**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 Deletionwith 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 initialand 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 33-44High Frequency Words* above
* children
* feet
* land
 | Review Sound Cards 11-21High Frequency Words* book
* letters
* back, eyes, head, more, most, move, things, time, watch
 | Review Sound Cards 1-10High Frequency Words* next
* side
* trees
* air
 | Review Sound Cards 22-32High 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 boardSound -by sound blendingWhole 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 | Decodecarry, carrying, stop, stopping, hurry, hurried, clap, clapped | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. |  | Encode took, booming, shook, moonIt looked like one of the zebras at the zoo hurt his hoof. | Encode snoop, hood, rooster, woolI am going to the library tomorrow to borrow a book. | Encode playing, baked, reading, talkedShe enjoys running in the park every morning. | Encode jumped, singing, painted, walkingWho 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** |