

Date: _____


Long Uu Introduction


PLAN

Component: Phonics

Instructional Activity: *Long Uu* Introduction

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

 **Approximate Time:**
7 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We already know that the letter *u* can make the short vowel sound /*үү*/, as in (key word). Now we are going to learn another sound the letter *u* can make.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught long vowels.

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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I DO IT!

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

Display or hold the card for *long Uu*.

- **Long Uu** is a little different from the other long vowels, because it can make two sounds: /y^{oo}/, as in *unicorn*, and /oo/, as in *blue*. The two sounds are almost the same. Both contain the sound /oo/, but sometimes we add the sound /y/ in front of /oo/, like this: /y^{oo}/. If you are reading and come to a word with *long Uu*, but you're not sure which way you should say it, try it both ways and see which one sounds right.
- Point to the picture at the top of the card. The sound is /y^{oo}/ or /oo/, as in the key word(s) _____.
- The sounds /y^{oo}/ and /oo/ can each be held a long time. Listen: /y^{oo}/, /oo/. Hold each sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. The sound /y^{oo}/ or /oo/ can be spelled several ways. We will be learning each of the spelling patterns.
- The key word is _____.
- The sound is /y^{oo}/ or /oo/.

I'm going to listen to some words. If I hear the sound /y^{oo}/ or the sound /oo/ in a word, I'm going to give a thumbs-up. If I don't, I'll give a thumbs-down.

My turn:

bruise thumbs up

cucumber thumbs up

funny thumbs down

grumble thumbs down

tuna thumbs up

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WE DO IT!

Provide guided practice.

Let's try it together!

First, let's review. Show students the card for *long Uu*.

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

The sound is /yoo/ or /oo/. Sound? Students respond with letter sound: /yoo/ or /oo/.

Now, I'll say a word. If you hear the sound /yoo/ or /oo/ in a word, give me a thumbs-up. If you don't, give me a thumbs-down.

tuba thumbs up	boost thumbs up
bloom thumbs up	unit thumbs up
bunny thumbs down	fuss thumbs down
tough thumbs down	beautiful thumbs up
June thumbs up	slug thumbs down



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using hand motions to help distinguish the vowel sounds while segmenting the word. (i.e., pretending to point up for /üü/)

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Provide independent practice.

Now I'll call on one of you at a time to show me an answer. Everyone will listen to the word and think about the answer. But only the student I name should show me either thumbs up or thumbs down.

Routine: Say the word. Give 2-3 seconds of think time. Call on one student to respond.

The word is (select a word from the word list). Think. (Student name), show me!

stew thumbs up	truth thumbs up
view thumbs down	jump thumbs down
button thumbs down	crew thumbs up
ukulele thumbs up	universe thumbs up
bathtub thumbs up	umbrella thumbs down

I'll give each of you the chance to tell me the key word and sound for this card. Show students the card for *long Uu*.

(Student name), what's the key word? Selected student: _____.

What's the sound? Selected student: /yoo/ or /oo/

Repeat until every student has responded correctly. Scaffold as needed.



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using manipulative letter tiles to push while segmenting each sound.

YOU DO IT!

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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.

ENRICH/EXTEND

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

For students who show mastery of long vowel sounds, move to the protocol for decoding words with *long u* using the *u_e* spelling.