**Explicit Phonics Lesson Planner Unit 1 Lesson 1** Yolanda Randolph/ 3rd Grade **Week of:** *August 19-23, 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.  (Long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Compound 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.  (Compound 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.  (Review: Long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e; Compound words) | **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 long vowel sound heard in this word.   * taste - /a/ * rate - /a\_e/ * hi- /i/ * bike - /i\_e/ * ago - /o/ * nose -/o\_e/ | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.   * vapor - /a/ * cane - /a\_e/ * wild \_/i/ * pipe - /i\_e/ * both -/o/ * hope - /o\_e/ | Say \_\_\_\_. Now, tell me the two words that make up this word.   * afternoon= after + noon * cartwheel = cart + wheel * haystack = hay + stack * rainbow = rain + bow * seafood = sea + food * washcloth = wash + cloth | Say \_\_\_\_. Now, tell me the two words that make up this word.   * sunset = sun + set * windmill = wind + mill * classroom = class + room * butterfly = butter + fly * goldfish = gold + fish * kneecap = knee + cap | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.   * April - /a/ * page - /a\_e/ * find - /i/ * slime - /i\_e/ * pony - /o/ * vote - /o\_e/   Say \_\_\_\_. Now, tell me the two words that make up this word.   * highway = high + way * pancake = pan + cake * washcloth = wash + cloth * grasshopper = grass + hopper | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * above * children * feet * land | Review Sound Cards 11-21  High Frequency Words   * change * find * most * thought * talk * above * back * last * next | Review Sound Cards 22-32  High Frequency Words   * next * side * trees * air | Review Sound Cards 33-43  High Frequency Words   * city * find * large * night | Review Sound Cards 32-34  High Frequency Words   * change * find * most * thought | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Long vowels are letters that say their names and have different spelling patterns. When a vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an open syllable. When a vowel spelling is followed by a consonant spelling, the vowel is usually short. This is called a closed syllable.  Today, we will learn about long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e. | Long vowels are letters that say their names and have different spelling patterns. When a vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an open syllable. When a vowel spelling is followed by a consonant spelling, the vowel is usually short. This is called a closed syllable.  Today, we will review the long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e. | A compound word is a word made by joining two smaller words. There are open and closed compound words. Closed compound words are made of two smaller words without a space between them. Open compound words are made of two smaller words with space between them. Today, we will learn about compound words. | A compound word is a word made by joining two smaller words. There are open and closed compound words. Closed compound words are made of two smaller words without a space between them. Open compound words are made of two smaller words with space between them. Today, we will compound words. | Today, we will review long vowels: /ā/spelled a and a\_e; /ī/ spelled and i\_e; /ō/ spelled o and o\_e; and compound words. | **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  basic, lemonade, entire, pilot, open, hosting, mistake, remote | Decode  apron, amaze, binder, advise, hopeful, suppose, admire, crisis | Decode  backyard, softball, homework, sailboat, high school, polar bear, lawn mower, school bus | Decode  classroom, teammate, brainstorm, babysitter, ice cream, fire truck, post office, first aid | Decode  Basic, amaze, pilot, advise, open, remote, sailboat, classroom, ice cream, first aid | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  Dave thought he could find a spot in the shade to change his bike tire. | Sentences  Most of the kids in class were quiet, but some still wanted to talk during the test. | Sentences  My homework was to brainstorm ideas for a report on polar bears. | Sentences  While we were playing softball in the backyard, we saw a fire truck speed by. | Sentences  I had an amazing weekend playing with my friends. | **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  data, tame, wild, fire, poster, spoken  He rode his bike to the game. | Encode  blaze, slide, awake, grateful, item, over  We should talk about where to find the most seashells. | Encode  pancake, doghouse, highchair, ice cream, dump trump, living room  I was asked to cleanup my junky bedroom. | Encode  notebook, seesaw, haircut, hot dog, car pool, time line  I ordered French fries from this seafood web site. | Encode  baby, smile, old, goldfish, school day  Ike will bring grape and strawberry candies to the slumber party. | **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 1-2 | Decodable Stories, Book 2  Story 6: Val’s New Bike | Skills Practice 1  Pages 3-4 | Developing Oral Language  TE page T58 | Long vowel/compound words decodables | **8 min** |