

**Lesson Plan Number: 2**

**Lesson Title:** Phonics – “Bossy E Rule” or Decoding CVCe words

**Grade Level:** First Grade

**Content Standards:**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student is expected to: (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;

**ELPS:**

(4) Cross-curricular second language acquisition/reading. The student is expected to:  
A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

**Learning Objectives:**

At the end of this lesson, the students will be able to:

1. Decode CVCe words by using the “Bossy E Rule”. SWBAT1
2. Define: decoding and “Bossy E rule”. SWBAT2

Language Demands	Language Supports
Function Students will be able to decode CVCe words by using the “Bossy E Rule”.	I will review decoding of CVC words. I will then introduce the Bossy E rule and demonstrate decoding CVCe words. Last, I will give students many opportunities to practice this skill.
Vocabulary – decoding, “Bossy E Rule”	I will review the term “decoding”. I will then use a Bossy E Rule anchor chart to introduce this rule. I will then demonstrate how this rule works.

**Focus/Attention-Getter:**

Review - students will be given the following CVC words to decode: man, cap, rob, cub, and tub.

Then I will show the students the word “mane” and I will ask them what they think this word is. I will do the same with cape, robe, cube, and tube.

**Background Information/ Lesson Rationale:**

I will say, “Today, we will continue learning how to read bigger words. Today we will meet the Bossy e and use its rule to read words that end with an ‘e’.

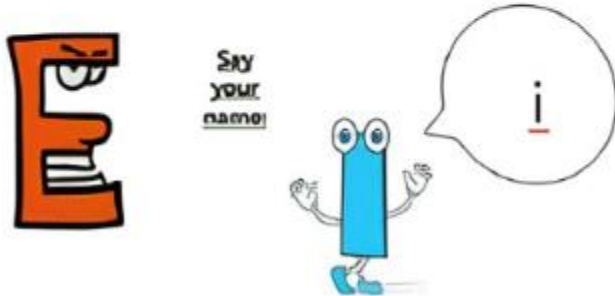
The reason for learning how to do this is that there are many English words that end with an e and there is an easy way to read those words.”

### Input/Presentation/ Modeling:

I will introduce the Bossy E rule by using this anchor chart.

Bossy E might seem rude, he just  
likes to change the game.

When he's at the end of a word  
he makes the vowel say its name.



I will then demonstrate how to decode CVCe words by adding the Bossy e to the words: man-  
mane and cap-cape. I will say, "We know that this word is" man" and when the Bossy E  
appears at the end of this word, we know that it makes the vowel in the middle says its name.  
The vowel in the middle is an "a" and so the sound in the middle has to be an / /.

Decoding or sounding out each letter, the phonemes or sounds are: /m/ / / /n/.

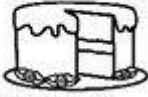
Blending or putting the sounds together, I hear the word "mane". This is a new word! It is  
different from "man". Who knows what a "mane" is?

I will do the same demonstration of the Bossy E rule with the word "cap."

### Guided Practice:

I will show the students more CVC words and have them add an "e" to the end of the word. I  
will then ask for volunteers to read the new words. The words are going to be rob-robe, cub-  
cube, and tub-tube. If they show that they are mastering the Bossy E rule, I will give them  
sentences with CVCe words to decode. An example is: "The cat sat on a cake." If they  
demonstrate that they can read the sentences, then I will give them the passage below to read  
in pairs:

# ake



Jake can bake. Jake and Kate can bake.  
 They like to bake cake. What kind of cake  
 will they bake? They can bake a cake and  
 take it to the lake. Kate and Jake sit to eat  
 their cake. There is a snake in the grass.  
 Kate and Jake run with the cake. They run  
 with the cake that they baked. Jake and  
 Kate do not make it with the cake. The cake  
 drops. Kate and Jake will have to bake a  
 new cake.

**bake**   **cake**   **make**   **snake**

If there is time, students will make and play with the Bossy E wheel.



If there is time, students will play in groups with either one of the games below:

## 4 In A Row a-e

lake	late	lace	pave	same
wake	tape	pane	cave	face
gave	race	safe	hate	pace
lake	fake	cake	make	tale
take	cage	case	date	fade
fate	game	gate	lane	rake

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Start	cake	ape	gate	lane	wade	cane	tame	maze	
flake	whale	rake	gave	tale	rate	safe	hate		
wake	Long A Words				lame	mate			
came			End		case	daze	name		
date			lake	take	same	cape	sake	pane	make

**Independent Practice:**

Students will be given this fun-sheet to complete:

Name \_\_\_\_\_

### Circle the Word

	cat cate		tap tape
	can cane		cak cake
	man mane		bat bate
	rak rake		map mape
	sad sade		wav wave

**Modifications for Learners with Exceptionalities:**

**Students with IEPs/504 Plans**

During instruction, check in from time to time with the student to make sure the student understands the lesson.

**Students with Specific Language Needs**

Since the Spanish language does not have long vowel sounds, I will work with my ELLs to help them connect the name of each vowel to its long vowel sound.

**Students with Other Learning Needs**











For students with limited attention spans, use non-verbal techniques to get their attention.

**Assessment:**

Students will do the worksheet independently. If they get 8 out of 10 items correct, it demonstrates that they have mastered today's lesson.

Name \_\_\_\_\_

### Circle the Word

	net nete		cub cube
	hat hate		vas vase
	nin nine		hen hene
	bug buge		rid ride
	gat gate		cup cupe

**Closure:**

I will show the anchor chart to the students and ask for volunteers to share what they learned today.