Stuart's News
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Fluent Level 16
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Phonemic Awareness

1. Manipulating sounds to make new words

What words would we make if we dropped the first sound in each of these words?
door without the 'd' - *or*
school without the 's' -*cool*
take without the 't' - *ache*
news without the 'n' - *use*
around without the short 'u' - *round*
pile without the 'p' – I'll
branch without the 'b' - *ranch*

What words would we make if we dropped the last sound in each of these words?
pile without the 'l' - *pie*
huge without the 'j' - *Hugh*
side without the 'd' - *sigh*
safe without the 'f' – *say*
easy without the long 'e' - *ease*
wait without the 't' - *way*

Extension

What words would we make if we swapped the vowel sound in the middle of each of these words?
The long 'oo' in *school* for a long 'a'– *scale*
The short 'u' in *gum* for a long 'a'– *game*
The long 'u' in *news* for a long 'o' –*nose*
The long 'oo' in *soon* for a long 'e' –*seen*
The 'air' in *share* for an 'or' – *shore*
The short 'a' in *hatch* for a short 'u' – *hutch*

Phonics

NOTE

The Long ‘u’ and long ‘oo’ sounds
These two sounds are written in a number of common ways, depending on where they occur in a word:

- As a syllable by itself at the start of a word (**u**)
  u/kel/e/le, u/ten/sil
- At the start of or inside a syllable – two vowels together (**ui, oo**) or a split digraph at the end of a word or root word (**u_e, o_e**)
  fruit, nuisance, spoon, use, move, movement
- At the end of a word or syllable (**ew, ue**)
  blew, fewer, argue
- At the end of a syllable inside a word (**u**)
  su/pa, fu/ture, bu/gle
- At the end of a one-syllable word (**o, oo, ew**)
  to, too, few

Students can begin to notice these spelling patterns and their attention can be drawn to the position of the long ‘u’ or ‘oo’ sound in the word.

1. Introducing the long ‘u’ and ‘oo’ sounds

Remind students that the long ‘u’ and ‘oo’ sounds can be drawn out –uuuuuuse, spooooooon, bambooooooooooo.

2. Brainstorming words that contain the long ‘u’ and ‘oo’ sounds

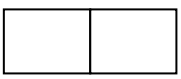
Brainstorm words that begin with a long ‘u’ – very few words begin with a long ‘oo’
use, usually, ukulele, university, utility

Brainstorm words that end with a long ‘u’ or ‘oo’ – most will end with the long ‘oo’
clue, blew, crew, tissue, bamboo, flew; argue

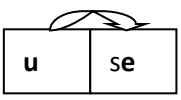
Brainstorm words that have a long ‘u’ or ‘oo’ inside the word
cruise, loose, moon, fruit; cute, beautiful, newspaper

3. Looking for the spelling patterns for the long ‘u’ and ‘oo’ sounds

Say the word *use* and count the sounds. Draw two sound boxes on the board.



Write the word *use* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long ‘u’ sound.

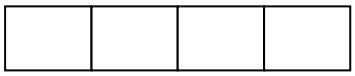


Say the word *gloom* and count the sounds. Draw four sound boxes on the board.

Write the word *gloom* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'oo' sound.

g	l	**oo**	m

Say the word *fruit* and count the sounds. Draw four sound boxes on the board.



Write the word *fruit* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'oo' sound.

f	r	**ui**	t

Say the word *canoe* and count the sounds. Draw four sound boxes on the board.
Write the word *canoe* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'oo' sound.

c	a	n	**oe**

Repeat this process with words such as *into, threw, clue, move, spoon, through*

i	n	t	**o**

th	r	**ew**

c	l	**ue**

m	**o**	v**e**

s	p	**oo**	n

th	r	**ough**

Write the patterns you have found on the board, which might be:

u o u_e oo ue ui ew ough o_e oe

Write some of the words students brainstorm under these spelling patterns.
Explain to students that these are the most common spelling patterns for the long 'u' and 'oo' sounds, but they might still find more!

4. Find the words that contain the long 'u' or 'oo' sound in *Stuart's News*

As students read *Stuart's News ,* ask them to listen for words that contain the long 'u' or 'oo' sounds.

When the book has been read, go back and re-read it a page at a time. Ask students to identify the long 'u' or 'oo' words on each page and write them on the board under the correct spelling pattern. You could also group the words according to the long 'u' or 'oo' sound. Ask students to colour-code the spelling patterns for the long 'u' or 'oo' sound in the words on the board.

