

Lesson Title: The Bully Rule

Grade Level: 1st grade

Date: Wednesday, December 1st 2010

Time: 40 minutes

Grade Level Content Expectations:

W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

Objectives

Students will be able to understand the bully rule and apply the bully rule towards conventional spelling practices.

Students will be able to analyze the difference between words that double their consent prior to adding the suffix and be able to sort the words to visually see the difference.

Materials

Sorting “Bully Rule” worksheet

FAST magnetic board

Visualizer

Anticipatory Setting

Students have already been introduced to the rule the day prior to this lesson. Students will identify vowel suffixes. Students will double the final consonant to a simple closed syllable before adding a vowel suffix (when appropriate).

Introduction

I am going to have the FAST board set up with all of the parts of phonics that we have already learned. The students know many of the suffixes such as ed, s, est, ing, and er. I have explained the rule just a little bit different than in the FAST teacher’s manual, and I feel that the students definitely relate to this way.

Procedure

I give the scenario: the base word is ‘shop’ how can we change it to shopping? A student came up to the board and added the ing. I tell the students that this makes sense, but what is missing? One of the students notices that there needs to be another p between shop and ing. Why? My scenario for teaching this part of spelling: Where is the vowel in the word shop? How many consonants is after the vowel? One consonant. Having only one consonant after the vowel makes that vowel bossy. O tells P that he doesn’t like ING. P says: Well that’s not fair, why are you bossing me around? Well, I’m not going to stand for it- so P brings his other friend P to help him out with O. Now ING can come around. We do this with words

such as check to checking. Why isn't E a bully? Well, because C and K give enough space between E and ING so E is okay with not being that close to ING. The students really relate and have understood this so far. I have students come up to the board to spell out words. They use a dry erase marker to insert extra letters that are not on the FAST magnetic board.

Independent Practice

Once I see that students understand the concept, I will have students return to their seats and I will demonstrate how to complete the cut and paste activity with bossy and non-bossy vowel words. I will do a few examples on the board and how to cut and paste on the construction paper. I will observe students during the process and make sure they place their words in the correct column before they glue them. I will ask them to raise their hand when they feel they are ready to glue.

Assessment

I will walk around to make sure students are staying on task. Students will turn in their completed work for me to look at and make corrections if needed. They will be returned to them the same day.

Differentiation

I will cut out a few of the student's sheets if they are having difficulty with cutting or may be slow. They will cut out at least half of the words because they need the practice, but other than that, I may