**Explicit Phonics Lesson Planner Unit 3 Lesson 5** Yolanda Randolph/ 3rd Grade **Week of:** *December 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.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. (/ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow) | 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. (/ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow) | 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.(Words with the same base)  | 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.(Words with the same base)  | 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.(/ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow; Words with the same base) | **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 grow. Now say grow, but don’t say /g/ (row) ● Say true. Now say true, but don’t say /t/ (rue) ● Say screw. Now say screw without the /s/ (crew) ● Say frown. Now say frown, but don’t say /f/ (rown)  | Substitute in initialand final blends●Say show. Now say show, but change /sh/ to /sn/ (snow) ● Say blue. Now say blue, but change /b/ to /c/ (clue) ● Say drew. Now say drew, but change /dr/ to /st/ (stew) ● Say frown. Now say frown, but change /f/ to /b/ (brown)  | Reverse phonemes in spoken words● Say flow. Now say flow, but say the first sound last and the last sound first (wolf) ● Say snow. Now say snow, but say the first sound last and the last sound first (owns) ● Say crow. Now say crow, but say the first sound last and the last sound first (worc/work)  | Chaining to show addition, deletion, substitution● Say grow. Add /re/ to the beginning (regrow) ● Say grow. Delete /g/ (row) ● Say grow. Change /g/ to /th/ (throw). ● Say blue. Change /b/ to /c/ (clue) ● Say clue. Add /s/ to the end of the word (clues)●Say blue. delete /b/ (lue)  | Morphological changes (prefixes, suffixes, etc.)● Say happy. Add the suffix “-ly” (happily) ● Say flow. Now say flow, but add the suffix that means “continue” (flowing) ● Say blue. Now say blue, but add the suffix -est (bluest) ● Say glue. Add the prefix re- (reglue) ● Say plow. Add the suffix -ed (plowed) | **3 min.** |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Review Sound Cards 33-44 High Frequency Words* home
* near
* set
* time
 | Review Sound Cards 22-32 High Frequency Words* paper
* back, book, each, even, hand, more, most, set, than, things, time
 | Review Sound Cards 11-21 High Frequency Words* change
* face
* house
* need
 | Review Sound Cards 1-10High Frequency Words* should
* took
* above
* children
 | Review Sound Cards 1-44High Frequency Words* feet
* land
* next
* side
 |  **3 min.** |
| **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | Today, we will discuss the /ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow.  | Today, we will discuss the /ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow.  | Prefixes are added to the beginning of a base word. Suffixes are added to the end of a base word. Today, we will discuss words with the same base. | Prefixes are added to the beginning of a base word. Suffixes are added to the end of a base word. Today, we will discuss words with the same base. | Today, we will review the /ō/ spelled \_ow; /ū/ spelled u\_e, \_ew, and \_ue; /ōō/ spelled \_ue, \_ew, and u\_e; and /ow/ spelled ow; and words with the same base. | **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 cow, crow, cube, tube, few, fewer, true, rescue, nightgown, blowfish | Decode crowd, grow, cute, flute, new, newer, avenue, continue, downtown, snowplow  | Decode harm, harmless, harmful, unharmed, count, miscount, recount, discount | Decode happy, happiness, unhappy, happily, view, review, preview, reviewer | Decodeglue, pew, slow, costume, help, helpful, unhelpful, helpless | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Sentences He is new to gardening, but he knows how to sow seeds to grow flowers. | Sentences I drew a blueprint of my bedroom with the use of graph paper and a ruler. | Sentences While rainstorms are often harmless, thunderstorms may produce harmful hail and lightning. | Sentences Nations today are often made up of people of many different nationalities. | Sentences Did you rewrite your paragraph? | **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 glow, June, dew, tomorrowI knew it would snow today!  | Encode pillow, value, reduce, stewThe power lines were down due to the huge snowstorm. | Encode player, replay, inform, formlessShe has a creative way of solving problems. | Encode design, signal, actor, reactCan you remove the chair from the table? | Encode fowl, huge, rewrite, writingPlace any papers you no longer need in the recycling bin. | **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 213-214 | Decodable Stories, Book 4 Story 22: Seven Bank Facts | Skills Practice 1 Pages 215-216 | Words with the Same Base Activity | Words with the Same Base Activity | **8 min** |