

**Phonics**  
**LESSON 45**

**VCE Long /ū/**

- The VCe long /ū/ category of phonetic elements includes the *u-consonant-e* arrangement, such as in *fuse* and *brute*.

This lesson is divided into two sections. Section 1 is the core lesson, which can be used with most students in a whole-class or small-group setting. The core lesson is designed to introduce, model, and practice the phonetic element taught. Section 2 consists of optional activities designed to reinforce the element taught in the core lesson. These optional activities work well for small-group and individual instruction.

MATERIALS		DECODABLE BOOK
VCe picture cards	Paper	<i>No More Sad Tunes</i>
VCe word cards	Bingo cards and place markers	
Short vowel word cards	Practice sheet	
Word-family cards	Workmats	
Letter cards		

**SECTION 1**

**Student Objectives**

- Introduce VCe long /ū/
- Blend VCe long /ū/ words
- Blend onset and rime
- Sort words
- Practice decoding
- Introduce new high-frequency word: *sing*
- Read the decodable book

**Introduce VCe Long /ū/**

**Materials: VCe picture cards**

- Show students the VCe picture card for *tube*. Ask them to name the picture and tell you the vowel sound they hear in the word. Tell students that when an *e* is placed at the end of a vowel-consonant ending, the first vowel makes a long sound. Have students say the VCe long /ū/ ending in *tube* with you (*ube*). Cover the *e* at the end of the word. Tell students that when the ending *e* is taken away, the first vowel makes a short sound. Have students say the word aloud (*tub*).
- Show students the VCe picture card for *plume*. Ask them to name the picture and tell you the vowel sound heard in the word. Cover the *e* at the end of the word. Have students say the word aloud (*plum*). Cite examples of words that use VCe long /ū/ (*flute, fume, fluke, mute*).
- Show students the VCe picture cards one by one. Have them name each picture. Show them the *dune* and *mule* cards. Have them name each picture and then isolate the vowel sound within each word. Ask: *What is similar about the two words?* (The long /ū/ vowel sound.) *What is different?* (One begins with *d* and the other with *m*; one ends with a /n/ sound and the other with an /l/ sound.)

**Blend VCe Long /ū/ Words**
**Materials:** Workmats, letter cards

**NOTE:** If students have mastered individual sound/symbol relationships, you may want to skip this section and go directly to Blend Onset and Rime.

- Write the word *cub* on the board. Run your finger under the letters as you blend the sounds in *cub*. Next, add an *e* to the end of the word. Point out the VCe ending and ask students to blend the letters together to make the long /ū/ word.
- Repeat the blending activity with the words *cute* and *jute*. Take one word at a time. When students have blended the words, ask volunteers to come up and circle the VCe combination in each word. Have a volunteer point to each VCe combination as the rest of the group says the sound.
- If students need more work with blending words, give them the letter workmat and the letter cards to blend the words above. Have the students line up the card for each sound in each word under the boxes on their workmat. Model how to push up each sound into the boxes on the workmat and blend the sounds to make each VCe word. Have students push up and sound out the letters of each word in order on their workmat. Have them cover the ending *e* and say each word to differentiate between the long and short /u/ vowel sounds.

**Blend Onset and Rime**
**Materials:** Letter cards, word-family cards

- Tell students they are going to practice reading words with VCe long /ū/. Model using the letter and word-family cards.
  - ❶ Place the *ude* word-family card in a pocket chart or along the ledge of a chalkboard. Remind students that this is the *ude* word family. Place the *r* letter card in front of *ude*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: r/ude. Have students repeat.
  - ❷ Replace the *r* card with the *cr* card. Repeat the process with the new word.
  - ❸ Take out the cards and replace the *ude* card with the *ule* card. Have students name the new word family. Place the *m* letter card in front of *ule*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: m/ule. Have students repeat.
  - ❹ Replace the *m* card with the *r* card. Repeat the process with the new word.
  - ❺ Take out the cards and replace the *ule* card with the *une* card. Have students name the new word family. Place the *pr* card in front of *une*. Have students listen while you model sounding out the word by blending the sounds in the onset with the sounds in the rime: pr/une. Have students repeat.

- 6 Replace the *pr* card with the *t* card. Repeat the process with the new word.
- 7 Take out the cards and replace the *une* card with the *ute* card. Have students name the new word family. Place the *c* letter card in front of *ute*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: *c/ute*. Have students repeat.
- 8 Replace the *c* card with the *l* card. Repeat the process with the new word.

### Sort Words

**Materials:** Index cards, VCe word cards, short vowel word cards, word-family cards

- Write the words *short /u/ vowel* and *VCe long /ū/* on index cards and place them on the top row of a pocket chart or along the ledge of a chalkboard. Show students all of the word cards one at a time. Ask volunteers to come up one at a time, select a word, say the word, and place it under the correct category. Continue until all the word cards are placed correctly. Once all the words have been sorted, have students read aloud the words under each category.

