

Grade: 1st	Subject: English Language Arts-CVCe
Materials: Reading Street Textbook, pencil, worksheet, computer, smart board	Technology Needed: Game: http://www.fun4thebrain.com/English/magice.html
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Demonstrate use of beginning and ending blends d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words.	Differentiation Below Proficiency: Have students get help from another classmate and will not have to complete all of the worksheet. Above Proficiency: Students will help below proficiency students. They should help them not tell them the answers. Approaching/Emerging Proficiency: Students will be expected to complete the assignment as assigned. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Kinesthetic: The students playing the game and completing the worksheet. • Visual: Writing the words on the board and seeing the words during the game and while reading the story. • Auditory: Hearing the words with the long a during the game and while reading the story.
Objective(s) By the end of the lesson, students will be able to distinguish words with a long a vowel sound and words that do not. Bloom’s Taxonomy Cognitive Level: Analyzing	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be called to the carpet by tables and will be sent back to their tables by table group.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to work with their partner and follow all classroom rules. The students need to make sure they are using inside voices while doing the assignment.

Minutes	Procedures
3 minutes	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Have all worksheets printed off and ready to be handed out when needed. • Make sure the active board is ready to go with the document on it.
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Does anyone know what sound a long (a) makes? (Let the students try and answer and then tell them what sound it makes) • An example of a word with the long a sound is LATE • Let's all practice saying the word LATE together. (Have word LATE written on board and point to each letter as it is being said. /L//A//T//E/). • Here are some more words for the students to practice saying. (/B//R//A//V//E/, /M//A//D//E/, /T//R//A//D//E/, /W//A//K//E/, /B//A//K//E/) • What do all of these words have in common? (All have a long a and final silent e at the end)
10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • I'm going to tell you a little story about the magic e. • <i>"Magic e has magic powers! He flies over the consonant and when he comes to the first vowel, he taps the vowel on the head with his magic wand and shouts, "vowel, say your name! Make the sound you say in the alphabet!" Now, Magic e is so tired. He flies back to his spot. He has no more energy so he goes to sleep without saying a sound."</i> • When words have a silent e at the end it changes the vowel from a short to a long vowel sound. (ex. Tap→Tape, rat→rate, mad→made) • Do you see how each of these words changed what the word was by changing the vowel from short to long. • The e is sometimes sneaky and won't change the vowel sound but if the words are CVCe words then they will change the vowel sound. • We are going to be reading the story in your book called "The Farmer in the Hat" (pg.52) • The story we are reading is a realistic fiction story. Who can tell me what realistic fiction is? (Realistic fiction is a story written about events that did not actually happen but could happen.) • Take a minute to look at the front page of the story. What do you think the story will be about? (Call on 3 people) • We are going to read the story together as a class and I will call on someone to read each sentence. If you are not reading make sure you are following along in the book and try to pay attention to the words that have a long a and silent e. • Read the story • Did you notice any words that had the long a with the silent e at the end? (Jake, Grace, Dave, face, stage, make, made, tape, page, cage,gave,place)
10 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • We are going to play a game to practice a reading long a words with the silent letter e. http://www.fun4thebrain.com/English/magice.html • You are going to complete a worksheet. You will have to choose which word is the correct one. • The worksheet is kind of like the game that we just played. You will have to choose one word for some and the some questions you will have to complete the sentence with the correct word. • If you have any questions, raise your hand and the teacher will come help.

<p>2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • With your table I want you to come up with one word that has the long a with the silent letter e. • I will call on one of you to give me the word and come and write it on the board and the rest of the class will give a thumbs up if they agree or a thumbs down if they disagree.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>The formative assessment is based on how the students do on the worksheet and through the review at the end of the lesson.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The students will do an oral test one at a time. I will have students read words that have both short and long a's in order to determine if the student can distinguish the differences between the two. Notes will be taken through the oral test.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>My lesson went pretty well. Some things that I would work on is classroom management. Sometimes the students would get really chatty and it was hard to get them to stop talking and get back on track. One thing that would make the lesson better would be to question them at the end of each page of the book. I didn't really talk about the book throughout the story so the kids were losing interest in it. If I would question them throughout the book then it would bring all the students back together. If some students already read a passage they stopped following along and paying attention. We did the story on the smart board but next time I would hand out books to each student and have them go back to their seats to read the story. I think that if they went back to their seats it would have helped with the talking. Next time I would take advantage of all the teachable moments that happen throughout the lesson. During the lesson a student said a word that didn't have to do with the lesson and the students didn't think it was a word. I told them it was a word and we moved on. I should have taken the 30 seconds to teach them what that item was instead so they would know for the future. One thing I thought went really well was the magic e story I told. I used a magic wand with an e taped to it to demonstrate the story. The kids loved it! Next time, it would be really engaging to have a crown or something to act out the magic wizard. The student really liked the game that we played on the smart board. Most of the students understood how to play the game. It tied in with the magic e story and flowed nicely with the worksheet that the students completed. If I were to teach this lesson again I would make sure to explain what the students are supposed to do on the worksheet. When I taught it I forgot to tell them the directions. Some of the students finished the worksheet really fast so they had a lot of time left. I had them read a book when they finished with the worksheet. Next time I would come up with a way to incorporate what we were talking about more. I could have had them write their own sentences using words that have a long A with a silent e at the end.</p>	