**Explicit Phonics Lesson Planner Unit 1 GS** Yolanda Randolph/ 3rd Grade **Week of:** *August 12-16, 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. (Review: Short vowels: /a/spelled a; /i/ spelled i, /o/ spelled o; Consonants: /b/ spelled b; /k/ spelled c, k; /d/ spelled d; /f/ spelled f, ff; /g/ spelled g, /h/ spelled h\_; /m/ spelled m; /n/ spelled n; /s/ spelled s, ss; /t/ spelled t, tt) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.(Review: Short vowels: /e/ spelled e, \_ea\_, /u/ spelled u; Consonants: /j/ spelled j; /l/ spelled l, ll; /p/ spelled p; /kw/ spelled qu\_; /r/ spelled r; /v/ spelled v; /w/ spelled w; /ks/ spelled ■x; /y/ spelled y\_; /z/ spelled z, zz, \_s)  | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. (Review: Short vowels: /a/ spelled a; /e/ spelled e, \_ea\_; /i/ spelled I; /o/ spelled o; /u/ spelled u; Consonants:/j/ spelled ■dge; /k/ spelled ■ck; /ng/ spelled ■ng; /nk/ spelled ■nk | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. (Review: /ar/ spelled ar; /er/ spelled er, ir, ur, ear; /or/ spelled or, ore)  | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.(Review: /sh/ spelled sh; /th/ spelled th; /ch/ spelled ch, ■tch)  | **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 short vowel sound for this word.* Apple - /a/
* Hit - /i/
* Fog - /o/

Say \_\_\_\_. Now, tell me the consonant sound for the beginning of this word.* Bag - /b/
* Clean - /k/
* Ditch - /d/
* Frog - /f/
* Goat -/g/
* Hamburger - /h/
* Milk - /m/
* Nap - /n/
* Silly /s/
* Tick - /t/
 | Say \_\_\_\_. Now, tell me the short vowel sound for this word.* Net - /e/
* Tug - /u/

Say \_\_\_\_. Now, tell me the consonant sound for the beginning of this word.* Jump - /j/
* Pig - /p/
* Queen - /kw/
* Rose - /r/
* Violin -/v/
* Wax - /w/
* Yell - /y/
* Zipper - /z/

Say \_\_\_\_. Now, tell me the consonant sound for the end of this word.* Fox - /ks/
 | Say \_\_\_\_. Now, tell me the short vowel sound and digraph for this word.* Lodge - /o/and /■dge/
* Luck -/u/and /■ck/
* ring - /i/and /■ng/
* Hank -/a/and /■nk/
* Sledge -/e/ and /■dge/

\*Digraphs are two consonants that make one distinct sound. | Say \_\_\_\_. Now, tell me the r-controlled vowel sound for this word.* Charm - /ar/
* Girl - /ir/
* Nerd -/er /
* Burn -/ur/
* Export -/or/
* Hurt - /ur/
 | Say \_\_\_\_. Now, tell me the consonant digraph you hear in this word.* Shine - /sh/
* Think - /th/
* Chicken - /ch/
* Bush - /sh/
* Bath - /th/
* Match - /■tch/
* Church - /ch/
 | **3 min.** |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Review Sound Cards 1, 2, 3, 4, 6, 7, 8, 9, 13, 14, 15, 19, and 20High Frequency Words* Hand
* High
* Land
* watch
 | Review Sound Cards 5, 10, 12, 16, 17, 18, 21, 22, 23, 24, 25, and 26High Frequency Words* hear
* next
* still
* until
 | Review Sound Cards 1, 5, 9, 10, 11, 15, 21, 35, and 36 High Frequency Words* back
* children
* head
* move
* plants
* second
 | Review Sound Cards 37-39High Frequency Words* earth
* hard
* last
* more
* school
* story
* than
 | Review Sound Cards 32-34High Frequency Words* above
* answer
* friend
* night
* turned
 |  **3 min.** |
| **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | The short vowels are the red letters on the sound cards with a green background. The consonants are the black letters on the sound cards with a red background. Today, we will review the short vowels a, i, and o and consonants b, k, d, f, g, h, m, n, s, and f. | The short vowels are the red letters on the sound cards with a green background. The consonants are the black letters on the sound cards with a red background. Today, we will review the short vowels e and u and consonants j, l, ll, p, qu\_, r, v, w\_, ■x, y\_, z, zz, \_s. | The short vowels are the red letters on the sound cards with a green background. The consonants are the black letters on the sound cards with a red background. Digraphs are two consonants that make one distinct sound. Today, we will review the short vowels a, e, i, o, and u and consonant digraphs ■dge, ■ck, ■ng, ■nk | R-controlled vowels do not have spellings with short or long sounds. When the letter r follows a vowel, the vowel changes its sound. Today, we will review the r-controlled vowels: ar, er, ir, ur, ear, or, ore. | Consonant digraphs are two or more consonants that together represent one particular sound. Today, we will review the consonant diagraphs sh, th, ch, ■tch. | **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 hat, kit, fog, mad, nod, cost, dog, hit | Decode vet, bread, rug, quit, hills, zigzag, wax, spread | Decode badge, fudge, quick, rock, sang, long, junk, link | Decode carve, alarm, herd, learn, stir, girl, turn, curl, fort, more | Decodeship, brush, third, path, chop, catch, fetch, thrill | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Sentences Sam tried to hit the ball, but he missed it. | Sentences Did you hear the buzz of a bumble bee?  | Sentences You must be strong to yank the tug-of-war rope.  | Sentences The alarm sounded to alert the town of a nearby storm. | Sentences Fran picked three shells on the beach. | **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 ham, staff, mitt, sifted, not, cost | Encode vent, yells, quest, box, winter, just | Encode stick, ledge, bring, quack, trunk, blink | Encode harm, earn, bird, hurt, born, wore | Encode mesh, thick, chill, shin, thing, hatch | **8 min** |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) | Decodable Stories, Book 1Matt, Kim, and Sam | Decodable Stories, Book 2Fast Sam  | Decodable Stories, Book 3Midge | Decodable Stories, Book 4Tell Your Pals | Decodable Stories, Book 5Stars | **8 min** |