**Explicit Phonics Lesson Planner Unit 3 Lesson 1** Yolanda Randolph/ 3rd Grade **Week of:** *November 11-15, 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.  (/ōō/ and /oo/ spelled oo) | 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.  (/ōō/ and /oo/ spelled oo) | 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.  (Inflectional Endings -ing and -ed) | 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.  (Inflectional Endings -ing and -ed) | **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 spoon. Now say spoon, but don’t say /p/ (soon)  ● Say moon. Now say moon, but don’t say /n/ (moo)  ● Say bloom. Now say bloom without the /l/ (boom)  ● Say blind. Now say brook, but don’t say /r/ (book)  ● Say flood. Now say flood, but don’t say /l/ (food) | Substitute in initial  and final blends  ●Say wood. Now say wood, but change /w/ to /h/ (hood)  ● Say bloom. Now say bloom, but change /b/ to /g/ (gloom)  ● Say brood. Now say brood, but change /b/ to /c/ (crood)  ● Say flood. Now say flood, but change /f/ to /b/ (blood)  ● Say foot. Now say foot, but change final /f/ to /s/ (soot) | Reverse phonemes in spoken words  ● Say loot. Now say loot, but say the first sound last and the last sound first (tool)  ● Say foot. Now say foot, but say the first sound last and the last sound first (toof)  ● Say moon. Now say moon, but say the first sound last and the last sound first (noom)  ● Say mood. Now say mood, but say the first sound last and the last sound first (doom)  ● Say stoop. Now say stoop but say the last sound first and the first sound last (poots) | Chaining to show addition, deletion, substitution  ● Say bloom. Change /l/ to /r/ (broom)  ● Say broom. Add /s/ to the end (brooms)  ● Say brooms. Delete /s/ (broom)  ● Say soot. Change /s/ to /f/ (foot)  ● Say boot. Change /b/ to /l/ (loot)  ● Say loot. Add /er/ to the end of the word (looter) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) |  | Review Sound Cards 33-44  High Frequency Words   * above * children * feet * land | Review Sound Cards 11-21  High Frequency Words   * book * letters * back, eyes, head, more, most, move, things, time, watch | Review Sound Cards 1-10  High Frequency Words   * next * side * trees * air | Review Sound Cards 22-32  High Frequency Words   * city * find * large * night | **3 min.ō** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) |  | The /ōō/ as in the goo card has several spellings: oo, \_ew, \_ue, u\_e, and u. The /oo/ as in the foot card has one spelling, oo. Today, we will review the /ōō/ and /oo/sounds spelled oo. | The /ōō/ as in the goo card has several spellings: oo, \_ew, \_ue, u\_e, and u. The /oo/ as in the foot card has one spelling, oo. Today, we will review the /ōō/ and /oo/sounds spelled oo. | Inflectional endings such as -ing and -ed change the tense of the verb to which they are added. The past tense of verbs is formed by adding -ed to the base word. The progressive tense (continuing action) is formed by adding -ing. Today, we will discuss the inflectional endings -ing and -ed. | Inflectional endings such as -ing and -ed change the tense of the verb to which they are added. The past tense of verbs is formed by adding -ed to the base word. The progressive tense (continuing action) is formed by adding -ing. Today, we will discuss the inflectional endings -ing and -ed. | **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  boot, foot, good, food, proof, hook, tooth, crook | Decode  cartoon, monsoon, lagoon, wooden, toolbox, football, restroom, cookbook | Decode  cheat, cheating, drive, driving, wash, washed, trade, traded | Decode  carry, carrying, stop, stopping, hurry, hurried, clap, clapped | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning |  | Sentences  I took a good book and read the first chapter while sitting by the cool brook. | Sentences  Marta looked all over her bedroom for the old letters her best friend had sent. | Sentences  All week, Marco and Jarvis have washed and dried the dishes after dinner. | Sentences  Adrian is hoping that the animal shelter will be needing volunteers tomorrow. | **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  took, booming, shook, moon  It looked like one of the zebras at the zoo hurt his hoof. | Encode  snoop, hood, rooster, wool  I am going to the library tomorrow to borrow a book. | Encode  playing, baked, reading, talked  She enjoys running in the park every morning. | Encode  jumped, singing, painted, walking  Who cooked this yummy cake? | **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 157-158 | Decodable Story, Book 4, Story 18: A Trade | Skills Practice 1  Pages 159-160 | Inflectional endings activities | **8 min** |