

Date: _____

Long *Uu* Spelled *u_e*

PLAN

Component: Encoding

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

Materials Needed: sound-spelling cards, whiteboards, markers, erasers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sounds of *long Uu*, / \overline{oo} / and / \overline{yoo} /, can be spelled several ways. One common spelling pattern for both / \overline{oo} / and / \overline{yoo} / is *u_e*. Read the pattern as *u-blank-e*. You will practice spelling 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 and long vowel sound for *Uu*. Repeat after me. Point to *Uu*. The short vowel sound is / $\text{ü}\ddot{\text{u}}\text{ü}$ /. What's the short vowel sound? Students: / $\text{ü}\ddot{\text{u}}\text{ü}$ /. The long vowel sounds are / \overline{oo} / and / \overline{yoo} /. What are the long vowel sounds? Students: / \overline{oo} / and / \overline{yoo} /.

A *syllable* is a chunk of a word that contains one vowel sound. Write *u_e* on the board. Point to the letters as you explain: If a *syllable* ends in a *vowel* followed by a *consonant* and then a *final e*, the *syllable* is called a *silent e syllable*. The *silent e* changes the sound of the vowel before it to its *long* sound.

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.

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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 any spellings at the bottom of the card that have not yet been taught. Make sure u_e is uncovered for this lesson. Point to the picture at the top of the card.

- The sound is /oo/. The key word is _____. What's the key word? Students: _____
- The sound is /yoo/. The key word is _____. What's the key word? Students: _____
- The sound /oo/ can be held a long time. Listen: /oo/. Hold the sound for 2-3 seconds. What's the sound? Students: /oo/
- The sound /yoo/ can also be held a long time. Listen: /yoo/. Hold the sound for 2-3 seconds. What's the sound? Students: /yoo/
- 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. What's one way to spell /oo/ and /yoo/? Students: u_e Make sure students say u-blank-e.
- A silent e syllable always ends with a consonant sound.

I DO IT!

I'm going to spell a word that contains the long vowel sound /oo/ spelled u-blank-e.

The word is *flute*. A *flute* is a musical instrument.

First, I count the syllables. I'll hold up one finger for each syllable I hear: /floot/. One syllable.

I stretch the sounds in *flute*: /ffllloot/. I ask myself: *Where do I hear the sound /oo/ in the syllable?* I hear the sound /oo/ in the middle of the syllable. There's a consonant sound before and after the sound /oo/.

I think: How can I spell the sound / oo / when there's a consonant sound after it in the syllable? I know! I can use the spelling u-blank-e.

I stretch and spell the word *flute*: /fff/ write *f*; /lll/ write *l*; /oo/ write *u_e*; /t/ write *t* in the blank between *u* and *e*.

Note: As students become more familiar with the vowel-consonant-silent e pattern, teach them how to hold the e in their head and write the vowel and the consonant, then the e. But for now, as they are learning the pattern, have them write it as u_e, then put the letter representing the consonant sound in the blank.

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Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's spell some words together. Each word contains the long *u* sound spelled with *u_e*.

The first word is *costume*. What word? Students and teacher: *costume*

Count the syllables in *costume*. Prompt: Hold up one finger for each syllable. Students and teacher: *cos-tume*. *Two syllables*.

What's the first syllable? Students and teacher: *cos-*

Does it contain a long vowel sound? Students and teacher: *no*

Stretch and spell the syllable. Students and teacher: /k/ write *c*; /öö/ write *o*; /sss/ write *s*.

What's the second syllable in *costume*? Students and teacher: *-tume*

Does it contain a long vowel sound? Students and teacher: *yes*

Is there a consonant sound after the long vowel sound in the syllable? Students and teacher: *yes*

What spelling pattern will you use for the long *u* in *costume*? Students and teacher: *u_e*

Stretch and spell *-tume*. Students and teacher: /t/ write *t*; /öö/ write *u_e*; /mmm/ write *m* in the blank between *u* and *e*.

Check your work by pointing under each syllable in the word and reading it, sounding it out if needed, then putting it all together and reading the whole word. Students and teacher: /köööss//töömmm/ *costume*.

Note: If the dialect the students speak pronounces the word as /köööss//työömmm/, it is acceptable. The pronunciation of the long *u* sound in a word may vary between dialects.

Use the routine above to spell the words *prune* and *intrude*.

Teacher Tip: For students who need additional scaffolding for the lesson, refer to the "Additional Support" box below.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- **Repeat the word.**
- **Count the syllables.**
- **Say the first syllable. If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?**
- **Stretch and spell the first syllable.**
- **If the word has more than one syllable, say the next syllable. If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?**
- **Stretch and spell the next syllable.**
- **Continue until you've spelled all of the syllables in the word.**
- **Check your work. Point under each syllable and read it, then put the syllables together and read the whole word.**

Word List	
fluke	plume
excuse	dispute
misuse	unmute

Teacher Tip: For students who need additional scaffolding for the lesson, refer to the "Additional Support" box below.

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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 additional scaffolds for students if necessary.*

For students struggling with identifying syllables, review instructional protocol for segmenting words into syllables (Phonological Awareness).

For students who need additional practice with the *u_e* pattern, use more single syllable words for practice. Refer to the box below for potential words.

tune	cute
dune	fuse
duke	cube
June	dude

ENRICH/EXTEND

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

To familiarize students with the VCe spelling pattern, have them look for and list words they find in text that use the pattern.