

Date: _____

Short *Uu* Introduction

PLAN

Component: Phonics

Instructional Activity: Introducing Short *Uu*

Materials Needed: *Uu* sound-spelling card



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned some consonants. Now, you're going to learn some vowels. In this activity, you're going to learn the name, a sound, and a spelling pattern for the letter *Uu*. You will know you have it when you are able to say the name and the short vowel sound for the letter *Uu*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

There are two kinds of letters: *consonants* and *vowels*. Review information about consonants, if needed: *Consonants* are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model.

Vowels are the letters that represent sounds made by opening our mouths, from the wide-open sound /ööö/ (as in *olive*) to the rounded-lip sound /oo/ (as in *loop*). Every vowel can make two sounds: a *long vowel* sound and a *short vowel* sound. The long vowel sounds like the letter's name. The short vowel sound is different.

Let's learn a new *short vowel* sound.

Date: _____

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

Display or hold the sound-spelling card for *Uu*.

- Point to the letter at the top of the card. **The name of this letter is *U*.**
- Point to the picture. **The *short* sound it makes is /üüü/, as in *umbrella*. The sound /üüü/ can be held a long time. Listen: /üüü/. Hold the sound for 2-3 seconds.**
- Point to the spelling pattern at the bottom of the card. **/üüü/ is spelled *U*. If I'm writing a word, and I hear the sound /üüü/ in it, most of the time I will write the letter *U*. *U* is the spelling for /üüü/.**
- **The name of the letter is *U*. The *short vowel* sound the letter makes is /üüü/. The spelling for /üüü/ is *U*. Remember, /üüü/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:								
Sound production/identification <i>Allow them to use handheld mirrors with the lesson, if available.</i>		<table border="1"> <thead> <tr> <th data-bbox="722 735 974 777">Sound</th> <th data-bbox="974 735 1394 777">Where & What</th> <th data-bbox="1394 735 1642 777">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="722 777 974 850">/üüü/</td> <td data-bbox="974 777 1394 850">Mouth open; lips relaxed, jaw drops slightly, tongue down</td> <td data-bbox="1394 777 1642 850">Voice on</td> </tr> </tbody> </table>	Sound	Where & What	How	/üüü/	Mouth open; lips relaxed, jaw drops slightly, tongue down	Voice on	Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth and the position of the lips and tongue can aid in correct pronunciation of each sound. Here's a sample: The name of this letter is <i>Uu</i>. The sound it makes is /üüü/. The spelling for /üüü/ is <i>u</i>. Remember, /üüü/ is a sound that can be held. When I make the sound /üüü/, my mouth looks like this. Model the shape of your mouth as you make the sound /üüü/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth. When I make the sound /üüü/, my mouth is open, and my lips are completely relaxed. My jaw drops a little and my tongue is in the bottom of my mouth. If I put my hand at the top of my stomach, I can feel it move when I make the /üüü/ sound. Model. Can you feel your stomach move when you make the sound /üüü/? Again, let students use handheld mirrors, if available. Like with all vowel sounds, when I make the sound /üüü/, my voice is on. I use my voice to make the sound /üüü/. If I put my hand on my throat when I make the sound /üüü/, I can feel a vibration. Put your hand on your throat and say the sound /üüü/. Do you feel a vibration?
Sound	Where & What	How							
/üüü/	Mouth open; lips relaxed, jaw drops slightly, tongue down	Voice on							

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WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is *U*. Name? Students: *U*

The *short vowel* sound the letter makes is /*үүү*/. Sound? Students: /*үүү*/

The spelling for /*үүү*/ is *U*. Spelling? Students: *U*

Review 1-2 times, if needed.

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds: *U*

Sound? Student responds: /*үүү*/

Spelling? Student responds: *U*

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.

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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.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

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

For students who show mastery of short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.