**Explicit Phonics Lesson Planner Unit 2 Lesson 6** Yolanda Randolph/ 3rd Grade **Week of:** *November 04-08, 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.  (Review Lesson 1 Concepts) | 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.  (Review Lesson 2 Concepts) | 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.  (Review Lesson 3 Concepts) | 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.  (Review Lesson 4 Concepts) | 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.  (Review Lesson 5 Concepts) | **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 smooth. Now say smooth, but don’t say /m/ (soothe)  ● Say screw. Now say screw, but don’t say /s/ (crew)  ● Say slope. Now say slope without the /l/ (soap)  ● Say blind. Now say blind, but don’t say /l/ (bind)  ● Say street. Now say street, but don’t say /s/ (treat) | Substitute in initial  and final blends  ●Say scoop. Now say scoop, but change /k/ to /w/ (swoop)  ● Say flute. Now say flute, but change /t/ to /m/ (flume)  ● Say grow. Now say grow, but change /r/ to /l/ (glow) ● Say slight. Now say slight, but change /s/ to /f/ (flight) ● Say street. Now say street, but change final /t/ to /m/ (stream) | Reverse phonemes in spoken words  ● Say loot. Now say loot, but say the first sound last and the last sound first (tool)  ● Say tune. Now say tune, but say the first sound last and the last sound first (newt)  ● Say stove. Now say stove, but say the first sound last and the last sound first (votes)  ● Say side. Now say side, but say the first sound last and the last sound first (dice)  ● Say peel. Now say peel but say the last sound first and the first sound last (leap)  ● Say dune. Now say dune, but say the first sound last and the last sound first (nude) | Chaining to show addition, deletion, substitution  ● Delete/s/ (boat)  ● Say boat. Change /b/ to /v/ (vote)  ● Say vote. Add /er/ to the end (voter)  ● Say voter. Delete /er/ vote.  ● Say vote. Change /v/ to /kw/ (quote)  ● Say quote. Change /kw/ to /g/ (goat)  ● Say goat. Change /g/ to /r/ (wrote)  ● Say wrote. Add /th/ to the beginning of the word (throat) | Morphological changes (prefixes, suffixes, etc.)  ● Say new. Add the suffix that means “more” (newer) ● Say argue. Now say argue, but add the suffix -ment (argument)  ● Say mow. Now say mow, but add the prefix the means “again” (remow)  ● Say delight. Now say delight, but add the suffix the means “full of” (delightful)  ● Say agree. Add the prefix dis- (disagree) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * along * began * following * back, home, land, more, side, time, through, turned | Review Sound Cards 11-21  High Frequency Words   * upon * brother * far * light | Review Sound Cards 22-32  High Frequency Words   * off * please * taste * us | Review Sound Cards 33-43  High Frequency Words   * brought * few * listen * often | Review Sound Cards 1-43  High Frequency Words   * pull * tell * use * above | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Long vowels say their names and have multiple spellings. A possessive noun is a form of a noun that shows that that noun owns or is in control of something. Possessive nouns also use an apostrophe but should not be confused with contractions. Today, we will review the /ē/ spelled ee, ea, \_ie\_, \_y, and \_ey;  contractions; and  possessives. | Long vowels say their names and have multiple spellings. Most verbs follow a regular pattern when changing tense that involves adding -ed. Some verbs have irregular past and participle forms with different spellings or no change in spelling. Not all nouns name concrete people, places, and things. Some, called abstract nouns, name ideas, qualities, feelings, or concepts – things that cannot be experienced with the five senses. Today, we will review the /ī/ spelled \_igh, \_it, and \_y; irregular verbs and abstract nouns. | Long vowels say their names and have multiple spellings. Homophones are words with the same pronunciation but different spellings and meanings. Today, we will review words with the /ō/ spelled oa\_ and \_ow; and homophones. | Long vowels say their names and have multiple spellings. Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. They can also be different parts of speech. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin. Today, we will review the /ū/ spelled \_ew and \_ue; homographs; and multiple-meaning words. | Today, we will review the /ōō/ spelled oo, u, \_ue, u\_e, and \_ew ; Homographs and multiple-meaning 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  asleep, season, trophies, chimney, she’s, could’ve, fox’s, foxes | Decode  knight, tied, supply, highlight, bring, brought, catch, caught | Decode  throat, foamy, show, below, new, knew, flower, flour | Decode  pew, fewer, rescue, argue,  rose, wind, dove, bark | Decode  spooky, clue, reduce, threw, tire, fair, strike, state | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  I see that the fierce waves mean there is no swimming near that part of the beach.  We’d have gone to the movies, but Sharon’s car was broken. | Sentences  The birds fly high in the night sky, far above the trees.  You must know that trust is an important part of any friendship. | Sentences  The blowing snow is slowly building up against the side of the house.  The farmer create a maze from stalks of corn, which is also called maize. | Sentences  Years ago, a few brave explorers sailed around the world without maps or charts.  The dove left its nest, flew over the wires, and dove into a field. | Sentences  You should see the cool cartoon that June Drew! | **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  kidney, between, it’s, student’s  I’ve picked up the bag and placed it beneath the table. | Encode  tuna, news, glue, poodle  I think we should work together on the science project. | Encode  toast, approach, stare, stair  I was bored, so I drew on an arrow on the board. | Encode  mew, cue, tear, lead  The bark on a tree, of course, is not at all like a dog’s bark. | Encode  jewel, shampoo, park, record  Did she watch goo ooze out of Kim’s watch? | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Decodable Stories, Book 3  Story 17: Migrating Geese | Skills Practice 1  Pages 149-150 | Skills Practice 1  Pages 151-152 | Skills Practice 1  Pages 151-152 | Homophones/Mutliple-meaning, or homograph words activities | **8 min** |