**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 deletionwith 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 initialand 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 1-10High Frequency Words* hard
* more
* point
* than
 | Review Sound Cards 33-44High Frequency Words* without
* back
* enough
* head
 | Review Sound Cards 1-44High 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 boardSound -by sound blendingWhole 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 | Decodefault, naughty, halt, sought,many, more, most | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode August, yawn, daughter, dinosaurThe hawk caught a chipmunk with its claws.  | Encode haul, taught, cornstalk, sausageI sat between my two older sisters in the car. | Encode good, better, bestFriday is a good day to play games. | Encode little, less, leastHe has less crayons than Addy. | Encode author, yawn, bad worseThis 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** |