**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 1-10High Frequency Words* above
* children
* feet
* land
 | Review Sound Cards 11-21High 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 33-43High Frequency Words* city
* find
* large
* night
 | Review Sound Cards 32-34High 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 boardSound -by sound blendingWhole 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 | DecodeBasic, amaze, pilot, advise, open, remote, sailboat, classroom, ice cream, first aid | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode data, tame, wild, fire, poster, spokenHe rode his bike to the game. | Encode blaze, slide, awake, grateful, item, overWe should talk about where to find the most seashells. | Encode pancake, doghouse, highchair, ice cream, dump trump, living roomI was asked to cleanup my junky bedroom. | Encode notebook, seesaw, haircut, hot dog, car pool, time lineI ordered French fries from this seafood web site. | Encode baby, smile, old, goldfish, school dayIke 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 2Story 6: Val’s New Bike  | Skills Practice 1 Pages 3-4 | Developing Oral LanguageTE page T58 | Long vowel/compound words decodables | **8 min** |