

Decode and Spell CVC Words: Short *u*, Consonants *Rr/r*/, *Ww/w*/, *Jj/j*/, *Kk/k*/

5

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

Blending uses phonics to build literacy. In blending, children learn the sounds associated with letters. When they see a word with sound-spellings they recognize, they blend the individual sounds of the letters from left to right to read the word. In this lesson:

- Children learn the sound-spellings of the consonants *r*, *w*, *j*, and *k*.
- Children learn short *u*. Combined with the four consonants and previously learned consonants, this vowel allows them to decode many CVC words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

road	jet
wave	run
jacket	kid
kitten	wet
up	rod
cub	jug
wig	pup
kit	wag
rat	jump
jam	hug
bus	



ENGLISH LANGUAGE LEARNERS

The letters taught in this lesson will have negative or no transfer from Spanish to English. In Spanish the letter *r* has a rolling /d/-like sound. The letters *w* and *k* are rare, appearing in borrowed words. The letter *j* has the sound /h/. The vowel *u* is pronounced /oo/. Give students extra practice in learning the sound-spellings, practicing the sounds, and reading words with these letters.



show me

Have children look at their Targeted Lessons Student Book, p. 13. Have them name the four letters that they see in the first chart. Remind children that the uppercase and lowercase letters *Rr*, *Ww*, *Jj*, and *Kk* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *U* and lowercase *u* are vowels. **Today you will learn how to spell the sounds /r/, /w/, /j/, /k/, and /u/.**

Upper- and lowercase *Rr* spell the sound /r/. The first picture under *Rr* is a road. What is the first sound in *road*? (/r/) The letter *r* spells the sound /r/. Have children write *r* in front of the road.

Continue the activity with *Ww/w/*, *Jj/j/*, and *Kk/k/*, having students identify the sound /w/ spelled *w* at the beginning of *wave*, the sound /j/ spelled *j* at the beginning of *jacket*, and the sound /k/ spelled *k* at the beginning of *kitten*.

You may want to point out that both *k* and *c* can spell the sound /k/.

Upper- and lowercase *Uu* can spell the sound /u/ as in *up*. Point out that in the word *up*, the sound /u/ is spelled *u* and is at the beginning of the word. Have children write *u* in front of the picture of the arrow pointing up. Segment the sounds in *cub*: /k/ /u/ /b/. **The sound /u/ is in the middle of the word *cub*.** Have children write *u* on the line to spell the word *cub*.

SPELLING PATTERNS

r/r/ The sound /r/ is always spelled *r*.

w/w/ The sound /w/ is always spelled *w*.

j/j/ The sound /j/ may be spelled *j*, *g*, *ge*, or *dge*.

k/k/ The sound /k/ may be spelled *c*, *k*, or *ck*.

u/u/ The sound /u/ is spelled *u* at the beginning or in the middle of a word.

Decode and Spell CVC Words: Short u, Consonants Rr/r/, Ww/w/, Jj/j/, Kk/k/



show me

Name each picture. Write the letter that spells the first sound in each word.

Rr	Ww	Jj
 <u> </u> <i>r</i>	 <u> </u> <i>w</i>	 <u> </u> <i>j</i>

Kk
 <u> </u> <i>k</i>

Name each picture. Write the letter that spells the vowel sound.

Uu	Uu
 <u> </u> <i>u</i>	 <i>c</i> <u> </u> <i>u</i> <i>b</i>

guide me

Have children look at their Targeted Lessons Student Book, p. 14. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter that spells the first or middle sound in each word.)

The first picture is a wig. Let's say the sounds in *wig*. I'll go first and then you can say the sounds after me: /w/ /i/ /g/, *wig*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *wig*? (/w/) What letter spells the sound /w/? (w) Continue the activity, guiding students to write the letters for the missing initial sound in *kit*, *rat*, and *jam* and the missing medial sound in *bus*.

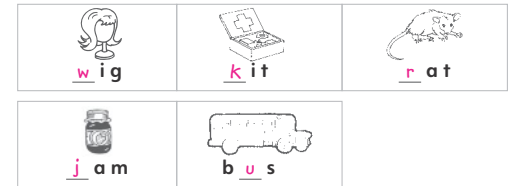
work time

Have children name the pictures: *jet*, *run*, *kid*, *wet*, *rod*, *jug*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word, *jug*.

