

Date: \_\_\_\_\_

## Long *Uu* Spelled *u\_e*

### PLAN

**Component:** Decoding

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

**Materials Needed:** *Uu* sound-spelling cards, sticky notes



**Approximate Time:**  
10 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sounds of *long Uu*, / $\overline{oo}$ / (as in *tune*) and / $\overline{yoo}$ / (as in *mule*), can be spelled several ways. You're going to learn a common pattern for / $\overline{oo}$ / and / $\overline{yoo}$ / 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. You've learned the short vowel sounds. You're going to say each one after me. Remember to hold each sound like I do. Point to each vowel and say its short sound:

Point to Aa: / $\text{ăăă}$ / Students: / $\text{ăăă}$ /

Point to Ee: / $\text{ĕĕĕ}$ / Students: / $\text{ĕĕĕ}$ /

Point to Ii: / $\text{ĭĭĭ}$ / Students: / $\text{ĭĭĭ}$ /

Point to Oo: / $\text{ŏŏŏ}$ / Students: / $\text{ŏŏŏ}$ /

Point to Uu: / $\text{ŭŭŭ}$ / Students: / $\text{ŭŭŭ}$ /

The letter *Uu* is special because it can make two long sounds / $\overline{oo}$ / (as in *tune*) and / $\overline{yoo}$ / (as in *mule*). Practice both sounds with me:

Point to *Uu*: / $\overline{oo}$ / Students: / $\overline{oo}$ /

Point to *Uu* again: / $\overline{yoo}$ / Students: / $\overline{yoo}$ /

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently used spelling patterns for the sound.

Date: \_\_\_\_\_

## Long Uu Spelled u\_e

**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 except *u\_e*. Point to the pictures at the top of the card.

- The sound is /yoo/ or /oo/, as in the key word(s) \_\_\_\_\_.
- The sounds /yoo/ and /oo/ can each be held a long time. Listen: /yoo/, /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 /oo/ and /yoo/ is *u\_e*. (Read: *u blank e*.)
- *u\_e* usually comes at the end of a word. Sometimes you'll see it at the end of a syllable inside a big word. The pattern *u\_e* means there is a single *u* followed by a consonant, then followed by the letter *e*.

Write the word *tub* on the board. I'll sound out this word. Listen: /t ŭŭŭ b/. The *u* makes its short sound, /ŭŭŭ/, because there's a single vowel followed by a consonant sound in the syllable. If you're teaching syllable types, explain that the word *tub* is a closed syllable, so the vowel has to be short.

**Sound it out with me.** Point under each letter as students and teacher sound out the word: /t ŭŭŭ b/.

I'm going to change the short vowel sound, /ŭŭŭ/, to the long vowel sound, /oo/, by adding an *e* to the word *tub*. Write an *e* after the *b*. At the end of the word, there is now a single vowel (point to *u*) followed by a consonant (point to *b*) with an *e* (point to *e*) after it. The *e* is silent, which means it doesn't make a sound, but it reaches back to the vowel before it and makes it say its long sound: /oo/. Draw a curved arrow from the *e* back to the *u*.

t u b e



I'll sound out the word: /t/ Touch under the *t*. /oo/ Touch under the *u*. /b/ Touch under the *b*.

The word is *tube*.

I DO IT!

Date: \_\_\_\_\_

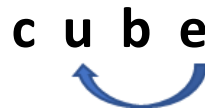
**Demonstrate. (continued)**

Sometimes adding the letter *e* to a word with a single vowel *u* followed by a consonant makes the *u* say its other long sound /yoō/.

Write the word *cub* on the board. I'll sound out this word. Listen: /k ʊʊʊ b/. The *u* makes its short sound, /ʊʊʊ/, because there's a single vowel followed by a consonant sound in the syllable.

Sound it out with me. Point under each letter as students and teacher sound out the word: /k ʊʊʊ b/.

I'm going to change the short vowel sound, /ʊʊʊ/, to the long vowel sound, /yoō/, by adding an *e* to the word *cub*. Write an *e* after the *b*. At the end of the word, there is now a single vowel (point to *u*) followed by a consonant (point to *b*) with an *e* (point to *e*) after it. The *e* is silent, which means it doesn't make a sound, but it reaches back to the vowel before it and makes it say its long sound: /yoō/. Draw a curved arrow from the *e* back to the *u*.



