**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 Deletionwith 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 initialand 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, substitutionSay 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 22-32High Frequency Words* something
* today
* work
* better
 | Review Sound Cards 1-10High Frequency Words* feet
* world
* without
* air, also, change, close, each, face, head, high, large, home, story, time, while, years
 | Review Sound Cards 33-34High Frequency Words* easy
* horse
* myself
* paste
 | Review Sound Cards 11-21High Frequency Words* soon
* together
* write
* black
 | Review Sound Cards 1-43High 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 boardSound -by sound blendingWhole 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 | Decodestew, chewy, glue, tissue,pen, pen, lead, wound | **5-7 min** |
| **Connect to Word Meaning**About the words and sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Encode issue, few, spew, skewWho will rescue the mewing kitten from the tree?  | Encode fuel, cue, argue, valueWithout the correct footwear, your feet will begin to hurt. | Encode crane, may, bow, tearThe bass jumped around in the pond as Jim played the bass drum. | Encode blue, park, close, windSally needs a minute to count the minute cubes. | Encode renew, clue, train, tearThe 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 2Story 15: Condors | Skills Practice 1 Pages 123-124 | Developing Oral LanguagePage T238 (teacher edition) | Homophones/Mutliple-meaning words activities | **8 min** |