**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 1-10High Frequency Words* Answer
* End
* Hard
* more
 | Review Sound Cards 11-21High Frequency Words* city
* each
* face
* near
* through
* change
* close
* hear
* last
* more
* name
* time
 | Review Sound Cards 22-32High Frequency Words* point
* than
* without
* back
 | Review Sound Cards 32-34High Frequency Words* enough
* head
* most
* same
 | Review Sound Cards 33-43High 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 boardSound -by sound blendingWhole 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 | DecodeToday, funnel, fossil, civil, buses, peaches, pens, lives | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode trail, wiggle, gravel, obtainYesterday at soccer practice, April sprained her ankle. | Encode Detail, struggle, animal, annualThe brothers live near each other in the city. | Encode marshes, bricks, caves, halvesThe class had snacks and juices in the gym. | Encode foxes, years, ashes, knivesThe boxes are to be placed on the tables. | Encode bay, royal, twins, inchesThe 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 2Story 9: On a Train  | Skills Practice 1 Pages 45-46 | Developing Oral LanguageTE page T238 | Plural noun activities | **8 min** |