**Explicit Phonics Lesson Planner Unit 2 Lesson 4** Yolanda Randolph/ 3rd Grade **Week of:** *October 21-25, 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.  (/ū/ spelled \_ew and \_ue) | 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.  (/ū/ spelled \_ew and \_ue) | 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.  (Homographs and multiple-meaning words) | 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.  (Homographs and multiple-meaning words) | 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.  (/ū/ spelled \_ew and \_ue; Homographs and multiple-meaning words) | **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 crude. Now say crude, but don’t say /k/ (rude)  ● Say value. Now say value, but don’t say /ū/ (Val)  ● Say tissue. Now say tissue, but don’t say /t/ (issue)  ● Say unite. Now say unite, but don’t say /ū/ (night)  ● Say news. Now say news but don’t say /z/ (new)  ● Say screw. Now say screw, but don’t say /s/ (crew) | Substitute in initial  and final blends  ● Say spew. Now say spew, but change /p/ to /k/ (skew) ● Say blew. Now say blew, but change /l/ to /r/ (brew) ● Say flute. Now say flute, but change /t/ to /m/ (flume)  ● Say crew. Now say crew, but change /k/ to /d/ (drew)  ● Say cue. Now say cue, but change /k/ to /h/ (hue)  ● Say bruise. Now say bruise, but change /b/ to /k/ (cruise) | Reverse phonemes in spoken words  ● Say tune. Now say tune, but say the first sound last and the last sound first (newt)  ● Say dune. Now say dune, but say the first sound last and the last sound first (nude)  ● Say Sue. Now say Sue, but say the first sound last and the last sound first (use)  ● Say lewd. Now say lewd, but say the first sound last and the last sound first (duel)  ● Say tube. Now say tube, but say the first sound last and the last sound first (bute) | Chaining to show addition, deletion, substitution  Say pew.  ● Change /p/ to /n/ (new)  ● Say new. Change /n/ to /f/ (few)  ● Say few. Add /er/ to the end (fewer)  ● Say fewer. Change /f/ to /n/ (newer)  ● Say newer. Change /n/ to /s/ (sewer)  ● Say sewer. Add /k/ after the initial /s/ (skewer)  ● Say skewer. Delete/er/ (skew)  ● Say skew. Add /d/ to the end of the word (skewed)  ● Say skewed. Change /k/ to /p/ (spewed) | Morphological changes (prefixes, suffixes, etc.)  ● Say argue. Now say argue, but add the suffix that means it happened in the past (argued)  ● Say continuing. Now say continuing, but don’t say -ing (continue)  ● Say fewer. Now say fewer, but change the suffix to -est (fewest)  ● Say value. Now say value, but add the suffix -able (valuable)  ● Say argue. Now say argue, but add the suffix -ment (argument) | **3 min.** |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Review Sound Cards 22-32  High Frequency Words   * something * today * work * better | Review Sound Cards 1-10  High Frequency Words   * feet * world * without * air, also, change, close, each, face, head, high, large, home, story, time, while, years | Review Sound Cards 33-34  High Frequency Words   * easy * horse * myself * paste | Review Sound Cards 11-21  High Frequency Words   * soon * together * write * black | Review Sound Cards 1-43  High Frequency Words   * eight * knew * never * people | **3 min.** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | In unit 1, we learned that the red letters are long-vowel spellings; the black underscores on some spellings mean that a consonant goes in that position; the red underscores on some spellings mean that a vowel goes in that position. Today, we will discuss the /ū/ spelled \_ew and \_ue. | In unit 1, we learned that the red letters are long-vowel spellings; the black underscores on some spellings mean that a consonant goes in that position; the red underscores on some spellings mean that a vowel goes in that position. Today, we will review the /ū/ spelled \_ew and \_ue. | Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. They can also be different parts of speech. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin. Today, we will discuss homographs and multiple-meaning words. | Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. They can also be different parts of speech. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin. Today, we will review homographs and multiple-meaning words. | Today, we will review the /ū/ spelled \_ew and \_ue; Homographs and multiple-meaning words. | **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  pew, mew, cue, hue, few, fewer, fewest, skewer | Decode  rescue, rescued, argue, argued, value, nephew, continue, barbeque | Decode  rose, mine, well, bark, wind, tear, bow, close | Decode  dove, live, lead, present, field, fine, spare, suit | Decode  stew, chewy, glue, tissue,  pen, pen, lead, wound | **5-7 min** |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Sentences  Years ago, a few brave explorers sailed around the world without maps or charts. | Sentences  The value of that cloth is skewed so high that even three or four feet costs too much. | Sentences  The dove left its nest, flew over the wires, and then dove into a field. | Sentences  The bark on a tree, of course, is not at all like a dog’s bark. | Sentences  After putting the bow on the gift, Ann took a bow to end the play. | **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  issue, few, spew, skew  Who will rescue the mewing kitten from the tree? | Encode  fuel, cue, argue, value  Without the correct footwear, your feet will begin to hurt. | Encode  crane, may, bow, tear  The bass jumped around in the pond as Jim played the bass drum. | Encode  blue, park, close, wind  Sally needs a minute to count the minute cubes. | Encode  renew, clue, train, tear  The wind caused the chime cords wind and tangle up. | **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 121-122 | Decodable Stories, Book 2  Story 15: Condors | Skills Practice 1  Pages 123-124 | Developing Oral Language  Page T238 (teacher edition) | Homophones/Mutliple-meaning words activities | **8 min** |