**Explicit Phonics Lesson Planner Unit 4 Lesson 3** Yolanda Randolph/ 3rd Grade **Week of:** *February 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 words with the suffix -ion/-tion/-sion. | 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 words with the suffix -al. | ACOS R2 - I can use knowledge of grapheme correspondences and word analysis skills to decode and encode words accurately.  I can decode and encode multiple-meaning words. | ACOS R2 - I can use knowledge of grapheme correspondences and word analysis skills to decode and encode words accurately.  I can decode and encode multiple-meaning 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.  I can decode and encode words with the suffix -ion/-tion/-sion | **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 station. Now say station, but don’t say /st/ (ation)  ● Say absolution. Now say absolution, but don’t say /ab/ (solution)  ● Say invasion. Now say invasion without the /in/ (vasion)  ● Say codirection. Now say codirection, but don’t say /co/ (direction) | Substitute in initial  and final blends  ●Say stop. Now say stop, but change /st/ to /fl/ (flop)  ● Say bread. Now say bread, but change /br/ to /tr/ (tread)  ● Say clap. Now say clap, but change /cl/ to /sl/ (slap)  ● Say stand. Now say stand, but change /nd/ to /ck/ (stack) | Reverse phonemes in spoken words  ● Say bat. Now say bat, but say the first sound last and the last sound first (tab)  ● Say pat. Now say pat, but say the first sound last and the last sound first (tap)  ● Say poke. Now say poke, but say the first sound last and the last sound first (kope)  ● Say god. Now say god, but say the first sound last and the last sound first (dog) | Chaining to show addition, deletion, substitution  ● Say act. Add -ion to the ending (action)  ● Say education. Delete -ion (educate)  ● Say substitution. Change /sub/ to /in/ (institution).  ● Say decision. Delete -sion (decide)  ● Say deletion. Changed -ion to -ed (deleted) | Morphological changes (prefixes, suffixes, etc.)  ● Say action. Add the prefix “trans-” (transaction)  ● Say tropic. Now say create, but add the suffix “-al” (tropical)  ● Say inform. Now say inform, but add the suffix  “-al” (informal)  ● Say creation. Add the prefix “re-“ (recreation)  ● Say expand. Add the suffix “-sion” (expansion) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * book * eyes * home * near | Review Sound Cards 11-21  High Frequency Words   * should * point * took * above | Review Sound Cards 22-32  High Frequency Words   * next * side * trees * air | Review Sound Cards 33-44  High Frequency Words   * city * find * large * night | Review Sound Cards 1-44  High Frequency Words   * close * following * last * paper | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce the suffix -ion/-tion/sion  Adding the suffix -ion changes a base verb into a noun.  The suffix -ion means “action” or “process”.  The final silent e is dropped before the suffix is added.  The suffix -tion/-sion has the same meaning as -ion.  Before the suffix -tion is added, the final silent e is dropped.  Before the suffix -sion is added, the final consonant and silent e are dropped  (page T140)  Create a card with -ion/-tion/-sion on it. | Introduce the suffix -al.  Adding the suffix -al changes nouns into adjectives base on the final spelling. The suffix -al means “relating to.” (page T140)  Create a card with -al on it. | Introduce the multiple-meaning words. Multiple-meaning words are different from homograph because of the meanings from different origin.  Create sentence starters. Explain what meaning is being used. (page T166)  Create a card with multiple- meaning words sentence starter. | Introduce the multiple-meaning words.  Create sentence starters. Explain what meaning is being used. (page T181)  Create a card with multiple- meaning words sentence starter. | Review the rules for the suffixes -ion, -tion, -sion, and -al. (page T140)  Create a card with -ion, -tion, -sion, and -al on it. | **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 T140)  action, prediction, introduction, production,  decision, collision | Decode (page T157)  natural, tropical, universal, musical, fictional, observational | Decode (page T166)  figure, pupil, company, monitor, current, handle | Decode (page T166)  credit, organ, second, clip  charge, spring, change | Decode (Teacher-Made)  confusion, subtraction, addition, fictional, regional, musical | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences (Page Teacher-Made)  There is a prediction of high crime, so there was a decision made with no objection. | Sentences (Page T157)  Some fruits and vegetable are seasonal and not always available. | Sentences (Page T166)  Juanita needed a lot of space to display the model of the planets in outer space that she made for extra credit. | Sentences (Teacher-Made)  Sandy is cooking soup on the range and needs a full take of gas to go a long range to deliver it. | Sentences (Teacher-Made)  The fearless superhero has the ability to save the adorable baby. | **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 Teacher-Made)  In math class, addition and subtraction are two of the first things you learn. | Encode (Teacher-Made)  The famous singer song the national anthem during half-time at the game. | Encode (page T166)  Emily lost to Serena by a full second, but she was still proud to have come in second. | Encode (Teacher-Made)  Cindy was left in charge at the restaurant and she let Jim charge his food. | Encode (Teacher-Made)  Mindy loves the season spring because the flower spring up so beautiful. | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Suffix -ion/-tion/-sion Word Map | Suffix -al Worksheet | Multiple Meaning Words Activity | Multiple Meaning Words Activity | Read cloze reading passage and select a word from the bank that belongs to the text. Highlight words with suffix -ion, -tion, -sion, -or -al. | **8 min** |