Lesson Objectives

Day 1

Students will:
• Identify the long $u$ patterns uCe and open u- in multi-syllable words
• Understand that accented syllables often have the long vowel sound
• Hear the long $u$ sound in accented syllables in words
• Write and spell the long $u$ pattern words and identify the accented syllables

Materials:
• Anchor Poster

Day 2

Students will:
• Understand the rules of long $u$ pattern words
• Recognize the long $u$ patterns
• Hear the accented syllables in words with long $u$ patterns
• Sort words based on the long $u$ pattern

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4–5: Word Cards

Day 3

Students will:
• Recognize words with long $u$ patterns
• Sort words into long $u$ categories and into the syllable category where the accent is heard

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:
• Recognize long $u$ pattern words in reading passage
• Write long $u$ pattern words and indicate the accented syllables
• Correctly spell the spelling words

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

Day 5

Students will:
• Correctly spell the long $u$ pattern words

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs
If students need extra support hearing the long u sound and the accented syllables, say each word slowly and overstress the long u sound and the accented syllable. Have students say the word with you, also overstressing the long vowel sound and the accented syllable.

Blending Practice
If students have difficulty reading new or difficult words, model how they can divide words into syllables, apply syllable pattern rules, read the word syllable by syllable, and blend the syllables together. Write the word universe on the chalkboard. Point out the word has four vowels but only three vowel sounds (final e is silent), so the word has three syllables. Tell students that we usually divide words after a vowel and before the consonant. Divide the word on the chalkboard: u/nigh/verse. Point out the open vowel patterns in the first two syllables and the r-controlled vowel in the third syllable. Model trying the long vowel sounds for the open syllables: u/nigh/verse. Say: That doesn’t sound right. I don’t think the i has a long sound. I’ll try it with a short sound: u/ni/verse. That sounds right. Sometimes we need to try different sounds and make sure the word sounds like a real word. Continue to support students who need help with blending throughout the lesson.

Review Long o Patterns in Accented Syllables
Focus Words: alone, chosen, owner, yellow, remote
Write the focus words on the chalkboard. Ask students to identify the long o pattern in each word and tell which syllable is accented.
Say: You alone have been chosen to be the owner of the yellow remote.
Remind students that when words have more than one syllable the accent is usually on the syllable with the long vowel sound.

Introduce Long u Patterns in Accented Syllables
Model
Write the following words on the chalkboard and read them aloud: include, pupil. Say: The long u pattern in accented syllables follows the same rules as long a, long o, and long i patterns. The accented syllable is usually the syllable with the long vowel sound.
When I say the word include, I hear a long u sound in the second syllable, which is the accented syllable. The long u pattern is uCe. When I say the word pupil, I hear the long u sound in the accented first syllable. This syllable is an open vowel syllable.

Guide
Write the words refuse and fuel on the chalkboard. Point to the word refuse and ask students to tell you in which syllable they hear the long u sound. Then ask them to tell you the long u pattern. Ask which syllable is the accented syllable. Repeat with the word fuel.

Apply
Write the words excuse and dual on the chalkboard. Tell students to turn to their neighbor and say each word, name the long u pattern, and say where they hear the accented syllable.
Spelling Words with Long u Patterns

Unit Spelling Words: include, useful, lukewarm, compute, fuel, musical, fluid, humor

Write the spelling words on the chalkboard. Say: All of these spelling words have a long u vowel pattern and are all two-syllable words. Look at the words include, useful, lukewarm, and compute. Which words have the long u pattern in the first syllable? What letters stand for the long u sound in these words? Circle the uCe pattern in the words.

Look at the words fuel, musical, fluid, and humor. Where do you hear the long u in these words? Which syllable is the accented syllable? What letters stand for the long u sound in these words? Circle the u in each word and remind students that these words have the open u- pattern.

Have volunteers use the spelling words in oral sentences. Make sure students can hear that the accented syllable is the syllable that has the long u sound. Show the anchor poster and tell students that the accent pattern will help them remember the patterns for long u.

Tell students to write each spelling word in their word study notebooks. Then ask them to circle the long u pattern in each word and underline the accented syllable.

Assessment Tip
Observe students as they say and write the long u pattern words. Make sure they can hear the long u vowel sound and can identify the vowel patterns in each word. Note which strategies students are using to help them hear the accented syllables.

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

Provide Support

The long \textit{u} sound found in \textit{uCe} and open \textit{u-} vowel patterns actually has two long \textit{u} sounds: the /yoo/ sound as in \textit{useful}, \textit{future}, and \textit{universe} and the /oo/ sound as in \textit{student}, \textit{pollute}, and \textit{include}. The true long \textit{u} sound is the /yoo/ sound and is usually found at the beginning of words as in \textit{useful}, \textit{unite}, and \textit{universe}. In this unit it is not necessary to focus on the two long \textit{u} sounds. However, reference to the two sounds can be made if necessary.

Sound Sort

\begin{tabular}{|l|l|}
\hline
\textit{uCe} & \textit{Open u-} \\
\hline
include & pupil \\
useful & rumor \\
refuse & tutor \\
amuse & fuel \\
confuse & musical \\
excuse & fluid \\
pollute & dual \\
reduce & \\
\hline
\end{tabular}

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 what they are supposed to do on the BLM.

