**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 deletion  with 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 initial  and 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 1-10  High Frequency Words   * should * took * above * children | Review Sound Cards 1-44  High 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 board  Sound -by sound blending  Whole 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 | Decode  glue, pew, slow, costume, help, helpful, unhelpful, helpless | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher 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 concept  At least one sentence with new concept)  **Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode  glow, June, dew, tomorrow  I knew it would snow today! | Encode  pillow, value, reduce, stew  The power lines were down due to the huge snowstorm. | Encode  player, replay, inform, formless  She has a creative way of solving problems. | Encode  design, signal, actor, react  Can you remove the chair from the table? | Encode  fowl, huge, rewrite, writing  Place 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** |