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### Lesson Plan – Long Form

Subject: Reading

Grade Level: 1st Grade

Topic: Bossy E

#### Objective(s):

- TEKS:
  - (B) demonstrate and apply phonetic knowledge by:
    - (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
  - (C) demonstrate and apply spelling knowledge by:
    - (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.
- SWBAT:
  - Determine that the “e” at the end of a word produces a long vowel sound. SWBAT1
  - Decode words that end with an “e”. SWBAT2
  - Define the words vowel and sound. SWBAT3
- ELPS:
  - (2) Cross-curricular second language acquisition/listening:
    - (B) Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.
  - (3) Cross-Curricular second language acquisition/speaking:
    - (A) Practice Producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.

Language Demand	Language Support
Function Student will be able to decode words that end with an “e.”	Student will be pulling a word out of a cup and then an e out of a cup. He will be reading both words. Student will be selecting a word that follows the bossy e rule from a group of words.
Vocabulary Student will know what the words vowel and sound mean and how they are used in reading and writing.	Student will be reading the words, and learning what sounds the vowels make with and without the e. He will also be writing words with the e at the end of it. I will be showing an anchor chart that will be defining vowels and sound.
Discourse or Syntax	Student will be reading the words, and learning what sounds the vowels make with

Student will be reading and writing words that have an “e” at the end and make the vowel a long vowel.	and without the e. He will also be writing words with the e at the end of it.
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## Introduction

- Entry/Daily Review/Anticipatory Set:  
I will start off my lesson by going back over consonant digraphs. I will ask him if he remembers what consonant digraphs were. I will also ask him if he remembers any of the four digraphs that we went over. I will show him the anchor chart, just to make sure that he remembers what consonant digraphs are.



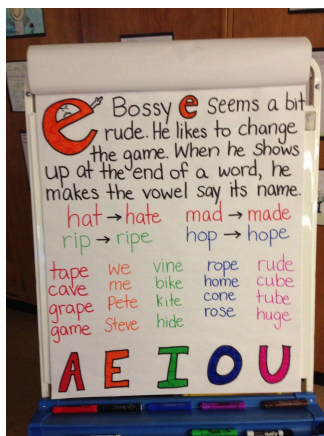
I will let my tutee know that we will be working on vowel digraphs. We are going to be focusing on the bossy “e.” I will start by showing him a video.

Video Link: <https://www.youtube.com/watch?v=c3oA4wfUBak>

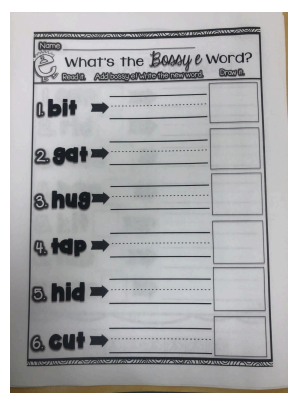
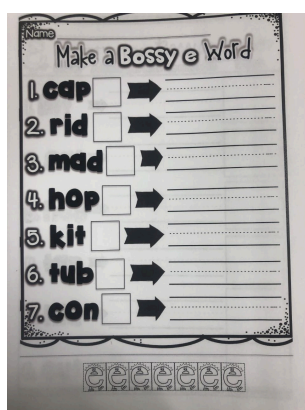
- Lesson Rationale:  
I will let my tutee know that this rule is important for him to know because it is something he will use all of the time. This is a rule we use all of the time and it is going to help him become a better reader. This is a very important rule for him to know since he will use it all of the time, and that is why I am going to help him understand what happens when there is an “e” at the end of a word.

## Body

- Input/Presentation/Modeling:  
I will have an anchor chart so that I can go over the “Bossy E” rule and give him examples of how the “Bossy E” changes words. SWBAT3



- Guided practice/Monitoring and Adjusting/Checking Understanding:**  
 Once my tutee and I have gone over how the “bossy e” works, I will have us work on the rule together. For this we are going to do the bossy e cup activity, this will ensure that he is engaged in the lesson and put into practice what he has learned.  
 I will have two cups. In the first cup there will be many words that can be changed to mean something different with the letter “e” added at the end. In the second cup, there will be the letter “e.”. As my tutee pulls out one card from each cup, he will have to determine what the word was that he pulled out from the first cup and what it changed into when the “e” was added at the end. SWBAT2
- Independent Practice/Opportunities for Practice:**  
 I will have my tutee do two worksheets that will allow him to feel more confident in what the bossy “e” does to words. He will cut out the e’s and paste them at the end of the word. He will then write the word in the blank provided and I will have him tell me what the word says. SWBAT1



- Modifications for Learners with Exceptionalities:**  
 I could have all of the words, have visuals so that the students can make that connection. I could have the students read in pairs and work in pairs or groups. I can also have the words in Spanish as well.

## Conclusion

- Assessment of Learning:

I will be giving my tutee an assessment dealing with the bossy “e.” He will read the three sets of words given, and circle the word that goes along with the bossy “e” rule. This will allow me to see if he really understood the concept. SWBAT2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Find Bossy E**

Directions: Read each group of words in the shapes. There is one Bossy E word hiding in each group. Circle it!

plate tree read	bee like treat	some he bag
wink seed time	pope sky me	bead tape puppy
strike cap clean	he duke lucky	free trick face

Last, write one Bossy E word on the back of the paper!

Rubric:

	Outstanding (5)	Proficient (3)	Needs Improvement (1)
Identifying bossy “e”	Student was able to identify all 10 of the bossy “e” words out of the set of words.	Student was able to identify 7 of the bossy “e” words out of the set of words.	Student was able to identify only 3 of the bossy “e” words out of the set of words.

- Extension:

If there is enough time I am going to a roll-read and trace worksheet with my tutee. He will roll the dice, based on the number he reads, he will say the word, then trace the word. SWBAT2

Name \_\_\_\_\_

**Roll, Read, and Trace**  
-Bossy “e” words-

Directions: Roll a die, read the word in the column and trace the word. Continue playing until one column reaches the top.

came	hide	lane	cute	wake	shake
cake	time	hope	rude	fine	these
fake	like	nose	use	game	price
mads	dime	joke	huge	bite	grade
race	life	nose	June	here	stone
1	2	3	4	5	6

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If there is enough time, I will have one other bossy “e” game for us to play. The game is called Bossy “e” Balloon Burst Game. You draw a card, if you can say the word then you get to keep the card. If you cannot say the word the card goes back into the pile. If someone draws a burst card, then all of the cards go back into the bottom of the pile. SWBAT2



- Closure:  
At the end of my lesson, I will restate the meaning of the bossy “e”, what it does and give some examples, and let my student know why it is important.

### Materials Needed:

2 cups  
Index cards  
Bossy “e” worksheets  
Anchor chart  
Video  
Dice  
Roll-Read and Trace Worksheet  
Pencil  
Crayons  
Bossy E Balloon Burst Game  
Bossy E Assessment

### Sources:

<https://www.teacherspayteachers.com/Product/Bossy-E-Roll-Read-Trace-Freebie-2420647>  
<https://www.teacherspayteachers.com/Product/FREE-CVCE-Practice-Sheets-Bossy-e-Silent-e-Magic-e-CCSS-Aligned-1212719>  
 Video Link: <https://www.youtube.com/watch?v=c3oA4wfUBak>  
<https://www.teacherspayteachers.com/Product/Miss-Rachael-Silent-E-Balloon-Burst-Game-Bossy-E-Magic-E-705311>  
<https://www.teacherspayteachers.com/Product/Bossy-E-Assessment-3018684>