

Long u Sentence (page 30)



Materials:

- letter flashcards Aa-Zz
- **long u** flashcards
- picture and word cards (flute, prune, glue, blue, June)
- sentences, with the **long u** words, written out and cut into pieces
- page 30

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: 5-7 minutes

- Show them the 3 different **long u** flashcards and talk about how each one makes the **long u** sound.
 - Discuss how we can make the **long u** sound by adding a **silent e** to the end of the word. We can put the letters **ui** together to make the **long u** sound. We can also put the letters **ue** together to make the **long u** sound. This usually is done if the **long u** sound is at the end of the word.
 - Teacher: "U /u/ /u/ /u/" Students: "U /u/ /u/ /u/"
- Show them the **long u** picture cards, emphasizing the **long u** sound in each word.
 - Teacher: "/u/ /u/ flute"; students repeat
 - Teacher: "/u/ /u/ prune"; students repeat
 - Teacher: "/u/ /u/ glue"; students repeat
 - Teacher: "/u/ /u/ blue"; students repeat
 - Teacher: "/u/ /u/ June"; students repeat

- Tell the students today they are going to use these **long u** words to make sentences.

Modeling: 7-10 minutes

- Have the sentence from page 30 written out and cut into individual words.
 - Lucy / prunes / trees / in / June.
 - Mix up all the words and show them, one at a time to the students, reading each word.
 - After you read each word, put the word card on the floor.
 - After you have read all the words, it is now time to put the sentence together.
 - As you are doing this make sure to say what you are thinking and how you are solving the problem of what word goes next.
 - Teacher: “Well, I know that sentences start with capital letters, so ‘Lucy’ will go first. I also know that sentences end with punctuation, so ‘June.’ will go last. Now I need to figure out what is happening in the middle. I have ‘trees, prunes, in.’ Since my sentence starts with ‘Lucy’ I can try and see what makes sense. ‘Lucy trees, Lucy prunes, Lucy in.’ Hmm, I think it should be ‘Lucy prunes.’ What does Lucy prune? I know, ‘Lucy prunes trees.’ Since ‘June.’ is at the end of the sentence it makes sense that my sentence should be ‘Lucy prunes trees in June.’”
 - Now that you have put the sentence in order, read it together as a class.

Guided Practice: 5-7 minutes

- Now split the class into 3 groups and give each group a sentence that has already been cut up into pieces.
 - I will tune my flute.
 - The blue glue is in the tube.
 - I can prune the huge tree.
 - You may choose to make up your own sentences.
 - You may also want to have a fourth sentence prepared so you have one to switch with when a group finishes.
 - Each group should work together to try and put their pieces together and make a sentence.
 - When the group thinks they are ready, they should raise their hands for you to check.
 - If they are correct, give them a new sentence to put in order. If they are not correct, they need to try again.
 - Continue until all three groups have put together all three sentences.

Independent Practice: 5-7 minutes

- Explain how to do page 30.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 30 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 30, monitor and give guidance/support/correction/praise, as needed.
- Use page 30 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Call each group up, one at a time.
 - Give them a sentence and have the group put the sentence back in order and read it to the class.
 - If the group needs help, the rest of the class can help get the sentence in order.

