**Explicit Phonics Lesson Planner Unit 4 Lesson 6** Yolanda Randolph/ 3rd Grade **Week of:** *February 24-28, 2025*

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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.  I can decode and encode Lesson 1 concept words with the suffixes -y and -ly; and Latin suffixes -ment and \_ive. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode Lesson 2 concept words with the suffixes -ful and  -less; and Latin suffixes -able and \_ity. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode Lesson 3 concept words with the Latin suffixes -ion/-tion/-sion and -al; and multiple meaning words. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode Lesson 4 concept words with the suffixes -ness and -er; and content words and words with the same base. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the Greek roots *ast, graph, log,* and *scop* and Latin roots *grat,* *mar, miss,* and *port*. | **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, drop \_\_\_ (the suffix). What base word do we have?   * cloudy * rainy * gladly * barely * improvement * detective * supportive | Say \_\_\_\_. Now, drop \_\_\_ (the suffix). What base word do we have?   * handful * tearful * careless * endless * unthinkable * predictable * reality | Say \_\_\_\_. Now, drop \_\_\_ (the suffix). What base word do we have?   * action * prediction * musical * tropical   Say \_\_\_\_. Now, create a sentence.   * change * space * block | Say \_\_\_\_. Now, drop \_\_\_ (the suffix). What base word do we have?   * sadness * kindness * jogger * admirer * teleport   Say \_\_\_\_. Now, create a sentence.   * humid * blizzard * hurricane * celebrate (celebrated, celebrating, celebration) | Say \_\_\_\_. Now, tell me the familiar root of each word contains.   * microscope * kaleidoscope * telescope * marina * marlin * marsh * admission * missile * dismiss * logic * catalog * dialogue | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-7  High Frequency Words   * change * face * house * need | Review Sound Cards 8-15  High Frequency Words   * should * took * years * world | Review Sound Cards 16-23  High Frequency Words   * always * carry * full * many | Review Sound Cards 24-31  High Frequency Words   * may * open * seven * these | Review Sound Cards 32-44  High Frequency Words   * off * please * taste * us | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Review the Lesson 1 concept meanings of the suffixes -y, -ly, -ment, and -ive. Adding the suffix -y to a base word (noun) creates an adjective. The suffix -y means “full of”. Adding the suffix -ly to a base word (adjective) creates an adverb. The suffix -ly means “in a certain way”. Adding the suffix -ly to a base word (adjective) creates an adverb. The suffix -ly means “in a certain way”. Adding the suffix -ment to a base word (verb) creates a noun. The suffix -ment means “action” or “process”. Adding the suffix -ive to a base word (verb or noun) creates an adjective. The suffix -ive means “inclined to” or “likely to”. | Review the Lesson 2 concept meanings of the suffixes -y, -ful, -less, and -ity. Adding the suffix -y to a base word (noun or verb) creates an adjective. The suffix -ful means “full of something”. Adding the suffix -less to a base word (noun) creates an adjective. The suffix -less means “without” or “lacking”. Adding the suffix -able to a base word (verb) creates an adjective. The suffix -able means “can be.” Adding the suffix -ity to a base word (adjective) creates a noun. The suffix -ity means “state of being”. | Review the Lesson 3 concept meanings of the suffixes -ion/-tion/-sion, -al, and multiple-meaning words. Adding the suffix  -ion changes a base verb into a noun. The suffix -ion means “action” or “process.” The final silent e is dropped before the suffix is added. The suffix -tion/-sion has the same meaning as -ion. Before the suffix -tion is added, the final silent e is dropped. Before the suffix -sion is added, the final consonant and silent e are dropped. Adding the suffix -al changes nouns into adjectives based on the final spelling. The suffix -al means “relating to.” Multiple-meaning words are different from homograph because of the meanings from different origin. | Review the Lesson 4 concept meanings of the suffixes -ness, -er, content words, and related base words. Adding the suffix -ness to a base adjective creates a noun.  The suffix -ness means “state of being.”  The suffix -er means “someone of something who.” Adding the suffix -er to a base verb creates a noun. The final y is changed to i. The final consonant is doubled for words with the suffix -er and ends with a short vowel and consonant. For words that end with a silent e, the silent e is dropped. You should identify content words, their meanings, and how all words are related.  Some words have the same base words but different inflectional endings. | Review the Lesson 5 concept meanings of the Greek and Latin roots:  Many English words are derived from root words from other languages, including ancient Greek.  The Greek root ast means “star”. The Greek root graph means “write.”  The Greek root log means “word” or “study.” The Greek root scop means “see.” The Latin root grat means “pleasing”. The Latin root mar means “sea.”  The Latin root miss means “send”. The Latin root port means “carry.” | **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 (page T324)  cloudy, tricky, foggy, sunny, directly, quickly, easily, readily, movement, payment, active, exclusive | Decode (page T340)  cheerful, thankful, powerless, flawless, respectable, movable, reality, generosity | Decode (page T354)  action, education, collision, musical, space, pupil, company, organ | Decode (page T368)  sadness, darkness, teacher, farmer, flood, erode, landslide, protect (protection, protected, protective) | Decode (Page 380)  asterisk, paragraph, logic, microscope, congratulate, Marine, permission, support | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences (Page T324)  The sun slowly broke through the cloudy sky, instantly making it sunny again.  Mario made an agreement with his parents to be active and ride his bike daily. | Sentences (Page T340)  The tireless author spent a delightful evening at his desk typing his cheerful novel.  The adorable teddy bear captured the curiosity of the toddler. | Sentences (Page T354)  In math class, addition and subtraction are two of the first universal skills you learn.  Emily lost to Serena by a full second, but she was still proud to have come in second. | Sentences (Page 368)  As we were leaving the darkness of the cave, we were blinded by the brightness of the sun.  Sunrise is when the sun appears, and sunset is when it disappears. | Sentences (Page 380)  Astronomers use technology, making it possible to photograph through a telescope.  The Marines have the duty to support the country’s missions at sea. | **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 (Page T324)  rocky, constantly, treatment, inventive  Mary quickly ran around the track with explosive energy. | Encode (Page T340)  colorful, endless, huggable, creativity  Lightning is a natural form of electricity and has the ability to start forest fires. | Encode (Page T354)  prediction, natural, space, mold  Kim needed a lot of space to display the model of the planets in outer space that she made for extra credit. | Encode (Page 368)  Sweetness, computer, drought, celebrate  Once the storm had cleared, the farmer used a special gauge to measure the rainfall. | Encode (Page 380)  disaster, apology, submarine, grateful  Different countries have to get permission to import and export goods. | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Create word webs for the suffixes -y, -ly, -ment, and -ive.  \*Use this week’s reading selection or previous selections in Unit 4 to find words with these suffixes. | Create word webs for the suffixes -y, -ful, -less, and -ity.  \*Use this week’s reading selection or previous selections in Unit 4 to find words with these suffixes. | Create word webs for the suffixes suffixes -ion/-tion/-sion, -al, and multiple-meaning words.  \*Use this week’s reading selection or previous selections in Unit 4 to find words with these suffixes. | Create word webs for the suffixes ness, -er, content words, and related base words.  \*Use this week’s reading selection or previous selections in Unit 4 to find words with these suffixes. | Unit 4 Phonics Flip Book  Create word webs for the suffixes Greek and Latin roots.  \*Use this week’s reading selection or previous selections in Unit 4 to find words with these suffixes. | **8 min** |