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| **Outcome(s) of Lesson: (Blooms or I can statement)** |

1. 2.1 - use analogy to generate and read phonically regular word families

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| **How will I know students have achieved the learning outcome(s)?** |

* Students will be able to recognize bumper e words
* Students will understand that the bumper e, make the vowel say its name

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| **Hook:**   * Start at the carpet (will be there at hook and learning opportunity one) * Book - The Nice Mice in the Rice by Brian Cleary (long vowel book with a red cover) * Short-medium length book |

**Learning Opportunities:**

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| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 10 mins  6 mins | Letter Vests and Pool Noodle   * Sample words: made, pine, home, mule, three, leme (nonsense word) * Call four students up at time and have them face the class, shoulder to shoulder   + Give each student a vest with the correct letter (will need to spell on the sample word)   + The bumper e (student at the end with the letter e) will also receive a noodle   + Each student with a vest will say their letter sound when called   + BEFORE the long vowel sound students speaks, the bumper e will bump (tap) the long vowel on the head to make the vowel say its name   + The bumper e students can say “nothing” when he/she are saying their sound * Once all the sounds have been said, have students (entire class) merge the sounds to put the word together * Then, take the bumper e away and repeat the same process (each letter says their name) to see the difference the bumper e makes   + Example: made vs. mad * Call up 4 different students and repeat with a different word * Ask students to make their own bumper word within a group of four/table team and present to class (get 3 mins to come up with word   + Do not use letter vests (see if class can put word together without seeing the letters), but noodle can be used | * Retell instructions to a partner   + Especially for making bumper e word with group * Remind students to say letter when it’s their turn with a “what does your letter say Ashley?” |
| **Materials Needed** |
| * Letter vests * Pool noodle (cut in half is preferable) |

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| **Transition: (what will students do when they are finished? how will we move to the next learning opportunity?)** |
| * Tell students to fist bump 4 classmates before they head to their desks (cannot be group/table team) |

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| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 10 mins | * Bumper e worksheet   + Must first identify bumper e word   + Then, make the new non bumper e word and draw it * Do the first row with the class   + Bunny = cute (write cute on the line)   + Cute without bumper e = cut   + Draw the word cut (cutting an apple) * Worksheet should be done individually, but can have help if asked for * If they finish early, students can draw and label more bumper e words on the back of the sheet | * Tell a partner the instructions * Read the students expressions as we are going through the example   + Deer in the head lights = do another example |
| **Materials Needed** |
| * [Bumper e worksheet](../../../../../Downloads/Bumper%20E%20Lesson%20Plan%20(using%20template)%20.docx) |
| **Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?** | | |
| * Hand worksheet in * As they walk to carpet, look around the classroom and find a bumper e/long vowel named object | | |

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| **CLOSURE:**   * Bump each student on the head, and when they are bumped, they must say a bumper e word that has not already been said (can phone a friend if needed) |

**Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities**

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| **Cooperative Learning Strategies used** | * Letter vests and noodle bumps * Make a bumper e word with group/table team |
| **Movement Breaks** | * Fist bumps as they get to their desks * Finding bumper e word as they get to the carpet |
| **Modes of Learning** | * Visual * Auditory |
| **Higher Order Question(s)** | * Making own bumper e words in a group * Drawing abstract concepts on work sheet (not, tap) |

**Reflection and Revisions:**