



The University of Tampa Lesson Plan Format for Prac. III formal observations

Descriptive Data:

Intern's name: Anastasia McGrath
Date: 10/9/19
Grade Level: 1
Subject: Phonics
Topic: silent 'e' ('a' vowel)
Lesson length predication: 20 mins
Actual time:

Objectives: Students will be able to decode words 'a' vowel CVC with silent 'e's.

Essential Question: How does the word change if there is a silent 'e' at the end?

Florida State Standard(s): LAFS.1.RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Vocabulary: cap/cape, tap/tape, man/mane, plan/plane, can/cane, at/ate

Student assessment(s)/evaluation: Students will complete the exit ticket as a formal assessment.

Teacher Materials/equipment: projector, chart, video, word lists

Student Materials/equipment: chart, letter 'e's, foldables

Procedures:

Part 1: (10 mins)

- Hook
 - Students will be gathered on the carpet.
 - Silent 'e' video – We are going to watch a quick video that will teach us more about the silent 'e'. Use your sticky brains to remember what you learn in the video, because we are going to talk about it after. I am going to pick special friends who I see are acting like good leaders to help me with the next activity. I know this is going to be really exciting. If you get really excited during video you may wiggle your fingertips in front of you. We are not distracting our friends on the carpet.
- Schema – ask about what students remember about the silent e from the video and yesterday's lesson.
 - Review chart that Mrs. Leno made yesterday.

Part 2: (5 mins)

- Group Practice – changing words by adding a silent 'e'.
 - Teacher will write CVC 'a' words on the board. Students will think about/*discuss with a partner if necessary* what the word will become when we add the silent 'e'.
 - *Teacher will circulate focusing gathering information on the students who struggle so she can work with them during the independent practice section.*
 - Put a thumbs up/thumbs down behind your back showing you understand how the silent 'e' changes our set of words.
 - Thumbs up: you are ready to practice on your own
 - Thumbs down: I need some more teacher help
 - *These students will work with teacher on the foldable at the back table if necessary.*

Part 3: (5 mins)

- Independent Practice
 - silent 'e' ('a' vowel) foldable with four words.
 - man>mane, plan> plane, tap>tape, cap>cape
 - teacher will provide CVC on the front, once the flap is opened, CVC will be provided with an open box for the students to write the silent 'e'.
 - Student will draw a picture of each word to ensure they understand the new meaning of the word once the silent 'e' is added.
 - Students will return to desks.
 - Paper passer will pass papers out.
 - Students will independently complete their foldables
 - Ask student(s) to repeat instructions (one direction at a time)
 - Thumbs up if you understand the instructions
 - Teacher will assess foldables as formal assessments.
 - Students who struggle will continue to review the silent 'e' concept ('a' vowel) in their guided reading groups.