Chop It Up, Build It Back: short *u*

Decoding

The purpose of this activity is for students to practice decoding CVC words with the short vowel u.

Prepare

- Print out one set of these word cards Set A.
- Shuffle cards and place them facedown in a stack in front of you. Be sure that the first four cards are *hun, sum, run,* and *mud.* Be sure that all students can see the word on the card when you flip it over.
- Print out a picture of an ax head for each student and one for yourself. For best results, print on heavy paper or glue picture to light cardboard.
- Provide a wooden ruler for each student and one for yourself.
- Prepare axes by taping paper ax heads to the rulers.

Warm-Up

In order to be able to blend sounds into words, we are going to play a game in which we will use axes to chop up a word into its individual sounds and then put the sounds back together into a word.

Modeling

I will turn over a word card. For every sound I read in the word, I will swing this ax in the air. Flip over the card for *hun.* **/h/** (chop), **/u/** (chop), **/n/** (chop). Now, run your index finger under each letter as you say the word slowly and then say the word: **h-u-n, hun! I chopped the word up into its sounds, /h/ /u/ /n/, and then I built it back into the word by blending the sounds *h-u-n* and read the word.**

> Show students how to chop the air with the ax for each sound.

Guided Practice

Now, I'm going to give each of you your own paper ax to chop the sounds.

Show the card for *sum.* **Let's chop the air for each sound we read in the word us. Say the sounds as you chop the word with me: /s/** (chop), **/u/** (chop) **/m/** (chop). Students should say the sounds as they chop. **Now, let's build it back. Say the sounds with me as I run my finger under the letters.** Students should say *s-u-m* with you. **Let's read the word together.** ***Sum.*** Students should say *sum* with you.

> Give each student a paper ax.

Guided Practice *Continued*

Now, let's try another word together. We'll chop the air with our axes while saying the sounds, and then we will blend the sounds back together to build and say the word. Show the card for *run*. Students should swing their axes and say the sounds with you: **/r/** (chop), **/u/** (chop), **/n/** (chop). Run your index finger under each letter as you say the word slowly again. **Say the sounds as I run my finger under the letters:** *rrruuunnn.* Students should say *rrruuunnn* with you. Provide time so that all students can participate and then call on one student. **Chop the air with your ax while saying the sounds, and then blend the sounds together and read the word.**

If Correct: Great. The sounds in this word are /r/ /u/ /n/. When you blend the sounds together, you read the word "run." Let's try some more!

If Incorrect: Say the sounds and chop with me. "/r/ (*chop*), /u/ (*chop*), /n/ (*chop*)." *Give the student the word card.* Run your index finger under each letter as you say the sounds slowly. *Student should say "rrruuunnn."* Say the sounds together faster. *Student should say "rruunn" or "run."* Read the whole word. *Student should say "run."*

> Make sure students chop the air and not each other.

> Correct: Chops three times while saying the sounds /r/ /u/ /n/, *rrruuunnn*, *run*. The student may also say /r/ /u/ /n/, *run*.

> Try to get a correct response before proceeding.

Practice

It's your turn to do some chopping and rebuilding. Let's look at our next word. Show the word card for *mud*. **We'll chop the air with our axes while saying the sounds, and then we will blend the sounds together to read the word.** Provide wait time so that all students can participate and then call on one student. **Chop and say the sounds for me. Then, blend the sounds together and read the word.**

If Correct: That's correct! Let's try some more.

If Incorrect: Let's stretch the word as we chop the sounds together. "mmm" (*chop*), "uuu" (*chop*), "/d/" (*chop*). *Give the card to the student.* Run your finger under the word as you stretch it out. "Mmmuuud." Say the sounds together faster. *Student should say "mmuud" or "mud."* Read the word.

To encourage full participation and allow assessment of individual students, show the word card first, provide time for all students to look at the word and practice chopping off the sounds, and then switch unpredictably between inviting a response from the whole group or from individual selected students.

> Correct: Chops three times while saying the sounds /m/ /u/ /d/, *mmmuuud, mud*. The student may also say /m/ /u/ /d/, *mud*.
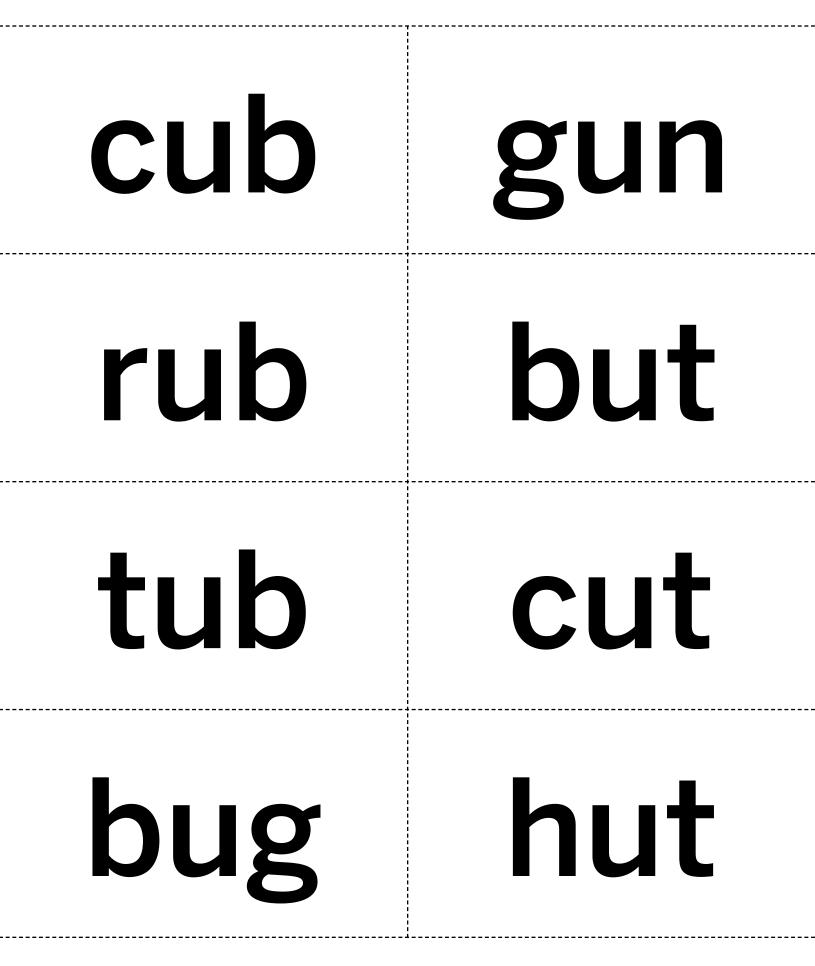
> Try to get a correct response before proceeding.

Wrap-Up

You were really great sound choppers and word builders today! Keep up the careful reading work, choppers!

hun	bum
sum	hum
run	gum
mud	bun

cub	gun
rub	but
tub	cut
bug	hut

hug	nut
lug	rut
pug	bud
tug	gut

Ax Head for Chopping Sounds Activities