

EDUCATION - LESSON PLAN OUTLINE

Name Robert Hamilton

Content Area: Morphology

Grade Level: 3

Duration of Time: 45 minutes

Subject/Lesson Topic: Drop E

Brief Lesson Overview or Context for Lesson	
<p>This lesson is a continuation of our phoneme/ magic e lesson that we worked on all week. We begin with the letter sounds and then jump right into the drop e rule.</p>	
Common Core and/or PA State Standards	Essential Question(s)
<p><b>Standard - CC.1.1.3.D</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>When will we not drop the e?</p> <p>If we are unsure if the e should be dropped, what word would it be if we kept the e?</p> <p>What does the suffix have to begin with to drop the e?</p> <p>When will we not follow the drop e rule?</p>

**Instructional Objectives:**

Overarching Understanding Goals/Big Idea (1-2 goals)	Assessment(s)
<p>Students will understand <i>that...</i></p> <p>If the suffix starts with a vowel, they are to drop the e.</p>	<p>Students will use whiteboards to write and pronounce words as they are dictated, ensuring they understand when to drop the e.</p>
Content/Knowledge Goals (4-5 goals)	Assessment(s)
<p>Students will know (<i>terms, facts, people, etc</i>)...</p> <p>When homophones have the e we will not drop it. For example, dying and dyeing.</p>	<p>Through formative assessments, students will use their worksheets to add and divide the base words from the suffix.</p>

<p>Students will understand that when a word has a soft c or g, we will not drop the e. For example, manageable.</p> <p>Students will know that a magic e can only jump over one consonant.</p>	
<b>Skill Goals (1-2 goals)</b>	<b>Assessment(s)</b>
<p>Students will be able to (<i>use Bloom's Taxonomy</i>)... Remember that we drop the e when the suffix begins with a vowel.</p>	<p>When we do our worksheets, students will divide and add. This will help me determine which student is applying the drop e rule and which student may need additional support.</p>
<b>IEP or ELL Goals (if applicable)</b>	<b>Assessments</b>
<p><b>IEP</b> Students get pulled for Title 1/ SPIRE at this time.</p> <p><b>ELL</b> ELL students will learn how to read the words on how they are pronounced and not as they look.</p>	<p>Students will do worksheets. They will be assessed through observations and formative assessments. When we go over the worksheets as a class, the students can agree or disagree if we follow the magic e rule.</p>

<b>Materials/Resources</b>
<p>Promethean Board White Board Marker Eraser Worksheets (attached under the main activities) Chromebook Pencil 5 different colored crayons</p>

**Instructional Process**

<b>Student Activities</b> (Highlight all that apply for activities throughout lesson):				
Building Background:	Links to Experience	Links to Prior Learning	Key Vocabulary	
Scaffolding:	Modeling	Guided	Independent	
Grouping:	Whole Class	Small Group	Partners	Independent



froze + en = frozen

- C. I will then dictate a sentence and the students will have to write out the sentence correctly. The students will have to determine if they are to spelling riding rideing or riding. Students will also have to use a capital and period.

Sentence:

Jim was **riding** the bus to school.

Part 2 (15 minutes)

Students will complete 1 practice worksheet. An example will be below:

Read & Add: Students will read the base word and suffix and decide if they will drop the e. I will do one example on the board and have the students do the rest of the worksheet individually. I will walk around and check their work.

The Baker: Out loud, I will read this story with them. After, we will highlight the words in the story that followed the drop e rule. Students can come to the board and highlight a drop e word that they found from the passage. After we are finished highlighting, the students will be given about 3 minutes to illustrate a picture that matches a scene from the story.

**READ & ADD**

Look at the base word. If it 1- ends in a silent e and 2- a vowel suffix is being added, drop the e. If either of these two things is not true, just add the suffix. Spell each word on the line.

live + ing _____	fade + ed _____
wink + ed _____	use + ful _____
serve + er _____	fit + ness _____
dance + es _____	rest + ed _____
bad + ly _____	skate + er _____
prove + en _____	smell + ed _____

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Lesson 109: drop-e rule



**The Baker**

Illustrate the story here:

Rashawn is a world class baker. He has been baking since he was a little boy. Every day you can find him dancing around the kitchen while making yummy treats. He also loves trading tips with other bakers about how to make their dishes even better.