### Practice Decoding

**Materials:** Decodable book *No More Sad Tunes*, practice sheet

- For students who seem to have a grasp of decoding VCe long /ū/ words and previously taught decodable and high-frequency words, provide extra practice with the text by allowing them to independently read:

the practice sheet

the decodable book *No More Sad Tunes*

- Some students may benefit from having the decodable book introduced and pre-taught before they read the book. Strategies might include introducing and practicing high-frequency words used in the book, teaching special word structures, and doing a book walk.

### Introduce New High-Frequency Word: *sing*

- Tell students they are going to learn a new word that they need to be able to recognize and read quickly. Write the word *sing* on the board, and read the word. Then have students read each word with you.
- Have students write the word *sing* in the air with their finger as you spell it out loud with them, pointing to each letter on the board as you say the letter name.
- Use the high-frequency word in a sentence. Have students make up their own sentences using the high-frequency word. You might want to challenge them to make up a sentence that includes other high-frequency words.

**Read the Decodable Book**Materials: Decodable book *No More Sad Tunes*

**NOTE:** See the “Elements Used in This Book” section, found at the start of the decodable book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about. Ask a student to point to the VCe long /ū/ combination in the word *Tunes*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 7, ask why they think the girl on the page appears to be upset.
- Have students read the book. You may want them to whisper read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students to identify the problem in the story and to tell how the problem was solved.



**SECTION 2** Optional Lesson Activities (for students who need additional practice)

**Student Objectives**

- Blend VCe long /ū/ words
- Blend onset and rime
- Manipulate onset and rime
- Spell and write VCe long /ū/ words
- Complete learning center activities

**Blend VCe Long /ū/ Words**
**Materials: Workmats, letter cards**

- Give students the letter workmat and the letter cards. Say the word *dude* and have students listen for the sounds in the word. Have students select the letter cards they need to spell *dude*. Provide help as needed. Have students line up the card for each sound under the boxes on their workmat. Ask them to blend each sound as they push the letters into the boxes. Then have them say the word *dude* aloud.
- Ask students what letter they would need to cover to make the word say *dud*. If any students cover the incorrect letter, remind them about the VCe long /ū/ combination and ask them to try again. Repeat with the words *jute* and *tube*.

**Blend Onset and Rime**
**Materials: Workmats, letter cards, word-family cards**

- Give students the onset/rime workmat, the letter cards, and the word-family cards. Say the word *rude*. Ask students what rime they hear at the end of the word. Have students place the *ude* word-family card in the box on the right of their workmat. Ask them what vowel sound they hear in this word family. Have students identify the onset they need to put at the beginning of *ude* to make the word *rude*. Have them place the *r* card in the box on the left. Write the same word on the board. Have students check their spelling of the word on their workmat with the word on the board. Then have them blend the sound in the onset with the sounds in the rime.
- Say the words *cute*, *crude*, *lute*, *mule*, *prune*, *rule*, and *tune* one at a time and have students use the letter and word-family cards to spell the words on their workmat. Have them blend the onset and rime as they make each word. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of each word with the word on the board.
- Once all of the words have been made, have students read the words on the board. You can extend the activity by having students make their own words on their workmat.

### Manipulate Onset and Rime

**Materials:** Workmats, letter cards, word-family cards

- Use the onset/rime workmat, the letter cards, and the word-family cards to make new words. Start with the *ube* word family card in the final position on the workmat and have students substitute the letter cards in the initial position to make new words.
- Repeat the previous activity with the *ude, uke, ule, ume, une, and ute* word-family cards. Have students substitute the letter cards to make new words.

### Spell and Write VCe Long /ū/ Words

- Dictate several VCe long /ū/ words and have students write or spell them (*amuse, brute, dune, fume, Luke, mule*).
- Dictate simple sentences for students to write.
  - Luke is a big brute.*
  - The mule went over the dune.*
  - When I amuse you I make you smile.*
  - Do you smell that fume?*

### Learning Center Activities

**Materials:** Bingo cards, place markers, VCe word cards, short vowel word cards, letter cards, word-family cards, index cards

- Give each student a blank Bingo card. Have them write VCe long /ū/ words and short /ū/ words from the word cards on their Bingo card. Place the word cards face down. Have students take turns drawing a word and saying it aloud. Have them put a place marker on their card if they find a word that matches the one read. Continue playing until a student has marked three words in a row on his/her card.
- Laminate a set of letter cards and a set of word-family cards, and place them face down into two piles in the center of the table. Have students take turns drawing one letter card (onset) and one word-family card (rime), and blending the sounds of the onset and rime together. Return the cards to the bottom of the pile after each turn.
- Have students choose four to six VCe long /ū/ words other than those on the VCe picture cards. Have them create a flashcard for each of the words chosen. Have them write the word at the bottom of an index card, underlining the VCe long /ū/ pattern. Then have them draw a picture of the word above it.