**Explicit Phonics Lesson Planner Unit 1 Lesson 2** Yolanda Randolph/ 3rd Grade **Week of:** *August 26-30, 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: /ē/spelled e and e\_e and /ū/ spelled u and u\_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: /ē/spelled e and e\_e and /ū/ spelled u and u\_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. (Antonyms and Synonyms) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. (Antonyms and Synonyms) | 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: /ē/spelled e and e\_e and /ū/ spelled u and u\_e; Antonyms and Synonyms )  | **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.* evil - /e/
* studio- /u/
* he- /e/
* rude - /u\_e/
* these - /e\_e/
* June -/u\_e/
 | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.* Cuba - /u/
* eve - /e\_e/
* cupid /u/
* stampede - /e\_e/
* mule -/u\_e/
* Leo - /e/
 | Say \_\_\_\_. Now, tell me the antonym for this word.* cold > hot
* bright > dim
* old > young
* rich > poor
* bitter > sweet
* full > empty
 | Say \_\_\_\_. Now, tell me the synonym for this word.* fast > quick
* sick > ill
* woman > lady
* scared > frightened
* pretty > lovely
* tired > sleepy
 | Say \_\_\_\_. Now, tell me the long vowel sound heard in this word.* maybe - /e/
* theme - /e\_e/
* music- /u/
* duke - /u\_e/

Say \_\_\_\_. Now, tell me the antonym for this word.* loud > soft
* several > few

Say \_\_\_\_. Now, tell me the synonym for this word.* carry > bring
* rich > wealthy
 | **3 min.** |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Review Sound Cards 33-43 High Frequency Words* almost
* close
* following
* paper
 | Review Sound Cards 32-34 High Frequency Words* back
* hand
* hard
* high
* last
* more
* plants
* watch
 | Review Sound Cards 11-21High Frequency Words* story
* until
* along
* each
 | Review Sound Cards 1-10High Frequency Words* friend
* letters
* part
* such
 | Review Sound Cards 22-32High Frequency Words* watch
* also
* earth
* might
 |  **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: /ē/spelled e and e\_e and /ū/ spelled u and u\_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: /ē/spelled e and e\_e and /ū/ spelled u and u\_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 antonyms and synonyms. | 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 review antonyms and synonyms. | Today, we will review long vowels: //ē/spelled e and e\_e and /ū/ spelled u and u\_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 Even, zebra, athlete, severe, unit, humor, amuse, fume | Decode Secret, meter, interfere, compete, music, human, fuse, cube | Decode Inside, outside, start, finish,Bellow, shout, restore, repair | Decode Loosen, tighten, forget, remember, collect, gather, error, blunder | DecodeBeing, here, unique, costume, lazy, busy, big, large | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Sentences Maybe Peter will complete his homework on time. | Sentences My friend was mute while she held the menu close to study the items. | Sentences Is the glass of water half full or half empty?  | Sentences While some cats are aloof or unfriendly, many prove to be good companions. | Sentences Luke is tall, but Steve is short. | **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 Being, adhere, fuel, cuteThere are wetlands in the area, so this part of the state is very humid. | Encode React, prefix, useful, cube The team was close to losing at one point in the game. | Encode Indoor, outdoors, mad, angryI do not want a messy room. It must be clean. | Encode Shop, store, soft, hardYou must wear a hat or cap during the winter. | Encode Legal, complete, whisper, shout, work, jobChinese towns can have good and bad weather.  | **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 15-16 | Decodable Stories, Book 2Story 7: Vic’s Big Chore  | Skills Practice 1 Pages 17-18 | Developing Oral LanguageTE page T105 | Antonyms and synonyms reading activities | **8 min** |