Lesson Objectives

Day 1

Students will:
• Understand that words with long u sounds can be spelled oo, ew
• Read and write words with long and short u vowel sounds
• Identify long and short u sounds in words

Materials:
• Anchor Poster
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Short u, oo, ew
• Teacher Word Cards—same as BLM 3

Day 2

Students will:
• Sort words by spelling patterns

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—First Syllable Accented, Second Syllable Accented
• Teacher Word Cards—button, raccoon

Day 3

Students will:
• Sort words according to their accented syllables

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—First Syllable Accented, Second Syllable Accented
• Teacher Word Cards—button, raccoon

Day 4

Students will:
• Identify words with short and long u sounds and different spelling patterns
• Write and spell words with the long and short u sounds in accented syllables

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Spell words with the long and short u sounds in accented syllables

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English. Provide the Spanish words and the related English words to Spanish-speaking ELs: el champú/shampoo; renovar/renew.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word shampoo on the chalkboard. Show how you divide the word into two syllables between the consonants m and p. Explain that you now have two syllables. The first syllable is closed and has a CVC pattern and a short vowel sound. Reinforce that the second syllable is open and accented and contains the long u sound, spelled oo. Read each syllable and then blend the syllables together: sham/poo: shampoo.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long and Short o Patterns in Accented Syllables

Focus Words: problem, stroller, floatable, opposite, roadway

Write the words stroller and roadway on the chalkboard. Say: The stroller nearly went into the roadway. Remind students that these words have the long or short o sound in the accented syllable. Point out that first syllable is accented.

Write the words floatable, opposite, and problem on the chalkboard. Ask students to work with a partner to use each word in an oral sentence.

Introduce Long and Short u Patterns in Accented Syllables

Model

Write the word cartoon on the chalkboard and read it aloud. Say: I can hear the accent on the second syllable of cartoon, and I can hear the long u sound, spelled oo. Circle the vowel pattern.

Write jewel and pumpkin on the chalkboard and read them aloud. Say: Jewel has the accent on the first syllable and the long u sound spelled ew. Pumpkin has the accent on the first syllable too, and it has the short u sound. Circle the vowel patterns.

Write oo, ew, and Short u in a row on the chalkboard. Point out each heading and explain to students that these are the different ways that they can sort words with long and short u in accented syllables.

Guide

Provide practice by having students sort words according to the long or short u sound in the accented syllables. Ask students to write the category headings from the chalkboard in their word study notebooks. Guide them to write the words cartoon, jewel, and pumpkin in the correct columns in their word study notebooks as you write the words in the columns on the chalkboard. Once students have finished, have them compare their charts with the chart on the chalkboard and make any necessary corrections.
Apply

Write the words balloon, fewer, and erupt on the chalkboard. Ask students to say the words aloud with you, emphasizing the long or short u sound in each word. Ask students to work with a partner to sort the words according to the long or short u sound in the accented syllables and write them in the correct columns in their word study notebooks. Ask volunteers to circle the vowel pattern in the words.

Spelling Words with Long and Short u Patterns

Unit Spelling Words: cocoon, shampoo, chewy, renew, hungry, punish, pewter, Sunday

Write the word cocoon on the chalkboard and read it aloud, emphasizing the long u sound in the second syllable. Say: I can hear the long u sound in the second syllable of cocoon. And I can hear the accent on the second syllable, which means you place more emphasis on it when you say it aloud. The long u sound is spelled oo.

Write the word chewy on the chalkboard and read it aloud. Have students repeat after you. Point out the long u sound in the first syllable, spelled ew. Say: We can hear the accent on the first syllable in chewy. The long u sound is spelled with the letters ew.

Repeat this process with the remaining spelling words, having students identify the accented syllable, the long or short u sound, and how the sound pattern is spelled.

Ask students to write the spelling words in their word spelling notebooks. Have partners check each other’s spellings. Ask students to underline the accented syllable in each word. Have partners check each other’s underlining.

Assessment Tip

Note which students have difficulty recognizing the vowel patterns in the words. You may want to work with these students, pointing out the spelling pattern in the accented syllable that contains either the long or short u sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with examples of words with these spellings.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>oo</th>
<th>ew</th>
<th>Short u</th>
</tr>
</thead>
<tbody>
<tr>
<td>balloon</td>
<td>chewy</td>
<td>hungry</td>
</tr>
<tr>
<td>cartoon</td>
<td>fewer</td>
<td>pumpkin</td>
</tr>
<tr>
<td>cocoon</td>
<td>jewel</td>
<td>summary</td>
</tr>
<tr>
<td>shampoo</td>
<td>renew</td>
<td>summer</td>
</tr>
<tr>
<td>toothache</td>
<td>uncle</td>
<td>erupt</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>oo</th>
<th>ew</th>
<th>Short u</th>
</tr>
</thead>
<tbody>
<tr>
<td>baboon</td>
<td>sewer</td>
<td>blunder</td>
</tr>
<tr>
<td>foolish</td>
<td>newborn</td>
<td>dungeon</td>
</tr>
<tr>
<td>lagoon</td>
<td>renewable</td>
<td>hundred</td>
</tr>
<tr>
<td>maroon</td>
<td>subject</td>
<td>lumber</td>
</tr>
<tr>
<td>poodle</td>
<td>sunburn</td>
<td>outdoor</td>
</tr>
<tr>
<td></td>
<td>tumble</td>
<td>tundra</td>
</tr>
</tbody>
</table>

Review Long and Short u Patterns in Accented Syllables

Refer to the anchor poster to review rules for long and short u patterns in accented syllables.

