

Lesson 18 OU as in *Soup* and GU

Objective

In this lesson, students learn the advanced phonogram gu, decode words containing the third sound of phonogram ou, and practice words with hard and soft c.

You Will Need

- Soar with Reading* pages 109-113
- Phonogram Cards 44 and 66
- letter tile gu
- Word Cards 92-101

Before You Begin

Review Phonogram OU

ou Your student has learned the first two sounds of ou: /ow/ as in *mouse* and /ō/ as in *soul*.

In this lesson, your student will get very familiar with words containing the third sound, /ōō/ as in *soup*. Read the following examples and listen for the /ōō/ sound.

group soup tour toucan

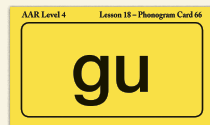
Preview Advanced Phonogram GU

In Level 4, your student will learn four advanced phonograms: gu, ugh, mb, and rh. These phonograms are not used in many words. Advanced phonograms ugh, mb, and rh will be taught in later lessons.

In today's lesson, your student will learn advanced phonogram gu, which says /g/. Read the following examples and listen for the /g/ sound.

guard guest tongue disguise guide

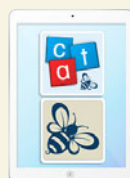
In some cases, the u protects the g from e, i, or y. Without the u, the g would be soft.



When we practice the Phonogram Card for gu, we say “/g/, two-letter /g/.” By learning the full wording for phonogram gu now, your student won't have to relearn the flashcard for spelling purposes later.



The gu tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the gu phonogram sound. When we use the gu letter tile, we only say the sound /g/. To facilitate blending, we don't say the second part, “two-letter /g/.”

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

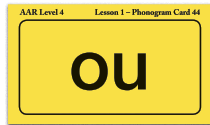


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Review Phonogram OU

Hold up the ou Phonogram Card.



“What are the four sounds of ou?” /oʊ/–/ō/–/ōō/–/ū/.

Build the word *house*.

h	ou	s	e
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“What sound does ou make in the word *house*?” /oʊ/.

Build the word *soul*.

s	ou	l
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“What sound does ou make in the word *soul*?” /ō/.


“Good. You already know how to read many words in which ou says /oʊ/ and /ō/. Today you will learn words in which ou says its third sound, /ōō/.”

File the Phonogram Card behind the Review or Mastered divider in the Reading Review Box.

New Teaching

(continued)

Blend Sounds with the OU Letter Tile

Build the word *soup*. 

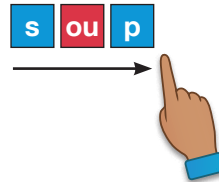
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the s and say /s/. 

Touch under the ou and say /ōō/. 

Touch under the p and say /p/. 

Now go back to the beginning of the word. Slide your finger under the letters s-ou-p and say *soup* slowly.



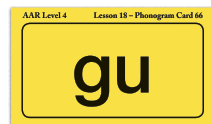
Finally, read the word *soup* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the words *group*, *tour*, and *toucan*.

Teach New Phonogram GU

Hold up the gu Phonogram Card.




“G-u says /g/, two-letter /g/. Repeat after me: /g/, two-letter /g/.”
Student repeats the sound.

New Teaching

(continued)

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sound accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the gu tile into the workspace. 

“When you see this tile, say its sound, /g/. You don’t have to say *two-letter /g/* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.

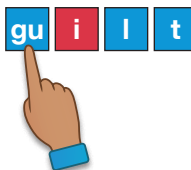


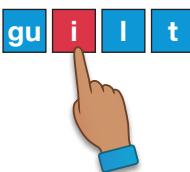
For extra practice with the new phonogram, try the activity “Stamp It.” For instructions, look for this icon in Appendix M.

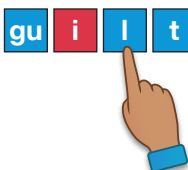
Blend Sounds with the GU Letter Tile

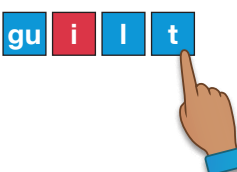
Build the word *guilt*. 

