

Date: _____

Long *Uu* Spelled *u*

PLAN

Component: Decoding

Instructional Activity: Words with Long *Uu* Spelled *u*

Materials Needed: Long *Uu* sound-spelling card, whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sounds of *long Uu*, /y^{oo}/ and /oo/, can be spelled several ways. You're going to learn a common pattern for /y^{oo}/ and /oo/ and practice reading words containing the pattern.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

Each vowel can make two sounds: a *short vowel sound* and a *long vowel sound*. Say each *long* vowel sound after me. Remember to hold each sound like I do. Point to each vowel and say its long sound. Students repeat each sound after you.

Each long vowel sound can be spelled several different ways. In this lesson, we're going to learn how to spell the sounds /y^{oo}/ and /oo/ when it comes at the end of a syllable.

If you have already introduced *open syllables*, review them now.

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I DO IT!

Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *Uu*. Using sticky notes, cover over all of the spellings at the bottom of the card that have not yet been taught. Make sure the spelling *u* is uncovered. Point to the picture at the top of the card.

- The sound is /y^{oo}/. The key word is _____.
- The sound is /oo/. The key word is _____.
- The sounds /y^{oo}/ and /oo/ can be held a long time. Listen: /y^{oo}/ and /oo/. Hold each sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. One way to spell the sounds /y^{oo}/ and /oo/ is with a single letter *u*.
- The spelling *u* comes at the end of any syllable.

Write the word *tulip* on the board.

First, I underline the vowels in the word. Underline *u* and *i*. There are two vowel sounds in the word. That means the word has two syllables. I'll draw a line after the *u*. That makes *tu-* an open syllable, because it ends in a single vowel.

Now, I sound out and read each syllable. Point under each letter as you say its sound: /t^{oo}/ -- *tu-* /ll ĩĩ p/ -- *-lip*. I put the two syllables together: *tulip*. The word is *tulip*.

I ask myself, does the word *tulip* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!

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Provide guided practice.

Let's review. Show students the sound-spelling card for *long Uu*.

The key word is _____. **What's the key word?** Students: _____

The sounds are /yoo/ and /oo/. **Sound?** Students respond with letter sound: /yoo/ and /oo/.

One spelling pattern we can use for the sounds /yoo/ and /oo/ is u. What's one spelling pattern for the sounds /yoo/ and /oo/? Students: *u*

We're going to read some words together. All of these words contain an open syllable.

If you recognize the word, please don't blurt it out. We're going to figure it out together.

Write the word *music* on the board.

What vowels are in this word? Students and teacher: *u* and *i* (Teacher underlines each vowel.)

Since the word has two vowel sounds, how many syllables does it have? Students and teacher: two

Teacher draws a line between *u* and *s*. Teacher points to the first syllable, *mu-*. **How will we pronounce the *u* in this syllable?** Students and teacher: /yoo/. **Why?** Call on 2-3 students to respond, *or* have students *Turn and Talk* about the answer with a partner. Examples of correct responses: it's an open syllable; open syllable vowels make their long sound; when a single vowel comes at the end of any syllable, it makes the long vowel sound.

Teacher points to the first syllable, *mu-*: **Read the first syllable. Sound it out if you need to.** Students and teacher: /mmm yoo/ *mu-*

Teacher points to the last syllable, *-sic*: **Read the last syllable. Sound it out if you need to.** Students and teacher: /sss iiii k/ *-sic*

Put the syllables together and read the word. Students and teachers: *music*

Note: When you see a word that has u at the end of an open syllable, you may need to try both long sounds for Uu, /oo/ and /yoo/ to determine which one sounds right.

Follow the routine with the words below.

unit	human
tutor	student
rumor	cupid

WE DO IT!

Date: _____

YOU DO IT!

Provide independent practice.

Give each student an individual whiteboard, marker, and eraser.

Your turn. You will figure out the word. Then I'll call on one student to read the word.

Write the word *super* on the board. **Copy this word onto your whiteboard.**

Draw a line under each vowel sound. Prompt, if needed: **Remember, if you see a vowel followed by a single *r*, underline the vowel and the *r* together. It's probably an *r*-controlled vowel.** Check to see that students have underlined *u* and *er*.

Think: How many syllables does this word have? (2)

Draw a line after the first vowel to divide the word into two syllables. Prompt: Draw a line after the *u*.

Sound out and read the first syllable. Students sound out and read *su-*.

Sound out and read the last syllable. Students sound out and read *-per*.

(Student name), what's the word? Student: *super*

Continue the routine, calling on other students to respond one at a time. Use the words below.

cubic	menu
pupil	humid
humor	tumor



If students need support with:	Then try this:
Recognizing open syllables in two syllable words	Back up to decoding open syllables in single syllable words.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

SUPPORT

Additional support. *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in recognizing open syllables, consider providing practice with recognizing open syllables in one syllable words.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with open syllable patterns, consider moving to the instructional protocol for encoding words with open syllable patterns.