**Explicit Phonics Lesson Planner Unit 1 Lesson 5** Yolanda Randolph/ 3rd Grade **Week of:** *September 16-20, 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.  (/m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (/m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Irregular 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.  (Irregular 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.  (/m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_; Irregular 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 sound heard at the end of this word.   * bomb - /\_mb/ * crumb - /\_mb/ * thumb - /\_mb/   Say \_\_\_\_. Now, tell me the sound you hear at the beginning of this word.   * know - /kn\_/ * wrap -/wr\_/ * phantom - /ph/ * whiplash - /wh\_/ | Say \_\_\_\_. Now, tell me the sound heard at the end of this word.   * honeycomb - /\_mb/ * numb - /\_mb /   Say \_\_\_\_. Now, tell me the sound you hear in the middle of this word.   * nephew - /ph/ * elephant - /ph/   Say \_\_\_\_. Now, tell me the sound you hear at the end of this word.   * knots - /kn\_/ * write - /wr\_/ * whimpering - /wh/ | Say \_\_\_\_. Now, tell me the plural form for this word.   * shrimp - shrimp * child - children * goose – geese * man - men * cactus - cacti | Say \_\_\_\_. Now, tell me the plural form for this word.   * mouse - mice * tooth - teeth * person - people * foot - feet * deer - deer | Say \_\_\_\_. Now, tell me the sound heard at the beginning of this word.   * knee -/kn\_/ * wrong - /wr\_/ * phone - /ph/ * wheat - /wh\_/   Say \_\_\_\_. Now, tell me the sound heard at the end of this word.   * lamb - /\_mb/ * tomb - /\_mb/   Say \_\_\_\_. Now, tell me the irregular plural form for this word.   * fish - fish * die - dice * policeman -policemen * fungus - fungi | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * hear * move * school * thought | Review Sound Cards 11-21  High Frequency Words   * almost * also * years * close * each * hard * high * last * most * next * second * time * watch | Review Sound Cards 22-32  High Frequency Words   * world * between * ever * high | Review Sound Cards 32-34  High Frequency Words   * name * second * through * years | Review Sound Cards 33-43  High Frequency Words   * book * eyes * home * near | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Cards 6, 13, 14, 18, and 23 have several spelling patterns for each letter. The red underscores on some spellings mean that a vowel goes in that position. Today, we will learn about the /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_. | Cards 6, 13, 14, 18, and 23 have several spelling patterns for each letter. The red underscores on some spellings mean that a vowel goes in that position. Today, we will learn about the /m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_. | Last week, we learned 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 irregular plural nouns using different rules (some words have the same singular and plural form, change the vowels or consonant sounds, different spelling for singular and plural form, and change the ending -us to -i). | Last week, we learned 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 irregular plural nouns using different rules (some words have the same singular and plural form, change the vowels or consonant sounds, different spelling for singular and plural form, and change the ending -us to -i). | Today, we will review long vowels: //m/ spelled \_mb; /n/ spelled kn\_; /r/ spelled wr\_; /f/ spelled ph; and /w/ spelled wh\_; and irregular 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  lamb, knickknack, alphabet, whirlwind, writer, gopher, knapsack, whether | Decode  plumber, wrinkle, wriggle, knuckle, elephant, emphasis, thumb, whisper | Decode  fish, sheep, feet, teeth, men, women, cacti, fungi | Decode  deer, moose, geese, mice, children, oxen, octopi, stimuli | Decode  dumb, knife, wrong, alphabet, white, lice, bison, feet, syllabi | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  The wrestlers knocked heads, wrenched wrists, and also twisted limbs. | Sentences  I almost left my white comb that I’ve had for years in the photo shop. | Sentences  A group of elk is a herd, and a group of salmon is a school. | Sentences  Mice and cacti can live in a desert habitat, but can octopi? | Sentences  Six people in the class used headphones as they wrote notes. | **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  numb, dolphin, wreck, knowledge  My shoe kept coming untied because I was using the wrong knot. | Encode  phrase, awhile, written, comb  I have wanted to visit my relatives in Ireland for years. | Encode  men, oxen, fungi, sheep  You can buy fish, shrimp, and crabs at the seafood market. | Encode  geese, nuclei, moose, squid  The old women gazed fondly at their grandchildren. | Encode  limb, knit, wrap, orphan, what, feet  Those deer are not afraid of men. | **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 57-58 | Decodable Stories, Book 2  Story 10: Bike Races | Skills Practice 1  Pages 59-60 | Irregular plural noun activities | Irregular plural noun activities | **8 min** |