One day, Rashawn's friend, Payton, came over to visit. Payton was hoping to taste some of Rashawn's newest treats. "You're right on time!" Rashawn called. "I was just taking a fresh pie out of the oven." He cut two slices of pie and handed the larger slice to Payton. "I am sure you're going to love it," Rashawn said smiling.

"Yuck!" Payton yelled as she tasted the pie. "What do you mean, yuck?" asked Rashawn, his smile fading. "You don't like it?" "Just joking!" Payton said with a grin. "This is the best pie I have ever tasted!" "Oh good," Rashawn sighed as he sliced the rest of the pie up. "But next time, it would be nicer to say you liked it from the start."

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Part 3: (15 minutes)

We will play 1 Kahoot game. I will stand in the back of the room to monitor the students' screens. At the end of the game, I can print their results as a form of assessment.

### Review and Assessment

While students are doing the reading, I will determine if they are picking up on the words that had a drop e.

### Universal Design for Learning

*“What’s good for one is good for all” - Defer to your instructor for the amount of detail needed for this section*

**Engagement:** Students can stay engaged by teaching them different learning styles. Students learn in different ways, some by hands on and some by listening, and other by playing educational games.

**Representation:** Teacher will give an example on when the e needs to be dropped.

**Action and Expression:** Regularly model the pronunciation and spelling of the magic e words and do step by step instruction.

### Differentiation Strategies:

*Defer to your instructor on how to utilize this section. For example in 201/501 you will need to change to Student #1 and #2. For lessons taught in practice (ie in 408 or student teaching) you can also refer to specific students.*

**ELL:** For ELL kids, the students may need me to repeat the sound so they can hear and see the sound more clearly.

**LCLP (low content, low process):** If needed, modified worksheets/ small groups for students who need additional support.

**HCHP (high content, high process):** Enrichment activities such as word puzzles or creating sentences with "magic e" words.

### **Management Plan:**

#### Classroom arrangement:

The students are facing the promethean board with both teacher’s desk to the left of it. There is a small rug in the front of the room that students utilize during silent reading time. In the back of the classroom, there is a bigger area run with a bunch of books where the students sit during read aloud.

## Possible Problems with solutions:

What do you do if you run out of time?

If we run out of time, we will stop at the slide and begin the following day.

What do you do if your lesson ends early?

If the lesson early, students will be able to play a Kahoot that goes with our learning. If that fails, we will do silent reading for the remained of the class and I will listen to some students read a few sentences.

What do you do if your resources fail?

If the resources fail, we will use whiteboards and markers and have the students write words on that instead on their packets and promethean board.

What behavioral challenges and solutions do you anticipate?

Some students may not feel confident with every word, or they can excel in it, which could lead to not participating. I could give out expectation tickets if I feel that they need a motivational boost.

**VI. Reflect and Revise: (To be completed after lesson implementation.)** Reflect on your lesson (your instructional process, assessments, students' outcomes, and management plan) and discuss the strengths and weaknesses, and how you would modify your lesson for future lessons.

I would modify the lesson for some of the title kids in the future. I noticed as I was teaching that one student would be the last one to hold up her board because she was not confident with the answer. She would try to look at the person next to her to decide if she should change her answer. I think having them be working with someone can help them grow more confident in wanting to participate. I think my classroom management and time management went well. We finished and started on time, and the students were focused and engaged. Even though one lesson went slightly over, we could finish just in time for lunch. Doing a Kahoot instead of a paper test was different because while I could see the students' results, they felt like they were doing this for "fun." It took away from the stress of an assessment and was more thought of as a game. By the end of the lesson, I kept telling the students to look at the suffix, which helped drill it into their heads on the drop-e rule.

When it came to the reading, I was going to struggle since I could see my supervisor in the corner of my eye, and I had the thought come in that I was being observed, which stressed me out. When we do fluency from now on, it is a great idea to suggest giving a thumbs up instead of asking if they got further. Doing this can prevent a lot of talking and side conversations. I would also better understand which student is improving or not. It was also nice to end a lesson if we did not finish. One of my most significant stressors is completing a lesson on time. It was nice to know cutting something out is "normal" if needed.

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