Write the word fewer on the chalkboard. Ask students what they notice about the initial syllable of the word. (It is has the long u sound and is accented. The long u sound is also spelled ew.)

Write the words balloon and erupt on the chalkboard. Have students turn to a partner and identify the accented syllable that contains either the long or short u sound, and note the spelling in each word.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Invite one student to read a word and ask in which category to place the word. When the other student responds and the word is placed, this student chooses a word and asks where the word should be sorted.

When students have finished sorting, ask them to tell which words they have in each category.

Spelling. Ask students to copy the categories from the sorts in their word study notebooks. Have them sort the spelling words into the appropriate categories.
Buddy Sound Sort

Teacher Word Cards: button, raccoon
Teacher Category Cards: First Syllable Accented, Second Syllable Accented

Place the teacher category cards in a pocket chart. Hold up the word **button** and read it aloud, emphasizing the accent on the first syllable.

**Think aloud:** When I say the word **button**, I can hear the accent on the first syllable. I will place this card in the **First Syllable Accented** category. Place the card in the category in the pocket chart.

Hold up the word card **raccoon** and read it aloud, emphasizing the accent on the second syllable.

**Think aloud:** When I say the word **raccoon**, I can hear the accent on the second syllable. I will place this card in the **Second Syllable Accented** category. Place the card in the pocket chart.

Give pairs of students the syllable category cards from BLM 2 and the word cards from BLM 5. Have them take turns reading each word aloud and placing it in the appropriate category. After students have finished sorting, ask them to tell the words they have in each category.

**Applying Meaning.** Give students BLM 7 and ask them to complete the activity, circling the word that doesn’t fit with the others in the set, writing the word that has the same sound or spelling as the target word, and writing sentences with words that have long and short **u** patterns in accented syllables.

### Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

### Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

### Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

### Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with the long and short u sound in accented syllables.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with the long or short u sounds in the accented syllables.

Ask students to read the passage once to themselves.

Next, read a few lines with students and model finding and underlining words with the target sounds and spellings. Ask students to complete the word hunt on their own.

Ask students to write the words they find in their word study notebooks and have them circle the syllable that contains either the long or short u sound.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that fit the target spelling pattern. Have students add these new words to their word study notebooks.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: soldier, toaster, product.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: shampoo, Sunday, pewter.

Dictate the following sentence and have students write it on their papers: The hungry poodle wanted a chewy treat.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column. Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with the long or short u sounds in accented syllables using the Quick-Check for Unit 8.

Suggestions for Independent Practice

Go Fish. Give pairs of students a set of word cards that has been selected so that there are four words with each spelling pattern, oo, ew, and short u. Each student draws six word cards; the rest of the cards remain facedown in a pile. The first student asks if the other has any words with a certain spelling pattern. The other student gives them a word with the spelling pattern if he or she has it. If not, the student draws a card from the pile. When students have two of a kind, they lay the cards on the table. The object is to get rid of all of one’s cards.

Scrambled Words. Have students scramble ten words from the word cards and write them on a sheet of paper. Students exchange papers with another student and try to unscramble the words. Students can time themselves with a stopwatch and see who can unscramble the words the fastest.

Blind Writing Sort. To practice their spelling, give pairs of students one set of the oo, ew, and Short u category cards and one set of word cards. Have them write the categories in a row in their word study notebooks. The first reader chooses a card and pronounces the word without showing the card, and his or her partner writes the word in the correct category. Remind students to switch roles.

Answer Key Unit 8 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>oo</th>
<th>ew</th>
<th>Short u</th>
</tr>
</thead>
<tbody>
<tr>
<td>poodle</td>
<td>newborn</td>
<td>tundra</td>
</tr>
<tr>
<td>doodle</td>
<td>chewy</td>
<td>hundred</td>
</tr>
<tr>
<td>scooter</td>
<td>jewel</td>
<td>funny</td>
</tr>
<tr>
<td>cartoon</td>
<td>review</td>
<td>dungeon</td>
</tr>
<tr>
<td>balloon</td>
<td>sewer</td>
<td>sunburn</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. hungry 7. pumpkin
2. button 8. shampoo, doodle
3. blunder 9. thunder, trumpet
4. chewy 10. thunder, trumpet
5. doodle 11. review, pewter
6. summary 12. shampoo, doodle

Answer Key BLM 8

1. cartoon 7. renew, jewel
2. maroon 8. hungry, punish
3. under 9. hungry, punish
4. toothache 10. cartoon, noodle
5. subject 11. renew, jewel
6. cartoon, noodle 12. hungry, punish
Unit 8 Quick-Check: Long and Short u Patterns in Accented Syllables

Answer Questions
Directions: Circle the word that has the same sound as the target word in each set.

1. newborn    summer    scooter    umpire
2. tundra      subject    foolish    raccoon
3. balloon    Sunday    unearth    newlywed
4. erupt       button    doodle    sewer

Apply
Directions: In the space below, list five to ten words you know that contain either the long or short u sounds in the accented syllable.

_________________________    ________________________
_________________________    ________________________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>oo</th>
<th>ew</th>
<th>Short u</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>maroon, review, foolish, steward, pewter, sunburn, rooster, thunder, toothache, lumber, fewer, blunder</td>
</tr>
</tbody>
</table>

Think and Write about Long and Short u Patterns in Accented Syllables
Directions: In the space below, explain how understanding words with long or short u patterns in accented syllables helps you as a reader, speller, and writer.