I'll sound out the word: /k/ Touch under the *c*. /yoō/ Touch under the *u*. /b/ Touch under the *b*.

The word is *cube*.

When you see a word that has *u\_e* you may need to try both long sounds for *Uu*, /oō/ and /yoō/, to determine which one sounds right.

I DO IT!

Date: \_\_\_\_\_

WE DO IT!

**Provide guided practice.**

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

**The key words are \_\_\_\_\_.** What are the key words? Students: \_\_\_\_\_

**The sounds are / $\overline{oo}$ / and / $\overline{yoo}$ /.** Sounds? Students respond with letter sound: / $\overline{oo}$ / and / $\overline{yoo}$ /.

**One spelling pattern we can use for the sounds / $\overline{oo}$ / and / $\overline{yoo}$ / is *u\_e*.** What's one spelling pattern for the sounds / $\overline{oo}$ / and / $\overline{yoo}$ /?

Students: *u\_e*

**We're going to read some words together. Some of the words are closed syllables, which means there's a single vowel followed by a single consonant at the end. The vowel will make its short sound. Some of the words are silent *e* syllables, which means there's a single vowel followed by a single consonant, with a final *silent e* at the end. The vowel will make one of its long sounds.**

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

Write the word *dud* on the board.

**What does the word end with—a single consonant or an *e*?** Students and teacher: *a single consonant*

**What sound will the vowel make?** Students and teacher: *üüü/*

**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

**Sound out and read the word.** Students and teacher: */d/ /üüü/ /d/; dud*

Date: \_\_\_\_\_

WE DO IT!

**Provide guided practice. (continued)**

Add an *e* to the word *dud* to make the word *dude*.

**Now, what does the word end with—a single consonant or an *e*?** Students and teacher: *e*

**What sound will the vowel that comes before the *e* make?** Students and teacher: /*oo*/ or /*yoo*/; its long sound(s)

**Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

**Sound out and read the word with both long sounds for *Uu*. Let's try /*yoo*/ first.** Students and teacher: /*d*/ /*yoo*/ /*d*/; *dyude*

**Now let's try /*oo*/.** Students and teacher: /*d*/ /*oo*/ /*d*/; *dude*

**Which sounds right /*yoo*/ or /*oo*/?** Students: /*oo*/ or *dude*

Follow the routine with the word pairs below.

mut	mute
tun	tune
cut	cute

Date: \_\_\_\_\_

**Provide independent practice.**

**Your turn. I'll ask one student at a time to respond.**

Write the word *rud* on the board.

**(Student name), what does the word end with—a single consonant or an e?** Student: *a single consonant*

**What sound will the vowel make?** Student: /üüü/

**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

**Sound out and read the word.** Student: /r/ /üüü/ /d/; *rud*

Add an *e* to the word *rud* to make the word *rude*.

**Now, what does the word end with—a single consonant or an e?** Student: *e*

**What sound will the vowel that comes before the e make?** Student: /ōō/ or /yōō/; *its long sound(s)*

**Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

**Sound out and read the word.** Prompt student to try the other sound if student applies the wrong long sound for long Uu.

Student: /r/ /ōō/ /d/; *rude*

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

crud	crude
run	rune
us	use
dun	dune
jut	jute



If students need support with:	Then try this:
Switching the vowel sounds	Try having students either draw an arrow between the final <i>e</i> and the <i>u</i> to signal the vowel change OR have students touch the word with two fingers when they are reading a word that has a VCe pattern.

YOU DO IT!

Date: \_\_\_\_\_

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 who struggle with two sounds of long *Uu*, refer to the instructional protocol for Introducing the Long *Uu*

Make a T-Chart with closed-syllable words containing *u* and silent-*e* syllables. Add words to both sides for additional reference and practice. If a student is decoding multi-syllabic words in text, consider using the words in the second box.

plum	plume
flut	flute
mul	mule
hug	huge*

\*the *g* becomes soft with the addition of *e*; only use this example if students are already aware of this convention

If a student is decoding multi-syllabic words in text, consider using words such as *excuse*, *include*, *costume*, *confuse*, and *useless*.

ENRICH/EXTEND

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

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