**Explicit Phonics Lesson Planner Unit 5 Lesson 1** Yolanda Randolph/ 3rd Grade **Week of:** *March 03-07, 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 with the prefixes re-, pre-, mis-, and un-. | 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 with the prefixes re-, pre-, mi-s, and un-. | 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 with the prefixes con- and in-/im-. | 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 with the prefixes con-, and in-/ im-. | 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 with the prefixes re-, mis-, and un-; con-, in-/ im-. | **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 crude. Now say crude, but don’t say /k/ (rude)  ● Say value. Now say value, but don’t say /ū/ (Val)  ● Say tissue. Now say tissue, but don’t say /t/ (issue)  ● Say unite. Now say unite, but don’t say /ū/ (night)  ● Say news. Now say news but don’t say /z/ (new)  ● Say screw. Now say screw, but don’t say /s/ (crew) | Substitute in initial  and final blends  ● Say spew. Now say spew, but change /p/ to /k/ (skew) ● Say blew. Now say blew, but change /l/ to /r/ (brew) ● Say flute. Now say flute, but change /t/ to /m/ (flume)  ● Say crew. Now say crew, but change /k/ to /d/ (drew)  ● Say cue. Now say cue, but change /k/ to /h/ (hue)  ● Say bruise. Now say bruise, but change /b/ to /k/ (cruise) | Reverse phonemes in spoken words  ● Say tune. Now say tune, but say the first sound last and the last sound first (newt)  ● Say dune. Now say dune, but say the first sound last and the last sound first (nude)  ● Say Sue. Now say Sue, but say the first sound last and the last sound first (use)  ● Say lewd. Now say lewd, but say the first sound last and the last sound first (duel)  ● Say tube. Now say tube, but say the first sound last and the last sound first (bute) | Chaining to show addition, deletion, substitution  Say pew.  ● Change /p/ to /n/ (new)  ● Say new. Change /n/ to /f/ (few)  ● Say few. Add /er/ to the end (fewer)  ● Say fewer. Change /f/ to /n/ (newer)  ● Say newer. Change /n/ to /s/ (sewer)  ● Say sewer. Add /k/ after the initial /s/ (skewer)  ● Say skewer. Delete/er/ (skew)  ● Say skew. Add /d/ to the end of the word (skewed)  ● Say skewed. Change /k/ to /p/ (spewed) | Morphological changes (prefixes, suffixes, etc.)  ● Say argue. Now say argue, but add the suffix that means it happened in the past (argued)  ● Say continuing. Now say continuing, but don’t say -ing (continue)  ● Say fewer. Now say fewer, but change the suffix to -est (fewest)  ● Say value. Now say value, but add the suffix -able (valuable)  ● Say argue. Now say argue, but add the suffix -ment (argument) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-9  High Frequency Words   * brought * few * listen * often | Review Sound Cards 10-18  High Frequency Words   * above * children * feet * land | Review Sound Cards 19-27  High Frequency Words   * live * once * quite * ten | Review Sound Cards 28-36  High Frequency Words   * air * city * find * large | Review Sound Cards 37-44  High Frequency Words   * many * only * read * thank | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Prefix is a word part added to the beginning of a base word that changes the word meanings.  Re- means “again” it adds a syllable because it adds a vowel sound and spelling.  Pre- means “before”  Mis- means “wrongly” or “badly” it adds a syllable because it adds a vowel sound and spelling.  Un- means “opposite of” when added to a verb and “not” when added to an adjective. | Prefix is a word part added to the beginning of a base word that changes the word meanings.  Re- means “again” it adds a syllable because it adds a vowel sound and spelling.  Pre- means “before”  Mis- means “wrongly” or “badly” it adds a syllable because it adds a vowel sound and spelling.  Un- means “opposite of” when added to a verb and “not” when added to an adjective. | Prefix is a word part added to the beginning of a base word that changes the word meanings.  Con- means “with” or “together”  In- means “not”  Im- means “not” has the same meaning as in-. | Prefix is a word part added to the beginning of a base word that changes the word meanings.  Con- means “with” or “together”  In- means “not”  Im- means “not” has the same meaning as in-. | Prefix is a word part added to the beginning of a base word that changes the word meanings.  Re- means “again” it adds a syllable because it adds a vowel sound and spelling.  Pre- means “before”  Mis- means “wrongly” or “badly” it adds a syllable because it adds a vowel sound and spelling.  Con- means “with” or “together”  In- means “not”  Im- means “not” has the same meaning as in-. | **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 T10)  remake, replay, prepay, preheat, misplace, mistreat, untie, unwrap | Decode (page T23)  reread, restart, preview, preschool, misspell, mispronounce, unhappy, unsafe | Decode (page T40)  connect, confide, inactive, incapable, impossible, impatient, contain, concur | Decode (page T56)  consult, congregate, insensitive, infrequent, impractical, immature, imperfect, inedible | Decode (Page T66)  respond, prepare, miscalculate, unclear, conclusion, insert, imbalance | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences (Page T10)  The referee will review the replay and then restart the game clock. | Sentences (Page T23)  If you mispronounce a word, you might also misspell it when writing. | Sentences (Page T40)  I concur with the teacher that you should consult several sources for your research paper. | Sentences (Page T56)  It will be impossible to include one more person on the guest list. | Sentences (Page T66)  Tom will reread the directions before he preheats the microwave dinner.  The ID card was inactive, so the doctor was incapable of entering the building. | **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 T11)  recount, prefix, mismatch, unload  If the text is unclear, reread it to understand. | Encode (Page T23)  refund, prepay, misprint, unfair  The GPS can mislead someone and they are unaware. | Encode (Page T41)  concert, insecure, imbalance, confidence  The giant rock blocking the road was immovable. | Encode (Page T56)  construct, indirect, impolite, inflexible  The builder will construct the garage out of bricks. | Encode (Page T66)  redo, inward, conclude, consume  Wanda will circle every incorrect answer on her paper. | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Passage with prefixes re-, pre-, mis- and un-.  Highlight the words in the passage that begin with each prefix. | Passage with prefixes re-, pre-, mis- and un-.  Highlight the words in the passage that begin with each prefix. | Passage with prefixes con-, in-/ im-.  Highlight the words in the passage that begin with each prefix. | Passage with prefixes con-, in-/ im-.  Highlight the words in the passage that begin with each prefix. | Passage with prefixes re-, pre-, mis-, un-, con-, in- and im-.  Highlight the words in the passage that begin with each prefix. | **8 min** |