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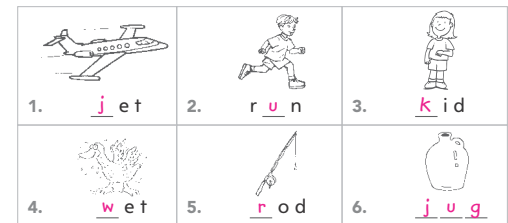
guide me

Name each picture. Fill in the blank with the missing r, w, j, k, or u.



work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.



guide me

High-Frequency Words Have children point to the two words at the top of p. 15 of the Targeted Lessons Student Book. Remind children that there are some words we use often when we read. *You can sound out some of these words, but many you cannot. If you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *will*. *This word is will. It begins with the sound /w/ spelled w. What does it mean that something will happen? (It is going to happen.)* Have children repeat the word after you as they point to it. Point to *jump*. *You already know the letters and sounds in this word. It is jump. Can you show me what jump means?* Have children repeat the word after you as they point to it. Tell children that they will read the words *will* and *jump* as they read the story *The Pup*.

work time

Decodable Text Have children look at *The Pup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /u/. (*pup, run, jump, hug*) Have children point to and read the words with the sound /r/ (*run*), /w/ (*wag, will*), /j/ (*jump*), and /k/ (*Kim*).

check for understanding

Write the letter *r*. *What is the sound for this letter? (/r/)* Write the letter *u*. *What is the sound for this letter? (/u/)* Write the letter *g*. *What is the sound for this letter? (/g/)* Listen as I blend the sounds together: /r/ /u/ /g/, *rug*. Blend the sounds with me: /r/ /u/ /g/, *rug*. Blend the sounds without me. Write *jug*, blend the sounds, and then have children blend with you. Do the same with *win* and *kit*, reviewing the vowel sound /i/ if necessary. Make sure children identify the correct sounds for *r*, *w*, *j*, *k*, and *u*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *run*. What sounds do you hear in *run*? (/r/ /u/ /n/) What is the letter that spells the sound /r/? (*r*) Write the letter *r* on your sheet of paper. What is the letter for the sound /u/? (*u*) Write the letter *u*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /r/ /u/ /n/, *run*. You spell the word *run* *r-u-n*. Continue with *jug*, *web*, *kid*, and *fun*.

reflect

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*

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Short u, Consonants Rr/r/, Ww/w/, Jj/j/, Kk/k/

guide me

will jump

work time

Read the story.

The Pup

Kim got a pup.

See the pup wag.

The pup will run and jump.

Kim will hug him.




PHONICS AND SPELLING 15


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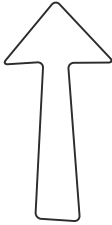
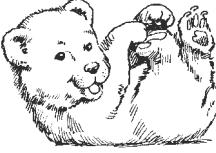
➤ show me

Name each picture. Write the letter that spells the first sound in each word.

Rr	Ww	Jj
— 	— 	— 


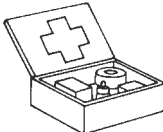


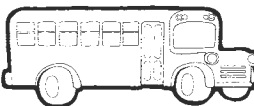
Kk
— 

Name each picture. Write the letter that spells the vowel sound.

Uu	Uu
— 	 c _ b




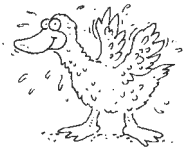
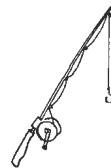

➤ guide me

Name each picture. Fill in the blank with the missing *r, w, j, k, or u*.

 __ i g	 __ i t	 __ a t
 __ a m	 b __ s	

➤ work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

 1. __ e t	 2. r __ n	 3. __ i d
 4. __ e t	 5. __ o d	 6. _____

➤ guide me

will

jump

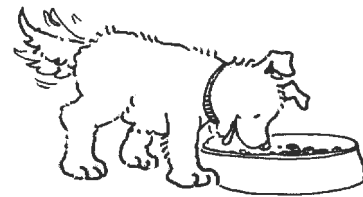
➤ work time

Read the story.

The Pup



Kim got a pup.



See the pup wag.



The pup will run
and jump.



Kim will hug him.