Be Brave In A Cave



Objective

Read and write words with the *long a-silent-e* vowel pattern.

Lesson Plan

State and model the objective

Tell the children that they will pretend to be brave and go in a cave. They will read and write words with the *long-a-silent-e* pattern: *brave, cave, save, wave, name, tame, same.*

Practice the skill within an activity

· Be brave in a cave

- Show the children the bear graphic (see below) and explain that bears usually live in caves.
- Read Be Brave in a Cave (see target text below) with the children.
- o Invite the children to act out the story:
 - Wave at a pretend friend named Dave.
 - Promise to save Dave if he needs help in the cave.
 - Stand at one of the walls, run from one end of the room to the other, and pretend to run in the cave to save Dave.
 - Wave at the picture of the bear.
 - Walk out of the cave.

Join Dave in a cave

- o Show the children the bear graphic (see below) in a cave (box).
- Tell the children that the bear's name is Blake and he needs their help to find words with the long *a silent e pattern* to put in his cave.
- Have the children read the word cards (see below).
- · Let the children put the words in the cave with Blake.
- Have the children make their own word cards by writing words spelled with long-a-silent-e on small pieces of paper or sticky notes (i.e., cave, save, wave, name, same, tame, wake, take, lake).
- · Let the children put their word cards in Blake's cave.

Apply the skill (Choose from the activities below)

· Read target words in texts (see below)

- Engage the children in reading the target text *Blake Can Wave* (see text below) together with the group.
- Have the children make a list of the words with the long-a-silent-e.
- · Read the text again fading support.

Target Words:

brave

cave

save

wave

name

same

tame

awake

bathe

Materials:

Bear graphic (see below)

Box to use as a cave

Word cards (see below)

Small pieces of paper or sticky notes to make letter cards

Be Brave in a Cave target text (see below)

Blake Can Wave target text (see below)

Letter cards for blending and manipulating words (see below)

. Write about the activity using target words/patterns

- Let each child practice writing words from dictation: brave, cave, save, wave, name, same, tame, awake, bathe. Then let the
 children write about what they did during the activity (i.e., I was brave in the cave. I waved to the bear Blake. I pretended to run
 from the cave.)
- · Identify, Blend and manipulate sounds
 - · With word blending cards (see below), have the children make new words by changing the beginning or ending sound:
 - Beginning sound: cave --> wave; same --> name; wake --> bake
 - Ending sound: cave --> cake; save --> safe; take --> tame

SEEL Target Texts

Blake Can Wave

Blake the bear can wave.

What else can Blake do?

Blake can stay awake.

Blake can stay in the same cave.

Blake can save a fish for dinner.

Blake can bathe in the river by his cave.

Blake can stay sane.

Can you do the same things as Blake?

Be Brave in a Cave

My friend Dave goes to look for a bear in a cave.

Dave is brave.

Dave gives me a wave.

Dave asks, "Will you save me if I need help in the cave?"

Dave goes into the cave and I stay outside.

Dave calls my name.

My friend needs help in the cave!

Should I be brave?

I run into the cave to save my friend Dave.

The big, black bear is awake.

But the bear is tame.

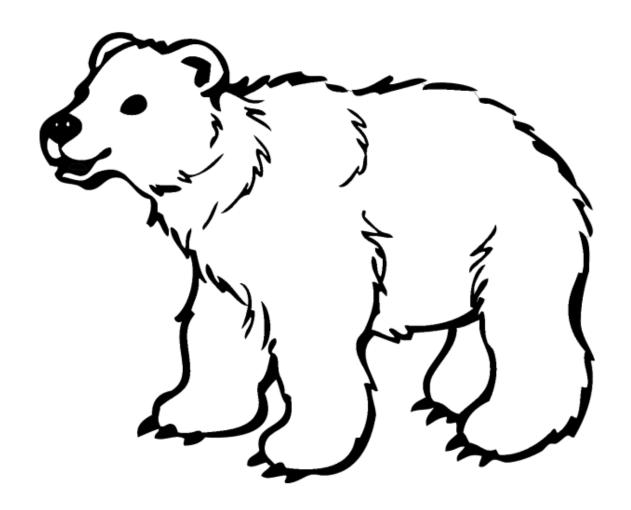
The bear gives me a wave.

Then Dave and I give the bear a wave and leave the cave.

Was I brave to go into the cave to save Dave?

I was brave and Dave was brave!

Printouts



cloth moth path bath thud thing throw

NNNN N NN N Q

Standards

- 1. CCSS.ELA-LITERACY.RF.1.3.B (http://www.corestandards.org/ELA-Literacy/RF/1/3/b/): Decode regularly spelled one-syllable words.
- 2. CCSS.ELA-LITERACY.RF.1.3.C (http://www.corestandards.org/ELA-Literacy/RF/1/3/c/): Know final -e and common vowel team conventions for representing long vowel sounds.



http://education.byu.edu/seel/library/Be-Brave-in-a-Cave