Review Long \textit{u} Patterns in Accented Syllables

Write the words \textit{amuse} and \textit{musical} on the chalkboard. Display the anchor poster and use it to help students review the long \textit{u} patterns. Remind students that the rules for long \textit{u} patterns in accented syllables are the same as the rules they learned about long \textit{a}, long \textit{i}, and long \textit{o} patterns. Ask students to tell you which syllable is accented in each word on the chalkboard, which syllable has the long sound, and what letters spell the long \textit{u} sound.

Sound Sort

Teacher Word Cards: reduce, rumor
Teacher Category Cards: \textit{uCe}, Open \textit{u-}

Place the category cards in the pocket chart. Hold up the word card \textbf{reduce}.

\textbf{Think aloud:} When I sort words by their vowel patterns, I listen to where I hear the long \textit{u} sound and for the accented syllable. I also need to look at each word to determine the long \textit{u} vowel pattern. As I say the word \textit{reduce}, I hear the long \textit{u} sound in the second syllable, \textit{re/duce}. The second syllable with the \textit{uCe} vowel pattern has the accent. I'll place this card under \textit{uCe}.

Hold up the word card \textbf{rumor} and ask students to tell you what the long \textit{u} pattern is and where they hear the accent in the word. Place the card under \textbf{Open \textit{u-}}.

Give pairs of students the word cards from BLM 3 and the \textbf{Open \textit{u-}} and \textbf{uCe} category cards. Ask students to say each word as they sort it, listen for the long \textit{u} sound, and look for the long \textit{u} pattern. Tell them to say each word again and listen for the accented syllable.

Spelling. Ask students to copy the categories at the top of a new page in their word study notebooks to make a two-column chart. Tell them to write each of the unit spelling words in the correct column. Ask pairs of students to check each other’s sorts and the spelling of the words.
**Pattern Sort**

Teacher Word Cards: conclude, human, future
Teacher Category Cards: oCe, Open u-

Place the category cards in a row in the pocket chart and the three word cards in a group to the side of the chart. Say: We’ve been working with long u patterns. Look at these three words. Which word has the long u sound with the uCe pattern? Which word has a long u sound with an open u- pattern?

Guide students to recognize the long u patterns and sort the word cards into the appropriate category.

Give pairs of students the word cards from BLM 4 and the Open u- and uCe category cards. Have students work with a partner to sort words according to their long u patterns.

**Syllable Sort**

Teacher Word Cards: conclude, human, future
Teacher Category Cards: First Syllable, Second Syllable

Move the word cards into a group at the side of the pocket chart and replace the pattern category cards with the syllable category cards. Say: Let’s look at the word cards we sorted in the pocket chart. This time, let’s sort them according to where we hear the accented syllable. Listen for the accented syllable as I say this word: conclude. Which syllable is accented?

Place the word conclude in the category for Second Syllable. Then repeat, first with the word human and then with future, asking students to listen for the accented syllable.

Give pairs of students the word cards from BLM 5 and the First Syllable and Second Syllable category cards from BLM 2. Tell students they are to sort the words according to where they hear the accented syllables.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze, choosing the answer with the correct long u pattern.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with long u patterns.

Word Hunt

Give each student a copy of the reading passage on BLM 9 and tell them that they will hunt for long u pattern words in the reading passage. Before students read the passage, write the word /mu/sem/um/ on the chalkboard and divide it into syllables. Have students say the word aloud, listening for the long u pattern. Point out that the accented syllable in this word is the second syllable with long e pattern, so this is an oddball word that doesn’t follow the pattern.

Tell students to read the passage and look for uCe and open u- patterns.

Once students have found the words, ask them to write the words they found in the chart in their word study notebooks that they started on Day Two. After they have listed the words, ask them to underline the accented syllable in each word.

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: suppose, rotate, rowboat.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: musical, compute, human.

Dictate the following sentence and have students write it on their papers: The teacher asked each pupil to include only the most useful information.

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 long u patterns in accented syllables using the Quick-Check for Unit 18.

Suggestions for Independent Practice

Find the Word. Tell students to select six to eight of their favorite word cards. Have them write their words in their word study notebooks and then look each word up in a dictionary to see where the dictionary divides the word into syllables and which syllable has the accent mark. Have them copy the syllabicated word into their notebooks and also show the accented syllable.

Trade Words. Have students work with a partner. Tell them to write a list of five or six words with the long u pattern. Have them trade their list with their partner. The partners will circle the long u pattern and underline the accented syllable in each word.

Make Words. Give each pair of students a set of magnetic letters or letter tiles and several pieces of macaroni. Tell them to take turns saying one of the long u pattern words and then spelling the word using magnetic letters or tiles. Then have them divide the word into syllables and use pieces of macaroni to underline the accented syllable.

Buddy Sort. Give pairs of students a set of word cards from BLMs 3–5. Have buddies take turns saying a word and then asking their buddy which syllable is accented. Remind them to carefully say each word so that the accented syllable is clearly heard. Students should then look at the word and say if the long u pattern is a uCe pattern or an open u- pattern.
Unit 18 Quick-Check: 
Long u Patterns in Accented Syllables

Answer Questions
Directions: Read the first word in each row and draw a circle around the long u pattern. Then underline the accented syllable in the second word.

1. compute com/pute
2. humid hu/mid
3. fluid flu/id
4. amuse a/muse

Apply
Directions: In the space below, list two words that have a uCe pattern and two words that have an open u- pattern.

_________________   _________________   _________________   _________________

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

<table>
<thead>
<tr>
<th>uCe</th>
<th>Open u-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
resume, humor, misuse, introduce, bugle, tumor, salute, student

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