

MATERIALS		DECODABLE BOOK
Uu sound/symbol card	Bingo cards, place markers	<i>The Mutt and the Bug</i>
Uu picture cards	Phonemic awareness worksheet	
Uu letter cards	Phonics worksheet	
Decodable word cards: teacher and student sets	Practice sheet	
High-frequency word cards	Workmat	

Phonemic Awareness

Materials: Picture cards, phonemic awareness worksheet

- Say the word *run* and emphasize the /u/ sound: /r/ /uuu/ /n/. Ask students to listen for the short /u/ sound in the middle of the word as you repeat it. Then have them say the word.
- Tell students you are going to say some words. Some of the words have /u/ in the middle and some do not. Tell them they should say /u/ whenever they hear the short /u/ sound in the middle of a word. Say the following words one at a time, allowing time for student response: *tub, mutt, eat, bug, map, lid, nut, sun, box, tug, lake, pup, thud*.
- Say the word *us*, emphasizing the /u/ sound, and ask students where they hear the /u/ sound in the word. Tell students that sometimes they can hear the /u/ sound at the beginning of words. Say the following words one at a time, and ask students to say /u/ whenever they hear the short /u/ sound at the beginning of words: *ugly, up, egg, apple, on, and umbrella*.
- Hold up the picture card of a rock and say its name. Ask students what sound they hear in the middle of *rock*. Repeat with the pictures of the *man, pig, and web*.
- Mix up the picture cards and place them in a pocket chart or along the chalkboard ledge as you name each one. Ask individual students to help you sort the pictures according to their middle sounds. When the pictures have been organized into five groups, have students check they are in the right group by saying the names and listening for the middle sound.
- Give students the phonemic awareness worksheet for extra practice.

Introduce the Sound/Symbol Relationship for Uu /u/

Materials: Sound/symbol card

- Show students the sound/symbol card for *Uu*. Read the word *up* and point out that the letter *u* stands for the /u/ sound in *up*. Have students listen for the short /u/ sound as they read the word with you.
- Have a volunteer come up and point to the letter in the word *up* that stands for the /u/ sound.

Blend the Sounds**Materials: Decodable teacher word cards**

- Place the decodable teacher word cards *hut*, *mud*, *fun*, *bug*, *rug*, and *cup* in a pocket chart or along the chalkboard ledge. Ask students what the six words have in common. If students don't respond, point out they all have the /u/ sound in the middle. Ask them to tell you the letter that stands for the /u/ sound.
- Demonstrate sounding out the first word by saying each sound as you run your finger under the word: /hhh/ /uuu/ /t/. Then say the word quickly: *hut*. Have students sound out the word with you, holding the non-stop sounds for one second.
- Repeat the process with the remaining words, one at a time.

Cumulative Review/Practice Sounds**Materials: Decodable student word cards, Bingo cards, place markers**

- Line up the decodable student word cards in the pocket chart or along the chalkboard ledge. Tell students that they have already learned the sounds to say these words. Point to each word and read it with students. Then have individual students read the words. If they have difficulty reading a word, model how to blend the sounds to sound it out.
- Have students take turns sorting the decodable student word cards into groups according to the beginning sound. Repeat, having students sort the words according to the final sound and the patterns of sound within the words.
- If time allows, give pairs of students the Bingo cards and a set of the word cards. Have them take turns drawing a card and reading the word. If either player has the word on his/her card, he/she covers it with a place marker. The first student to cover four words in a row on his/her card wins.

Spell Decodable Words

Materials: Letter cards, workmats

- Give students the letter cards and a copy of the workmat. Have them line up the letters *b*, *u*, and *g* under the boxes on their workmat. Say the word *bug* slowly. As you say the sounds, demonstrate how to push up each sound into a box on the workmat. Repeat and have students do theirs along with you.
- Ask students what letters they need to spell *hut*. Have students use their workmat to spell the word *hut*. Repeat the process with the words *mud*, *fun*, *rug*, and *cup*.
- If time permits, use other letters from the letter card page and have students spell words they have learned in previous lessons.

Introduce New High-Frequency Words: *jump*, *off*, *just*

Materials: High-frequency word cards

- Tell students they are going to learn three new words that they need to be able to recognize and read quickly. Hold up the high-frequency word *jump* and read the word. Have students read it with you. Have them write the word *jump* in the air with their finger as you spell it out loud with them, pointing to each letter on the card as you say the letter name.
- Repeat the process with the words *off* and *just*.

Practice High-Frequency Words

Materials: High-frequency word cards

- Tell students they are going to practice quickly reading the new words and words from other lessons. Use all the high-frequency word cards. Flash the words one at a time. If students do not know a word, tell them what it is. Mix up the cards and repeat the process several times.
- Ask students what other words they have learned that rhyme with *me*. (*he*, *she*)
- Write several of the words on the board and have students read them with you. Have students choose one of the words. Without them seeing, erase one of the letters in the word. Ask students what letter is missing. Replace the missing letter and repeat with the other words.
- Place a set of the high-frequency word cards in the reading center for further practice, or provide students with individual sets of words for practice with a partner.

Preteach Story Word: *jug*

- Tell students that they are going to learn a new word that will be in the story that they will be reading.
- Write the word *jug* on the board. Introduce the word *jug* by using it in a sentence. Then have students give their own examples of sentences using the word *jug*.

Read Words and Phrases**Materials: Practice sheet**

- Before students read the book, use the practice sheet to practice reading the words they will encounter in the book. Have them sound out each decodable word in rows 1 and 2 sound by sound as they run their fingers under the word.
- Have them read each high-frequency word in rows 3 and 4 quickly.
- Then have them practice reading the phrases and sentences.
- If students are having difficulty reading the words, provide more practice in blending and spelling the words before they move on to the decodable book.

Read the Decodable Book**Materials: Decodable book *The Mutt and the Bug***

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Point to the word *Mutt* and remind students that when there are double consonants at the end of the word, the two letters stand for one sound. Ask students what they see in the picture and what they think the story might be about.
- Point to the word *jumped* on page 5. Cover the *-ed* ending with your finger and tell students the word. Uncover the ending and ask students what the word is now.
- Give students their books. Read the first page together as you model how to sound out decodable words and read high-frequency words quickly. Ask students which words on the page rhyme. Ask how they can tell that the words rhyme.
- If you think students are able to read the book on their own, have them continue reading the book independently. If you think students need more support, continue to read the book with them.
- After reading the book, ask volunteers to read their favorite sentences in the book. Have students tell who didn't want to play with the bug and who did. Ask what the bug liked to play.

More Practice**Materials: Phonics worksheet**

- Have students complete the phonics worksheet.