



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Long u Skill Set

This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)

This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.

Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.

The long u skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Long u

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
Articulation	Mouth Formation Practice Activity: Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
Letter-Sound Correspondence	Limbs and Letters: Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
Decoding and Encoding	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
Irregular and High Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: now, very, one	5
Text Application	Highlighting Fun Activity: Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.

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Decoding and Encoding	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
Irregular and High Frequency Words	Sensory Words: Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc. Word List: now, very, one	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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Writing Application	Guided Writing: Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Irregular and High Frequency Words	Word Building: Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc. Word List: now, very, one	5
Text Application	Choral Reading: Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Guided Writing: Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Articulation	Mouth Formation Mirror Practice: Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
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Text Application	Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: Luke was a _____.	10

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Luke the Duke

The duke named Luke was a brute, but he could play the lute and flute very well. No one liked Luke's tunes.

So, Luke packed up his lute and flute. He hopped on his mule and set out to the sand dunes to play his tunes.

On his way to the dunes, Luke spotted a jade hat with a plume. He stopped and picked it up.

So that the plume did not get crushed, Luke put the hat on his mule. Then he set out for the sand dunes.

Soon Luke spotted a jade cape on the path.

"How odd," said Luke.

He put the cape in his pack with the flute and the lute.

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Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
Letter-Sound Correspondence	Pop It: Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.	2
Decoding and Encoding	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
Irregular and High-Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: now, very, one	5
Text Application	Highlighting Fun Activity: Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
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Decoding and Encoding	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
Irregular and High-Frequency Words	Sensory Words: Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc. Word List: now, very, one	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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Decoding and Encoding	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
Irregular and High-Frequency Words	Dynamite Words: Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc. Word List: now, very, one	5
Text Application	Echo Reading: Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Guided Writing: Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Phonemic Awareness	Playdough Smash: Give each student a playdough smash mat. The student will place a playdough ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the playdough ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
Letter-Sound Correspondence	Pop It: Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.	2
Decoding and Encoding	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
Irregular and High-Frequency Words	Dynamite Words: Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected. Word List: now, very, one	5
Text Application	Choral Reading: Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Guided Writing: Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
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Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: Luke spotted _____.	10

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The Lass

Luke, the duke, was on his way to the sand dunes to play tunes on his lute and flute.

Luke had picked up one jade hat with a plume and one cape on the path. Soon, he spotted a blob of jade in the path.

As he got close to the blob, he could see that it was a very cute lass dressed in jade. He yelled to the lass.

The lass did not call back. Was she rude or mute?

Luke got off his mule to see. No, the lass was not rude or mute. She had passed out on the path.

Luke went back to his mule and grabbed a drink from his pack. He splashed the lass with the drink.

WVCCRS ELA II: Long u

Suggested Activities: Set Three

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	2
Articulation	Bubble Gum Words: Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
Letter-Sound Correspondence	Guess Who: Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	2
Decoding and Encoding	Roll-A-Word: Choose six long -u CVCe vowel pattern rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	3
Irregular and High Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: now, very, one	5
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Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: The bride is _____.	10

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June

Luke the duke was on his way to the dunes when he spotted a lass in the path.

Luke splashed her with a drink, and she looked at him.

“Where am I?” asked the lass.

“You are one mile from the dunes. I am Luke the duke.” said Luke.

“I am June. I am glad the dunes are so close! I was on my way there to sing. But I got hot and lost my hat and cape,” said June.

“This must be yours,” said Luke taking the hat off his mule.

“Yes! Thank you!” said June.

“I play the flute and the lute. I could play and you could sing at the dunes.” said Luke.

“That is a very grand plan!” said June.

tube

cute

mule

fluke

mute

rude



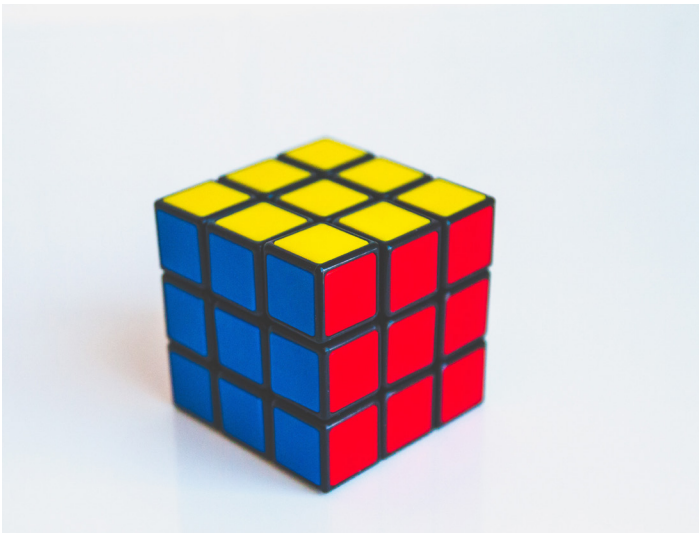
prune

glute

plume

flute







CVCe Long u Picture Card List

tube	lute
mule	plume
cube	flute
prune	dune