**Explicit Phonics Lesson Planner Unit 1 Lesson 3** Yolanda Randolph/ 3rd Grade **Week of:** *September 02-06, 2024*

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Approximate Time** |
| **Learning Target:**  I can statement | Labor Day Holiday | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (/j/spelled ge and gi\_, and /s/ spelled ce, ci\_, and cy) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Shades of meaning) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (Shades of meaning) | ACOS 3.8.f - I can decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.  (/j/spelled ge and gi\_, and /s/ spelled ce, ci\_, and cy; and shades of meaning) | **1-2 min.** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) |  | Say \_\_\_\_. Now, tell me the spelling for the /j/ sound heard in this word.   * gem - /ge/ * logic - /gi\_/ * angel /ge/   Say \_\_\_\_. Now, tell me the spelling for the /s/ sound heard in this word.   * vice - /ce/ * circus -/ci\_/ * bicycle - /cy/ | Say small. Now, tell me some words that mean about the same but grow in strength from one word to the next.   * tiny * petite * miniature | Say big. Now, tell me some words that mean about the same but grow in strength from one word to the next.   * large * huge * gigantic | Say \_\_\_\_. Now, tell me the spelling for the /j/ sound heard in this word.   * germ- /ge/ * logic - /gi\_/   Say \_\_\_\_. Now, tell me the spelling for the /s/ sound heard in this word.   * ocean - /ce/ * scissors - /ci\_/ * spicy - /cy/   Say looked. Now, tell me some words that mean about the same but grow in strength from one word to the next.   * glanced * stared * examined | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) |  | Review Sound Cards 9-16  High Frequency Words   * home * large * name * things * close * find * high * land * more * plants * second * time | Review Sound Cards 17-25  High Frequency Words   * plants * talk * while * answer | Review Sound Cards 26-33  High Frequency Words   * end * hard * more * point | Review Sound Cards 34-43  High Frequency Words   * than * without * back * enough | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) |  | Today, we will about words with the /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy. On the jump and sausages cards, the red letters are vowels; the underscores on some spellings mean that another sound/spelling must follow in that position. | Last, we studied synonyms. Some words have the same general meaning but are not exactly the same. The slight differences are called shades of meaning and can add context to sentences to give them more meaning. Today, we will learn about shades of meanings. | Last, we studied synonyms. Some words have the same general meaning but are not exactly the same. The slight differences are called shades of meaning and can add context to sentences to give them more meaning. Today, we will learn about shades of meanings. | Today, we will review the /j/ spelled ge and gi\_ and /s/ spelled ce, ci\_, and cy; and shades of menaing. | **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  Agent, package, giant, rigid, office, celebrate, circus, citizen | Decode  Ready, eager, nervous worried, energetic, hyper, laugh, snicker | Decode  Damp, soggy, soaked, flooded, said, told, described, notified | Decode  Gem, ginger, center, cyclone, mad, angry | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning |  | Sentences  At home, our dog is a German shepherd, and his name is Prince. | Sentences  Shawna was fearful that she was going to scare the timid puppy. | Sentences  During our trip to the old museum, we learned about ancient Chinese customs. | Sentences  The sad clown looked very gloomy during the skit. | **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  Stage, logic, cider, distance  For weekend shows, the dancers take the stage twice a day. | Encode  Funny, wacky, scared, frightened  Sam has good clothes that are made from quality materials. | Encode  Pretty, beautiful, sad, gloomy  The smart kid gave his teacher an intelligent answer. | Encode  Danger, recent, fancy, citrus  The happy crowd was cheerful as they watched the parade. | **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 29-30  Decodable Stories, Book 2  Story 8: Gem is Missing | Skills Practice 1  Pages 31-32 | Developing Oral Language  TE page T178 | Shade of Meaning Activity | **8 min** |