“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the gu and say /g/. 

Touch under the i and say /i/. 

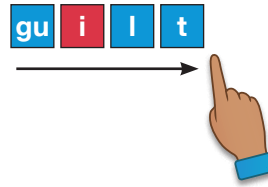
Touch under the l and say /l/. 

Touch under the t and say /t/. 

New Teaching

(continued)

Now go back to the beginning of the word. Slide your finger under the letters gilt and say *guilt* slowly.



Finally, read the word *guilt* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *guard*.



Teach Words Containing CC

Build the word *accept*.



“Divide the word *accept* into syllables.” *Student divides the word between the two c’s.*



Point to the first c. “What sound does the first c make?” /k/.

Point to the second c. “What sound does the second c make?” /s/.

“Good. Why does each c make a different sound?” *The first c is followed by a consonant, so it says /k/. The second c is followed by an e, so it says /s/.*

Build the word *accomplish*.



“Divide the word *accomplish* into syllables.” *Student divides the word.*



Point to the first c. “What sound does the first c make?” /k/.

Point to the second c. “What sound does the second c make?” /k/.

“Good. Why does each c make the /k/ sound?” *The first c is followed by a consonant, so it says /k/. The second c is followed by an o, so it says /k/.*

“Right. The c-c can say /ks/ or /k/ depending on what letter comes after the second c.”

New Teaching

(continued)

Complete Activity Sheet

“Now it’s time to make some soup.”



Let’s Make Soup!

Remove pages 109–112 from the *Soar with Reading* activity book.

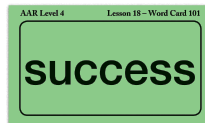
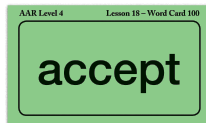
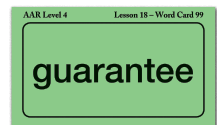
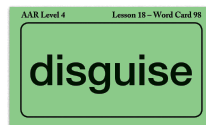
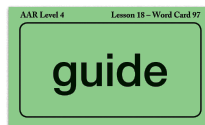
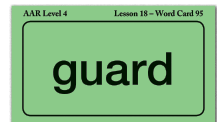
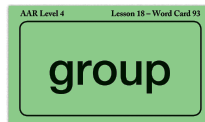
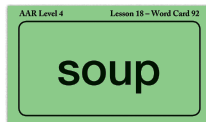
Cut a hole in the soup pot along the dotted line on page 110. Cut out the word cards on page 111 and place them in a stack with the words facing up.

Have your student select one of the word cards and read it aloud. If the word is read correctly, the student may flip the card over to reveal a soup ingredient and then add the ingredient to the soup pot. If the word is not read correctly, return it to the bottom of the pile so your student can try again later.

Continue until all the cards have been read and all the ingredients are in the soup pot.

Practice Reading Words

Have your student practice reading the words on Word Cards 92–101.



You may wish to point out that in the word *guarantee*, the ar says /air/.



File the Word Cards behind the Review divider in the Reading Review Box.

New Teaching (continued)

Practice Fluency

New Words		Level 18 - Practice Sheet	
soup	loucan	tour	group
youth	coupon		
guard	Guernsey	guilt	guide
guilt	guess	guinea	guitar
guy	disguise	guarantee	guidebook
accelerate	accent	accept	success
succeed	accident		
occupy	occupation	occur	accomplish
account	accuse		

Turn to page 113 in the activity book.

Have your student read from the Practice Sheet.



To engage your student in the fluency exercises, play the game “Swat the Words.” For instructions, look for this icon in Appendix L.

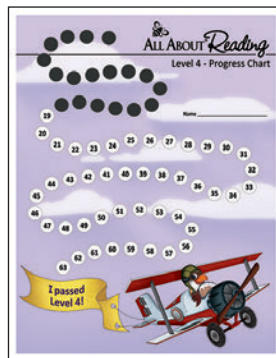
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 18 on the Progress Chart.