**Explicit Phonics Lesson Planner Unit 2 Lesson 5** Yolanda Randolph/ 3rd Grade **Week of:** *October 28-November 01, 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.  (/ōō/ spelled oo, u, \_ue, u\_e, and \_ew) | 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.  (/ōō/ spelled oo, u, \_ue, u\_e, and \_ew) | 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.  (Homographs and multiple-meaning words) | 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.  (Homographs and multiple-meaning words) | 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.  (/ōō/ spelled oo, u, \_ue, u\_e, and \_ew; Homographs and multiple-meaning words) | **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 smooth. Now say smooth, but don’t say /m/ (soothe)  ● Say clue. Now say clue, but don’t say /l/ (coo)  ● Say stool. Now say stool, but don’t say /s/ (tool)p  ● Say drew. Now say drew, but don’t say /r/ (dew)  ● Say spoon. Now say spoon, but don’t say /p/ (soon)  ● Say soon. Now say soon, but don’t say /n/ (sue) | Substitute in initial  and final blends  ● Say broom. Now say broom, but change /r/ to /l/ (bloom)  ● Say crew. Now say crew, but change /k/ to /g/ (grew) ● Say scoop. Now say scoop, but change /k/ to /w/ (swoop)  ● Say groom. Now say groom, but change /r/ to /l/ (gloom)  ● Say smooch. Now say smooch, but change /ch/ to /th/ (smooth)  ● Say droop. Now say droop, but change /d/ to /t/ (troop) | Reverse phonemes in spoken words  ● Say doom. Now say doom, but say the first sound last and the last sound first (mood)  ● Say noon. Now say noon, but say the first sound last and the last sound first (noon)  ● Say loop. Now say loop, but say the first sound last and the last sound first (pool)  ● Say loot. Now say loot, but say the first sound last and the last sound first (tool) | Chaining to show addition, deletion, substitution  Say grew.  ● Change /g/ to /d/ (drew) ● Say drew. Change /d/ to /t/ (true)  ● Say true. Add /p/ at the end (troupe)  ● Say troupe. Change /t/ to /d/ (droop)  ● Say droop. Change /d/ to /g/ (group)  ● Say group. Delete/p/ (grew)  ● Say grew. Change /r/ to /l/ (glue)  ● Say glue. Change /g/ to /f/ (flu)  ● Say flu. Add /t/ at the end of the word (flute) | Morphological changes (prefixes, suffixes, etc.)  ● Say chew. Add the suffix -ing (chewing)  ● Say do. Add the prefix the means “not; reverse” (undo)  ● Say new. Add the suffix that means “more” (newer) ● Say truth. Add the suffix that means “full of” (truthful)  ● Say coupe. Add the prefix that means “again” (recoup) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 33-43  High Frequency Words   * sorry * uncle * zero * both | Review Sound Cards 22-32  High Frequency Words   * end * should * also, close, eyes, feet, large, need, next, night plants, time, years | Review Sound Cards 11-21  High Frequency Words   * everyone * laugh * new * picture | Review Sound Cards 1-10  High Frequency Words   * start * under * bring * everything | Review Sound Cards 1-43  High Frequency Words   * learn * nine * piece * stop | **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 /ōō/ spelled oo, u, \_ue, u\_e, and \_ew . | 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 /ōō/ spelled oo, u, \_ue, u\_e, and \_ew . | Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. They can also be different parts of speech. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin. Today, we will discuss homographs and multiple-meaning words. | Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. They can also be different parts of speech. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin. Today, we will review homographs and multiple-meaning words. | Today, we will review the /ōō/ spelled oo, u, \_ue, u\_e, and \_ew ; Homographs and multiple-meaning 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  smooth, clue, reduce, threw, spooky, subdue, salute, chewing | Decode  doodle, duty, include, jewel, shampoo, numeral, absolute, cashew | Decode  tire, squash, bass, desert, fair, bank, wound, pitcher | Decode  strike, strand, record, park, state, right, watch, patient | Decode  stew, chewy, glue, tissue,  pen, pen, lead, wound | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  You should see the cool cartoon that June drew! | Sentences  To find food, the blue jay flew all the way to the end of the lake. | Sentences  The teacher will record our grades in the record book. | Sentences  The hospital patient was very patient as she waited for her test results. | Sentences  After putting the bow on the gift, Ann took a bow to end the play. | **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  due, true, crude, oozing  My friend Sue invited us to take a swim in her new pool. | Encode  tuna, news, glue, poodle  I think we should work together on the science project. | Encode  lead, row, dove, read  The lead pipe will lead the water outside. | Encode  fall, saw, ruler, ship  I like to fall into piles of leaves during the fall. | Encode  ruby, crew, seal, bat  Birds fly fast, but a fly is slower. | **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 135-136 | Decodable Stories, Book 2  Story 16: A Visit | Skills Practice 1  Pages 137-138 | Developing Oral Language  Page T296 (teacher edition) | Homophones/Mutliple-meaning words activities | **8 min** |