**Explicit Phonics Lesson Planner Unit 3 Lesson 2** Yolanda Randolph/ 3rd Grade **Week of:** *November 18-22, 2024*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 deletionwith 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 initialand 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 22-32High Frequency Words* along
* each
* friend
* letters
 | Review Sound Cards 33-44High Frequency Words* part
* such
* watch
* also
 | Review Sound Cards 1-44High 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 boardSound -by sound blendingWhole 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 | Decodecloud, house, crow, throw, weaker, weakest, more clearly, most clearly | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode flow, howl, yellow, ownerWe had enough snow to go sledding.  | Encode snow, loud, flower, knownWe could hear the booming sound all over town. | Encode taller, biggest, sadder, darkestI am shorter than Gabby. | Encode more often, most often, more quietly, most quietlyLegaci wrote more quickly than Josiah in class. | Encode shout, flow, rich, richestWow, 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** |