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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
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**Learning Opportunities:**

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| **Time** | **Learning Opportunity** | **How do I check that students understand what to do?** |
| 10 mins6 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?”
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| **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%28using%20template%29%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)
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**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
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| **Movement Breaks** | * Fist bumps as they get to their desks
* Finding bumper e word as they get to the carpet
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| **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)
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**Reflection and Revisions:**