**Explicit Phonics Lesson Planner Unit 4 Lesson 4** Yolanda Randolph/ 3rd Grade **Week of:** *February 10-14, 2025*

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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.  I can decode and encode words with the suffix -ness and -er. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the suffix ness and -er. | ACOS R2 - I can use knowledge of grapheme correspondences and word analysis skills to decode and encode words accurately.  I can decode and encode content words and words with the same base. | ACOS R2 - I can use knowledge of grapheme correspondences and word analysis skills to decode and encode words accurately.  I can decode and encode content words and words with the same base. | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  I can decode and encode words with the suffix -ness and -er.  I can decode and encode content words and words with the same base. | **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 blender. Now say blender, but don’t say /b/ (lender)  ● Say player. Now say player, but don’t say /p/ (layer)  ● Say sadness. Now say sadness without the /s/ (adness)  ● Say kindness. Now say kindness, but don’t say /k/ (indness) | Substitute in initial  and final blends  ●Say blender. Now say blender, but change /bl/ to /s/ (sender)  ● Say sister. Now say sister, but change /s/ to /m/ (mister)  ● Say sadness. Now say sadness, but change /ness/ to /ly/ (sadly)  ● Say kinder. Now say kinder, but change /er/ to /ness/ (kindness) | Reverse phonemes in spoken words  ● Say tip. Now say tip, but say the first sound last and the last sound first (pit)  ● Say gum. Now say gum, but say the first sound last and the last sound first (mug)  ● Say pan. Now say pan, but say the first sound last and the last sound first (nap)  ● Say dam. Now say dam, but say the first sound last and the last sound first (mad) | Chaining to show addition, deletion, substitution  ● Say play. Add -er to the ending (player)  ● Say playful. Delete -ful (play)  ● Say blender. Change /bl/ to /s/ (sender).  ● Say sadness. Delete -ness (sad)  ● Say kinder. Changed -er to -ness (kindness) | Morphological changes (prefixes, suffixes, etc.)  ● Say play. Add the prefix “re-” (replay)  ● Say teach. Now say teach, but add the suffix “-er” (teacher)  ● Say happy. Now say happy, but add the suffix  “-ness” (happiness)  ● Say teach. Add the prefix “re-“ (reteach)  ● Say run. Add the suffix “-er” (runner) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 33-44  High Frequency Words   * part * such * watch * also | Review Sound Cards 22-32  High Frequency Words   * earth * hand * might * plants | Review Sound Cards 11-21  High Frequency Words   * hard * more * point * than | Review Sound Cards 1-10  High Frequency Words   * began * enough * head * most | Review Sound Cards 1-44  High Frequency Words   * school * thought * world * between | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce the suffix -ness and -er.  Adding the suffix -ness to a base adjective creates a noun.  The suffix -ness means “state of being.”  The suffix -er means “someone of something who.”  Adding the suffix -er to a base verb creates a noun.  The final y is changed to i.  For words with the suffix -er and ends with a short vowel and consonant, the final consonant is doubled. For words that end with a silent e, the silent e is dropped.  (page T202)  Create a card with -ness and -er on it.  (page T202) | Introduce the suffix -ness and -er.  Adding the suffix -ness to a base adjective creates a noun.  The suffix -er means “someone of something who.”  Adding the suffix -er to a base verb creates a noun.  The final y is changed to i.  For words with the suffix -er and ends with a short vowel and consonant, the final consonant is doubled. For words that end with a silent e, the silent e is dropped.  (page T202)  Create a card with -ness and -er on it.  (page T202) | Introduce the content words, its meaning, and how all words are related.  Introduce words with the same base, identify different inflectional endings.  Create a card with sentence starter.  (page T226) | Introduce the content words, its meaning, and how all words are related.  Introduce words with the same base, identify different inflectional endings.  Create a card with sentence starter.  (page T226) | Review the rules for the suffixes -er and -ness.  Review content words and related base words.  (page T250) | **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 (Teacher-made)  Illness, fitness, witness, faster, sharper, lighter | Decode (Teacher-made)  eagerness, goodness, sickness, smoother, driver, swimmer | Decode (Teacher-made)  stove, refrigerator, microwave; clean: cleaned, cleaning, cleaner | Decode (Teacher-made)  football, baseball, soccer; camp: camper, camping, campus) | Decode (Teacher-Made)  Cleanliness, loneliness dancer, manager  Alabama, Mississippi, Florida  Rent: renter, renting, rented | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences (Page T217)  Could you survive all alone in the wilderness? | Sentences (Page T217)  Banks lend money to borrowers who want to buy a house. | Sentences (Page T226)  Once the lightning had cleared, Dr. Kim used a special gauge to measure the rainfall. | Sentences (Page T226)  Sunrise is when the sun appears and sunset is when it disappears. | Sentences (Teacher-Made)  The movie star had a bodyguard for protection and was protected. | **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 (Page Teacher-Made)  loudness, speaker, butter, quickness  Sentence: The baker did not add too much sweetness to the pie. | Encode (Teacher-Made)  sadness, corner, goodness, faster  Sentence: The lucky miner achieves greatness when he found gold. | Encode (page 227)  sleet, clouds, imagined, imagining  Sentence: The wind picked up, and then we heard the thunder. | Encode (Teacher-Made)    climate, weather, build, builder  Sentence: The climate is good so the builder can work. | Encode (Teacher-Made)  sickness, faster, landslide, protected  Mindy ran faster and won by a landslide. | **8 min** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Suffix -ness and -er Worksheet  Skills Practice 2 page 43 | Suffix -ness and -er Worksheet  Skills Practice 2 page 44 | Content words and related base words Worksheet  Skills Practice 2 page 45 | Content words and related base words Worksheet  Skills Practice 2 page 46 | Worksheets | **8 min** |