**Explicit Phonics Lesson Planner** Yolanda Randolph/ 3rd Grade **Week of:** *January 20-24, 2025 (REVIEW)*

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Approximate Time** |
| **Learning Target:**I can statement | Dr. Martin Luther King, Jr.Day | Severe Winter Weather | Severe Winter Weather | 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 -ly. | 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 suffixes -y, -ly, -ment, and -ive. | **1-2 min.** |
| **Phonological /Phonemic Awareness****K-1:** OCR activities**2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) |  |  |  | Substitute in initialand final blends●Say gloomy. Now say gloomy, but change /gl/ to /br/ (broomy) ● Say brightly. Now say brightly, but change /br/ to /sl/ (slightly) ● Say bravery. Now say bravery, but change /br/ to /sl/ (slavery) ● Say bluntly. Now say bluntly, but change /bl/ to /fl/ (fluntly)  | Morphological changes (prefixes, suffixes, etc.)● Say grow. Add the prefix “over” (overgrow) ● Say mess. Now say mess, but add the suffix that means “full of” (messy) ● Say develop. Now say develop, but add the suffix -ment (development) ● Say create. Add the suffix -ive (creative) ● Say spice. Add the suffix -y (spicy) | **3 min.** |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) |  |  |  | Review Sound Cards 11-21High Frequency Words* above
* children
* feet
* land
 | Review Sound Cards 1-44High Frequency Words* along
* each
* friend
* letters
 |  **3 min.** |
| **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) |  |  |  | Introduce the suffix -ly. Adding the suffix -ly to a base word (adjective) creates an adverb. The suffix -ly means “in a certain way”. (page T10)Create a card with -ly on it. | Review the rules for the suffixes -y, -ly, -ment, and -ive. (page T10) | **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 (page T10)directly, quickly, constantly, slightly, simply, possibly, easily, readilysimple possible easy ready | Decode (Teacher-Made)sadly, quickly, active, protective, curly, messy,payment, basement | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning |  |  |  | Sentences (Page T10)Earth slowly orbits the sun, which constantly provides heat and energy. | Sentences (Teacher-Made)Our family happily gave Cali the encouragement to succeed as a creative designer. | **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 (Page T25)kindly, partly, slowly, bubblyMary eagerly waited for the slowly moving bus. | Encode (Teacher-Made)foggy, simply, active, paymentThe coach is in disagreement with the referee’s sloppy call. | **8 min** |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) |  |  |  | Read “The Beginning of the Armadillos”. Look for and circle words with the suffixes -y and -ly. | Suffixes -y and -ly WorksheetChange It Game (Suffixes -ly, -ment, -ive) | **8 min** |