**Explicit Phonics Lesson Planner Unit 3 Lesson 3** Yolanda Randolph/ 3rd Grade **Week of:** *December 02-06, 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.  (/aw/ spelled au\_, aw, augh, ough, and al) | 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.  (/aw/ spelled au\_, aw, augh, ough, and al) | 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.  (Irregular Comparatives and Superlatives) | 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.  (Irregular Comparatives and Superlatives) | 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.  (/aw/ spelled au\_, aw, augh, ough, and al, Irregular Comparatives and Superlatives) | **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 straw. Now say straw, but don’t say /st/ (raw)  ● Say claw. Now say claw, but don’t say /c/ (law)  ● Say flaw. Now say flaw without the /f/ (law)  ● Say draw. Now say draw, but don’t say /d/ (raw)  ● Say slaw. Now say slaw, but don’t say /s/ (law) | Substitute in initial  and final blends  ●Say claw. Now say claw, but change /cl/ to /str/ (straw)  ● Say flaw. Now say flaw, but change /fl/ to /sl/ (slaw)  ● Say draw. Now say draw, but change /dr/ to /thr/ (thraw)  ● Say found claw. Now say claw, but change final /aw/ to /ock/ (clock)  ● Say flaw. Now say flaw, but change final /aw/ to /op/ (flop) | Reverse phonemes in spoken words  ● Say straw. Now say straw, but say the first sound last and the last sound first (warts)  ● Say draw. Now say draw, but say the first sound last and the last sound first (ward)  ● Say paw. Now say paw, but say the first sound last and the last sound first (wap)  ● Say saw. Now say saw, but say the first sound last and the last sound first (was) | Chaining to show addition, deletion, substitution  ● Say ball. Change /b/ to /h/ (hall)  ● Say hall. Add /s/ to the end (halls)  ● Say hall. Delete /h/ (all).  ● Say caught. Delete /c/ (aught)  ● Say aught. Change /a/ to /o/ (ought)  ● Say ought. Add /br/ to the beginning of the word (brought) | Morphological changes (prefixes, suffixes, etc.)  ● Say ball. Add the suffix that means “continuing” (balling)  ● Say fault. Now say fault, but add the suffix -less (faultless)  ● Say claw. Now say claw, but add the suffix the means “in the past” (clawed)  ● Say pause. Add the prefix  un- (unpause)  ● Say draw. Add the suffix  -ing (drawing) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 22-32  High Frequency Words   * talk * while * answer * end | Review Sound Cards 11-21  High Frequency Words   * between * ever * also, each, even, find, hard, last, might, more, most, need, set, should, still, talk, than, things, thought, years | Review Sound Cards 1-10  High Frequency Words   * hard * more * point * than | Review Sound Cards 33-44  High Frequency Words   * without * back * enough * head | Review Sound Cards 1-44  High Frequency Words   * most * same * things * words | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Today, we will discuss the /aw/ sound (hawk card) has several spellings: au\_, aw, augh, ough, and al. | Today, we will review the /aw/ sound (hawk card) has several spellings: au\_, aw, augh, ough, and al. | A comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it. Not all comparatives and superlatives are formed by adding -er, -est, more or most. Some are irregular, which means they are entirely different words. Today, we will discuss irregular comparative and superlative adjectives and adverbs. | A comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it. Not all comparatives and superlatives are formed by adding -er, -est, more or most. Some are irregular, which means they are entirely different words. Today, we will review irregular comparative and superlative adjectives and adverbs. | Today, we will review the /aw/ spelled au\_, aw, augh, ough, and al; and irregular comparative and superlative adjectives and adverbs. | **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  autumn, caught, walk, crawled, drawn, brought, always, launched | Decode  laundry, taught, chalk, crawling, awful, thought, almost, launching | Decode  good, better, best, many more, most | Decode  bad, worse, worst, far, farther, farthest | Decode  fault, naughty, halt, sought,  many, more, most | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  Have you ever picked strawberries at dawn in the fall? | Sentences  Paul brought his daughter a healthy snack to eat between classes. | Sentences  Last year our soccer team was good, but this year we are even better. | Sentences  Tornadoes are really bad natural disasters, but I think earthquakes are the worst. | Sentences  Can we go sledding after school? | **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  August, yawn, daughter, dinosaur  The hawk caught a chipmunk with its claws. | Encode  haul, taught, cornstalk, sausage  I sat between my two older sisters in the car. | Encode  good, better, best  Friday is a good day to play games. | Encode  little, less, least  He has less crayons than Addy. | Encode  author, yawn, bad worse  This is the worst storm I have ever seen. | **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 185-186 | Decodable Stories, Book 4 Story 20: Collecting Baseball Cards | Skills Practice 1  Pages 187-188 | Irregular Comparatives and Superlatives Activity | Irregular Comparatives and Superlatives Activity | **8 min** |