



/u/



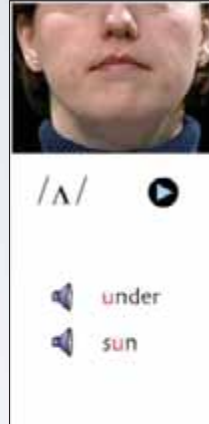
Contents

Page 2	Phonemic Awareness	Resources: American Pronunciation	website
		Australian Pronunciation	website
		British Pronunciation	website
		Under the Spreading Chestnut Tree	PDF b+w sheet
Page 3	Phonemic Awareness	Resources: Sound/Symbol Cards	PDF color sheets
Page 4	Phonemic Awareness		
Page 5	Sound/Letter Relationship	Resources: Sound/Symbol Cards	PDF color sheets
Page 7	Sound/Letter Relationship	Resources: /u/ Writing Sheet	PDF b+w sheets
Page 8	Blending	Resources: Word Cards	PDF b+w sheets



PHONEMIC AWARENESS

- Let's start by learning how the vowel short-u should be sounded.
- To make the /u/ sound, the tongue should be in mid mouth, lips unrounded and face relaxed.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme short vowel /u/ should be sounded.
- This sound is very different from the vowel long-u, which is sounded /eu/ as in university.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the /u/ sound.
- Demonstrate how the word "under" has the /u/ sound at the start of the word.
- Download the SongSheet "Under the Spreading Chestnut Tree."
- Read out, or sing the song, "Under the Spreading Chestnut Tree," emphasizing the /u/ sounds at the beginning of the word "under."



Song Sheet
[Under the Spreading Chestnut Tree](#)
SongSheet from KIDiddles

PHONEMIC AWARENESS

- Tell the students that the word “up” begins with the /u/ sound.
- Pretend to put up an umbrella and say the word “up.”
- Ask students to do the same. Tell them to use this movement when they say or hear the /u/ sound.



Action for /u/

To help students remember phonemes, we associate an action with the sound. The action is putting up an umbrella.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 21.
- Show the front of the card and ask what is in the picture. Ask what sound “umbrella“ begins with.
- Ask students to listen for the /u/ sound and repeat it in the word “umbrella,” and do the “up” motion as they say the /u/ sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /u/ sound and some that do not.
- Ask them to make the “up” action and say /u/ when they hear the sound at the beginning of the word.
- Here are the words:

**ink, umbrella, ant, ugly,
on, underpants, end, us**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /u/ sound at the beginning of words:

up, under, uncle, upset

PHONEMIC AWARENESS

- Say the word **hut** stressing the /u/ in the middle of the word. Say that in this word the /u/ sound is in the middle.
- Tell the students that you are going to say some words that have the /u/ sound in the middle and some that do not.
- Ask them to make the “up” movement and say /u/ when they hear the sound in the middle of a word.
- Here are the words:

**nut, dig, rug, ran,
cut, bus, pen, hut**

- Leave sufficient time for the students to respond.

More words to use that have the /u/ sound in the middle of words:

bud, bug, bump, bun, but, buzz, cub, cup, duck, dug, fun, gum, hug, hush, jug, mud, mug, pup, rub, run, sum, sun, tub, tug



PHONEMIC AWARENESS

- Tell the students they should make the “up” movement and say /u/ when they hear the /u/ sound in the middle of a word in the verse you are going to read them.
- Here’s the verse:

**I feel as snug as a bug in a rug,
I feel as happy as a duck in a truck.
I feel as lucky as a skunk in a bunk.
I am a mutt; a pup in a cup.**

- Repeat the verse until the students can identify all the middle /u/ sounds in the verse.

Another verse to help teach the /u/ sound

The pup must run in the sun,
To rub his head in the mud is fun.
He loves to hunt a bug.
He drinks water from a mug.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /u/.
- Show the back of the card.
- Point to the small **u** and say this is how we write the letter for the sound /u/.
- Point to the capital **U** and say this is how we write big /u/ which is for important words like people’s names.
- Point to the word “umbrella” and say this is how we write the word “umbrella.” Point out the letter **u** and say this is how we write the /u/ sound at the beginning of the word “umbrella.”



Sound/Symbol Cards Cards



SOUND/LETTER RELATIONSHIP

- Give out the *KIDiddles* writing practice sheet for **u U**.
- Point to the small **u** and say this is how we write the letter for the sound **/u/**.
- Point to the capital **U** and say this is how we write big **/u/** which is for important words like people's names.
- Model the formation of the letter **u** for the students.



SOUND/LETTER RELATIONSHIP

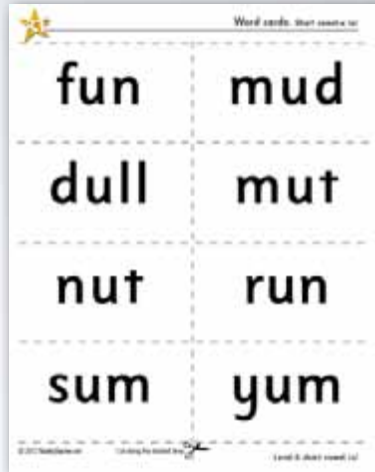
- Have students write the letter **u** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **u** and the large **U** on the practice worksheets.





BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **fun** say fff-uu-nn.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[Word Cards](#)