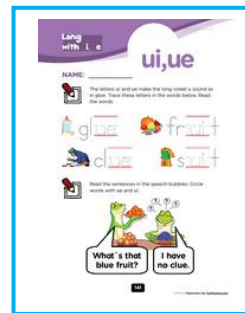


Long u with ui, ue (page 29)



Materials:

- letter flashcards Aa-Zz
- **long u** flashcards
- picture and word cards (glue, clue, fruit, suit, blue and any other picture and word cards that do not have the **long u** sound using the letters **ue** or **ui**)
- page 29

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5 minutes

- Discuss how we can put the letter **u** with a **silent e** to make the **long u** sound.
- Teacher: "U /u/ /u/ /u/" Students: "U /u/ /u/ /u/"
- We can also put the letters **ue** and **ui** together to make the **long u** sound.
 - Emphasize that usually the **ui** will be used in the middle of a word while **ue** will be used at the end of a word.
- Show them some of the **long u** picture cards, emphasizing the **long u** sound in each word.
 - Teacher: "/u/ /u/ glue"; students repeat
 - Teacher: "/u/ /u/ clue"; students repeat
 - Teacher: "/u/ /u/ blue"; students repeat
 - Teacher: "/u/ /u/ fruit"; students repeat
 - Teacher: "/u/ /u/ suit"; students repeat

Modeling: 7-10 minutes

- Show the students a picture/word card that has the **long u** sound, made with the letters **ue**.

- Show the picture card and the word card at the same time so the students can see the word and what it is by looking at the picture.
- Teacher: “/u/ /u/ glue.” Since the word has the long /u/ sound made with the letters **ue**, pretend to stick to a partner like you have glue on you.
- Show the students a picture/word card that has **long u** sound, made with the letters **ui**.
 - Teacher: “/u/ /u/ fruit.” Since the word has the long /u/ sound made with the letters **ui**, pretend to peel and eat a banana.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Put students with a partner and review how to make the lowercase i and lowercase e with their bodies.
- Play Body Letters
 - Show the students a picture card and say the **long u** sound and the word.
 - Teacher: “/u/ /u/ glue”; students repeat
 - If the letter sound is made with **ue**, the students work with their partner to make a lowercase e with their bodies.
 - If the letter sound is made with **ui**, then the students work with their partner to make a lowercase i with their bodies.
- Continue with as many picture cards as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 29.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 29 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 29, monitor and give guidance/ support/correction/praise, as needed.
- As you are walking around the room, ask the students to read you a sentence from the bottom of page 29.
- Use page 29 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Write the words on the board and read them together.
 - Teacher and students: “/gl/ /u/ glue”
 - Teacher and students: “/kl/ /u/ clue”
 - Teacher and students: “/fr/ /u/ /t/ fruit”
 - Teacher and students: “/s/ /u/ /t/ suit”

