai\_and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Regular Plurals) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Regular Plurals) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  ((Long vowels: /ā/spelled ai\_and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il; Regular Plurals) | **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, tell me the long vowel sound heard in this word.   * rain - /ai\_/ * day- /\_ay/ * mail- /ai\_/ * repay - /\_ay/   Say \_\_\_\_. Now, tell me the sound you hear at the end of this word.   * usual - /\_al/ * April -/\_il/ | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.   * claim - /ai\_/ * away- /\_ay /   Say \_\_\_\_. Now, tell me the sound you hear at the end of this word.   * squirrel/\_el/ * animal - /\_al/ * pencil -/\_il/ * settle - /\_le/ | Say \_\_\_\_. Now, tell me the plural form for this word.   * plant - plants * glass - glasses * shell – shells * match - matches * box - boxes * tray - trays | Say \_\_\_\_. Now, tell me the plural form for this word.   * bush - bushes * cherry-cherries * highway - highways * movie - movies * dog - dogs * valley - valleys | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.   * trail - /ai\_/ * main - /ai\_/ * essay - /\_ay/ * clay - /\_ay/   Say \_\_\_\_. Now, tell me the sound you hear at the end of this word.   * floral -/\_al/ * kennel - /\_el/ * evil - /\_il/ * paddle - /\_le/   Say \_\_\_\_. Now, tell me the plural form for this word.   * book – books * chair – chairs * church – churches * berry - berries | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * Answer * End * Hard * more | Review Sound Cards 11-21  High Frequency Words   * city * each * face * near * through * change * close * hear * last * more * name * time | Review Sound Cards 22-32  High Frequency Words   * point * than * without * back | Review Sound Cards 32-34  High Frequency Words   * enough * head * most * same | Review Sound Cards 33-43  High Frequency Words   * things * words * began * even | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Long vowels are letters that say their names and have different spelling patterns. On card 27, the long a card, the red letters are vowels and the underscores on some spellings mean that a consonant goes in that position. When words end with a vowel (schwa) and /l/ sound, the schwa sound resembles the short u sound. Today, we will learn about long vowels: /ā/spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il. | Long vowels are letters that say their names and have different spelling patterns. On card 27, the long a card, the red letters are vowels and the underscores on some spellings mean that a consonant goes in that position. When words end with a vowel (schwa) and /l/ sound, the schwa sound resembles the short u sound. Today, we will learn about long vowels: /ā/spelled ai\_ and \_ay and /ǝl/ spelled \_le, \_el, \_al, and \_il. | There are several rules for forming regular plural nouns. You can add -s to most words that end with a consonant or an e. You can add -es to words ending in x, ch, sh, or ss. For words that end with a consonant and y, you change the y to I and then add -es. For words that end with the/f/ sound spelled f or fe, the f or fe is usually removed, and -ves is added. Today, we will learn about forming regular plural nouns. | There are several rules for forming regular plural nouns. You can add -s to most words that end with a consonant or an e. You can add -es to words ending in x, ch, sh, or ss. For words that end with a consonant and y, you change the y to I and then add -es. For words that end with the/f/ sound spelled f or fe, the f or fe is usually removed, and -ves is added. Today, we will learn about forming regular plural nouns. | Today, we will review long vowels: /ā/spelled -ai\_ and \_ay, /ǝl/ spelled \_le, \_al, \_el, and \_il; and regular plural 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  explain, afraid, delay, portray, little, riddle, critical, several, | Decode  entertain, maintain, essay, holiday, level, visible, nostril, tranquil | Decode  pencils, basketballs, foxes, glasses, babies, libraries, leaves, wives | Decode  triangles, windows, bushes, branches, stories, factories, shelves, wolves | Decode  Today, funnel, fossil, civil, buses, peaches, pens, lives | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  Each of those trains carries grain and hay through the farmland and to the city. | Sentences  While waiting at the carnival, I spied a nickel near the face-painting stand. | Sentences  Birds collect many small twigs in order to make their nests in trees. | Sentences  At pet stores, you can see all kinds of playful puppies and kittens. | Sentences  The snail lay in the shade of the bushes. | **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  trail, wiggle, gravel, obtain  Yesterday at soccer practice, April sprained her ankle. | Encode  Detail, struggle, animal, annual  The brothers live near each other in the city. | Encode  marshes, bricks, caves, halves  The class had snacks and juices in the gym. | Encode  foxes, years, ashes, knives  The boxes are to be placed on the tables. | Encode  bay, royal, twins, inches  The clay can be divided into pieces. | **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 43-44 | Decodable Stories, Book 2  Story 9: On a Train | Skills Practice 1  Pages 45-46 | Developing Oral Language  TE page T238 | Plural noun activities | **8 min** |