5. Extension

Write the long 'u' or 'oo' words from the book and from students' suggestions onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.
For example: The two-vowels-together patterns occur at the start of or inside a syllable. The **ew** and **ue** patterns commonly occur at the end of a word or root word. The single **u** occurs when it is a syllable on its own or at the end of a syllable inside a word.

Vocabulary Development

Verbs
There are many verbs in this story. Find the verbs in each of the following sentences.

Stuart **threw** his school bag in the corner of the room.
What other words could you use instead of *threw* in this sentence? (*tossed, dropped, flung*)
What do you do with your school bag when you get home? What words would you use to describe how you put it down?

Stuart **looked** through the garage.
What other words could you use instead of *looked* in this sentence? (*hunted, searched*)
Talk to a partner about a time when you were looking for /searching for/hunting for something.
What was it? Did you find it? Where was it?

Dad had **pruned** the branches.
Look at page 7 and describe the branches on the ground. How do you think they got there?
What do you think the word *pruned* means? (*cut, chopped, trimmed*).
Why do you think Stuart's dad pruned these branches?
What other things might need pruning (*roses, bushes, hedges*).
Could we always use the word pruned when we mean cut? Could we say *Stuart had his hair pruned*?

When would we use the word *pruned* to mean cut?

Mrs Clooney **measured** the cocoon.
Why did Mrs Clooney *measure* the cocoon? What did she use to measure it?
When we *measure* something does it always tell us how big or long something is?
What does it mean if I *measure* the flour when I make a cake? Am I seeing how long the flour is?
What am I finding out? (weight)
What if I measure the milk to put in a cake. Am I measuring its weight or length?
What am I finding out?(how much or the quantity).
What do we measure things for? (To find out their size, weight or quantity).
What things could we measure about ourselves? (the length of our feet, how tall we are, how heavy

we are etc.)

Nouns

pile

Describe what a *pile* of something means. What things could we make into a pile? Look around the room and think of things we could make into a pile. Where have you seen a pile of things?

tube

Describe the shape of a *tube*. Why did Stuart use a tube to carry his cocoon to school? What things do you know of that come in tubes? (*sweets, toothpaste, tomato paste, ointment* etc.)

Comprehension

Setting

This events in this story happened in different places. Re-read the story and write down all the places where the events of the story happened. These are called the settings. (A room in Stuart's house (maybe hallway, kitchen), the garden, the garage, the kitchen, the classroom).
Choose one of these settings and describe it to a partner. Tell your partner what happened in this setting.

Feelings

Look at the illustrations in the following pages and describe how Stuart is feeling in each one.
Page 7
page 9
Page 12
Page 14
Page 23

Reread these pages and see if there are any words in the text that will help you decide how Stuart is feeling.

Use Activity Sheet 1 to record your ideas.

Questions

Use Activity Sheet 2 and make a list of all the questions that were asked in this story. Write down who asked the question and if there was a reply, what the reply was.
Write two questions you would like to ask about the story. Ask a partner your questions.

Story Structure

This story has a beginning, middle and end. Think about the events that happened at the start of the story and how they made things happen. What happened in the middle of the story? How did the story end?
Use Activity Sheet 3 and record the events in the Beginning, Middle and End boxes to show the structure of this story.

Fluency

Phonics focus words

Make up these phonics focus words into cards – either colour-code the long ‘u’ and long ‘oo’ spelling patterns, or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the long ‘u’ and ‘oo’ sounds. Other long ‘u’ and ‘oo’ word cards can be added to expand the words students are sorting by spelling pattern.

Students can also sort these cards into long ‘u’ words and long ‘oo’ words. The long ‘u’ sound has the ‘y’ ‘oo’ sounds together and the long ‘oo’ just sounds like ‘oo’.

Phonics Focus Words

used	Stuart
news	huge
knew	tube
pupa	Hugh
room	beautiful
school	to
cool	group
you	through
loose	pruned

two	cocoon
who	Clooney
you'd	flew
super	Trudy
soon	food
ruler	drew
into	afternoon
today	threw
ew	ough
o	ou

u	u_e
oo	

Activity Sheet 1: Feelings

Describe Stuart's feelings and why he is feeling like that

Page 7

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Page 9

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Page 12

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Page 14

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Page 23

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Activity Sheet 2: Questions

Who asked the question?	What was the question?	Did anyone answer the question? What was the answer?

Think of two questions you would like to ask about Stuart's News

Question 1
Question 2

Activity Sheet 1: Story sequence

Beginning

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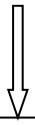

Middle

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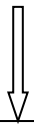

End

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