**Explicit Phonics Lesson Planner Unit 3 Lesson 2** Yolanda Randolph/ 3rd Grade **Week of:** *November 18-22, 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.  (/ow/ spelled ow and ou\_ and /ō/ spelled \_ow) | 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.  (/ow/ spelled ow and ou\_ and /ō/ spelled \_ow) | ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (Comparative/superlatives adjectives and adverbs) | ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (Comparative/superlatives adjectives and adverbs) | 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.  ACOS 15.b - I can decode and encode words by analyzing meaningful parts (morphemes) of words and phrases in discussions and/or text to apply knowledge of the changes in tense (- ed), number (- s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word.  (/ ow/ spelled ow and ou\_ and /ō/ spelled \_ow; Comparative and superlatives adjectives and adverbs) | **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 glow. Now say glow, but don’t say /g/ (low)  ● Say crow. Now say crow, but don’t say /c/ (row)  ● Say stowed. Now say stowed without the /t/ (sowed)  ● Say shower. Now say shower, but don’t say /sh/ (ower > hour)  ● Say browser. Now say street, but don’t say /r/ (bowser) | Substitute in initial  and final blends  ●Say slow. Now say slow, but change /s/ to /g/ (glow)  ● Say tow. Now say tow, but change /t/ to /kn/ (know)  ● Say howl. Now say howl, but change /h/ to /f/ (fowl) ● Say found. Now say found, but change /f/ to /b/ (bound)  ● Say brown. Now say brown, but change final /br/ to /t/ (town) | Reverse phonemes in spoken words  ● Say bow. Now say bow, but say the first sound last and the last sound first (wob)  ● Say crow. Now say crow, but say the first sound last and the last sound first (worc >work)  ● Say now. Now say now, but say the first sound last and the last sound first (won)  ● Say flow. Now say flow, but say the first sound last and the last sound first (wolf) | Chaining to show addition, deletion, substitution  ● Say glow. Change /g/ to /f/ (flow)  ● Say flow. Add /ing/ to the end (flowing)  ● Say flowing. Delete /ing/ flow.  ● Say plow. Change /pl/ to /n/ (now)  ● Say now. Change /n/ to /h/ (how)  ● Say how. Add /l/ to the end of the word (howl) | Morphological changes (prefixes, suffixes, etc.)  ● Say grow. Add the suffix that means “continuing” (growing)  ● Say grow. Now say grow, but add the prefix re- (regrow)  ● Say glow. Now say glow, but add the suffix the means “in the past” (glowed)  ● Say howl. Add the suffix  -er (howler)  ● Say bellow. Add the suffix -ing (bellowing) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 1-10  High Frequency Words   * last * paper * story * until | Review Sound Cards 11-21  High Frequency Words   * enough * set * back, book, house, might, more, most, part, some, still, such, than, things, time, years | Review Sound Cards 22-32  High Frequency Words   * along * each * friend * letters | Review Sound Cards 33-44  High Frequency Words   * part * such * watch * also | Review Sound Cards 1-44  High Frequency Words   * earth * hand * might * plants | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | The \_ow spelling can have different sounds as /ow/ in cow or long o sound. Today, we will discuss the /ow/ spelled ow and ou\_ and /ō/ spelled \_ow. | The \_ow spelling can have different sounds as /ow/ in cow or long o sound. Today, we will review the /ow/ spelled ow and ou\_ and /ō/ spelled \_ow. | Adjectives are words that modify nouns, and adverbs are words that modify verbs. A comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it. Today, we will discuss comparative and superlative adjectives and adverbs. | Adjectives are words that modify nouns, and adverbs are words that modify verbs. A comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it. Today, we will review comparative and superlative adjectives and adverbs. | Today, we will review the /ow/ spelled ow and ou\_ and /ō/ spelled \_ow; comparative and superlative adjectives and adverbs. | **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  brown, towering, growled, allowed, chowder, stowed, crowded, growth | Decode  about, around, aloud, amount, power, rower, shower, slower | Decode  low, lower, lowest, soon, sooner, soonest | Decode  intelligent, more intelligent, most intelligent, slowly, more slowly, most slowly | Decode  cloud, house, crow, throw, weaker, weakest, more clearly, most clearly | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  Yes, you can borrow my yellow bowling ball tomorrow. | Sentences  I set down the vase and went outside to look around for enough flowers to fill it. | Sentences  Before the sale, the prices were low, but now they are even lower. | Sentences  Look at all the shiny stars at night and try to find the shiniest one. | 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  flow, howl, yellow, owner  We had enough snow to go sledding. | Encode  snow, loud, flower, known  We could hear the booming sound all over town. | Encode  taller, biggest, sadder, darkest  I am shorter than Gabby. | Encode  more often, most often, more quietly, most quietly  Legaci wrote more quickly than Josiah in class. | Encode  shout, flow, rich, richest  Wow, Tim is the slowest runner in third grade. | **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 171-172 | Decodable Stories, Book 3 Story 18: A Brief History about Money | Skills Practice 1  Pages 173-174 | Comparative/superlatives adjectives and adverbs PowerPoint | Comparative/superlatives adjectives and adverbs activity | **8 min** |