**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 20  High Frequency Words   * Hand * High * Land * watch | Review Sound Cards 5, 10, 12, 16, 17, 18, 21, 22, 23, 24, 25, and 26  High 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 37-39  High Frequency Words   * earth * hard * last * more * school * story * than | Review Sound Cards 32-34  High 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 board  Sound -by sound blending  Whole 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 | Decode  ship, brush, third, path, chop, catch, fetch, thrill | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher 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 concept  At 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 1  Matt, Kim, and Sam | Decodable Stories, Book 2  Fast Sam | Decodable Stories, Book 3  Midge | Decodable Stories, Book 4  Tell Your Pals | Decodable Stories, Book 5  Stars | **8 min** |