

Lesson 14 Long U

Objective

This lesson teaches the two sounds of long u.

You Will Need

☐ *Burst into Spelling* pages 75-81

☐ Word Cards 91-95

Before You Begin

Preview Long U

Your student has already learned the three sounds of u:

- /ŭ/ as in *up*
- /ū/ as in *unit*
- /ōō/ as in *put*

This lesson focuses on the second sound of u—its long sound.

The long u sound can be heard clearly in some words. Read the following words aloud and note how the long u sound begins with a consonant /y/ sound (pronounced /yōō/).

unit use humor cube

However, note that the /y/ sound of long u is absent in some words, like those below.

rule flu tune prune

For reading purposes, most students will naturally say the correct pronunciation for long u because it is difficult to say the wrong sound. (Try it: say *tube* with the full /yōō/ sound.)

Review

Phonogram
Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound
Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

Rule
Cards

Review a selection of Rule Cards from behind the Review divider.

Review

(continued)



Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Read through the Word Bank for Name Game Syllables, Part 2.



Build the following words. Have your student divide them into syllables and label them with the proper syllable tags.

begin		thank
Open Syllable	Closed Syllable	Closed Syllable
b e	g i n	th a nk
safe		cupcake
Name Game Syllable	Closed Syllable	Name Game Syllable
s a f e	c u p	c a k e

New Teaching

Teach the Two Sounds of Long U

Build the word **u s e**.

Point to the u. “What is the long sound of u?” /ū/.

“Do you hear the /y/ part of the /ū/ sound? You can hear it in the word *use*.” Have your student read the word and listen for the long u sound.

Build the word **t u b e** beneath the word *use*.

“In some words, though, the full /ū/ sound is not pronounced. Say the word *tube*.” *Tube*.

Point to the letter u in the word *tube*. “What sound is the u saying in this word?” /ōō/.

“So you can see that long u sometimes says /ū/ and other times says /ōō/.”

Build the word **J u n e**.

New Teaching

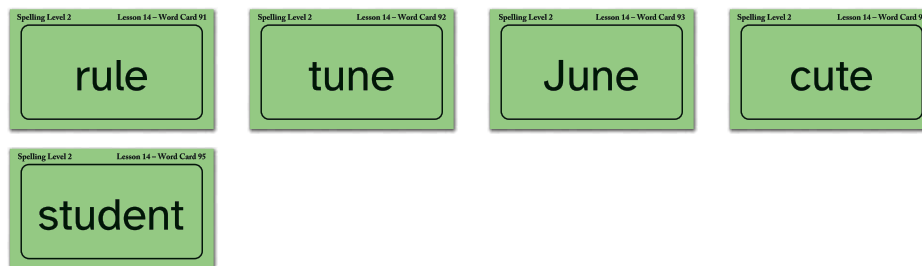
(continued)

“Read this word.” *June*.

Point to the u. “What sound does the u make in this word?” /oo/.

Spell Word Cards 91-95 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the Procedure for Spelling with Letter Tiles in Appendix J.



If your student pronounces the word *rule* with two syllables, pronounce for spelling when you dictate the word.



Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 91-95 and have your student spell the words on paper.

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

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

cube
tube
flute

fume
mule (gray mule)
flu (flu symptoms)

rude (rude person)
dune

prune
mute

Complete Activity Sheet (Optional)

“Do you know how to play any instruments?”



Play the Flute

Remove pages 75-78 from the *Burst into Spelling* activity book.

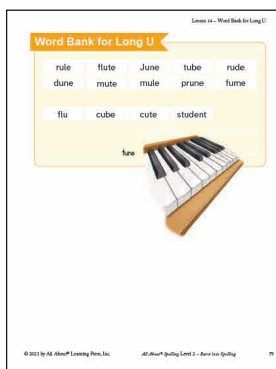
Cut out the music note cards, mix them up, and place them in a pile with the instruments facing down.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a music note card.

When your student selects a card with a flute on it, he doesn't need to write a word but instead may pretend to play the flute.

Continue until the student has practiced all twelve words.

Read Word Bank for Long U



Turn to page 79 in the activity book.

Have your student read through the words in the Word Bank for Long U to improve visual memory.

New Teaching

(continued)

Dictate Phrases and Sentences

Dictate several phrases and sentences each day. Your student should repeat each phrase or sentence and write it in his dictation notebook.

June bug

cute cats

sand dune

tune up

bad flu

on mute

The student had a test.

A cube has six square sides.

That pet snake is so cute!

The king will rule on his throne.

The mule ate a prune for lunch.

Advanced Application

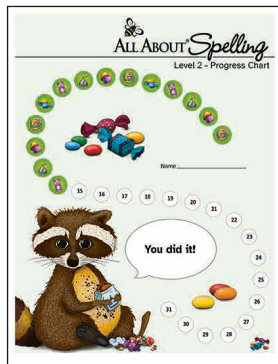
For advanced practice, have your student turn to the Advanced Application sheet on page 81 of the activity book.

“You can spell *rude*. Now spell *rudely*, as in *The hog snorted rudely and waddled away*.” Student writes *rude* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

- | | |
|------------------------------|--|
| 1. <u>rudely</u> | The hog snorted rudely and waddled away. |
| 2. <u>perfume</u> | Perfume makes my allergies act up. |
| 3. <u>cuteness</u> | The cuteness of that baby penguin is off the charts! |
| 4. <u>overrule</u> | Did the judge overrule your objections? |
| 5. <u>students</u> | The students couldn't wait for spring break. |
| 6. <u>inopportune</u> | This is an inopportune time to ask for ice cream! |
| 7. <u>flutes</u> | The band director bought seven silver flutes. |
| 8. <u>influenza</u> | She came down with a bad case of influenza. |
| 9. <u>Malamute</u> | The Alaskan Malamute is a beautiful dog. |
| 10. <u>flashcubes</u> | Old cameras used flashcubes for light. |

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered four out of the five Word Cards, have him mark Lesson 14 on the Progress Chart and move on to the next lesson!





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