

UNIT 4

/u/

Focus

Spelling: To hear and spell words with the short *u* (/u/) sound
To introduce analogies

Writing development: idioms, analogies, rhymes

Writing style: creative

Word List

bud	cup	hub	mug	run
bug	cut	hug	nun	rut
bum	dub	hum	nut	sum
bun	dud	hut	pug	sun
bus	fun	jug	pun	tub
but	gum	jut	pup	tug
cub	gun	lug	rub	up
cud	gut	mud	rug	us

Suggested Sight Words

one two three to or for

Discuss the meanings of *to* and *two* using an example such as the following:
Two boys can go *to* the hut.

Prefest

bug	cup	gum	hug	mud
nut	rub	sun	up	tub

Posttest

bud	cut	gun	hut	mug
run	pun	us	tug	hum

Sentences for Dictation

You had one lid for the pot.

The boy is as tall as Dad.

It is fun to sit in the sun.

Spell Together

- Listening for short u (/u/):** Use a picture of an umbrella to firmly establish the short u sound. Use the word *bug* to demonstrate that if the students can hear the sounds in a word and identify the letters that make those sounds, they can spell the word.



Teacher says	Student says	Student writes
"bug"		
"What is the first sound you hear?"	/b/	b
"What is the second sound you hear?"	/u/	u
"What is the last sound you hear?"	/g/	g
"Spell <i>bug</i> ."	b-u-g	bug

Continue with other words from the word list.

- Auditory discrimination:** "Stand up if you hear a short u in the word. Sit down (or stay sitting down) for all other words." Dictate the following words:

hip	hop	fat	pin	pan	bug	mob	bit
bat	cup	lid	nut	rub	six	bus	dot
not	big	pop	had	fog	run	sat	tub
wag	us	mud	hit	pup	up	ham	zip

- Complete the idiom:** "Complete each idiom with a word that has the sound of short u."

ON THE BOARD

You are my (cup) of tea.

Tom is in a (rut).

- **Analogies:** Introduce analogies by using these diagrams.

ON THE BOARD

boy	girl	toothbrush	teeth
man	(woman)	comb	(hair)

Talk through these examples: "Analogies are relationships in meaning between words. A boy is to a girl as a man is to what?" (If necessary, give some answers for students to choose from: "cat, house, woman?") "Toothbrush is to teeth as comb is to what?"

Have students take turns completing the following analogies with short *u* (/u/) words.

ON THE BOARD

night	moon	out	in	slow	walk
day	(sun)	down	(up)	fast	(run)
milk	glass	ax	chop	table	tablecloth
coffee	(cup)	knife	(cut)	floor	(rug)

Have students make up their own analogies and try them on each other.

- **Listening for short u (/u/) rhymes:** Use the following words on the board to illustrate the task. First, students select the two words that rhyme from a group of three (text above the line). Then, they make up a sentence containing the two rhyming words (text below the line).

ON THE BOARD

fun fin run

fun—run

It is fun to run.

"As I read each group of words, write the words that rhyme." Dictate the following groups of words. Have students identify and write the two words that rhyme:

- | | | | | | | | | |
|--------|-----|-----|--------|-----|-----|--------|-----|-----|
| 1. rat | jug | mug | 4. dot | lap | cot | 7. sun | fox | fun |
| 2. cup | hog | fog | 5. got | dig | pig | 8. cat | fat | run |
| 3. rip | nap | zip | 6. pit | rug | hug | 9. us | sad | bus |

Divide the class into small groups and have each group make up as many rhyming sentences as they can from their list of rhyming words. Read the rhymes and post them around the room.

Write and Spell on Your Own

Independent practice exercises for the objectives targeted in this unit are located in the corresponding Write and Spell on Your Own section of this book (see pp. 223–228).

UNIT 20

/aw/

Spell /aw/ Words

List the words below in the correct column.

awl	gawk	prawn	hall	squawk	sought
stalk	fault	fraud	fall	haunch	daughter
ought	down	tall	balk	fought	slaughter
stall	walk	vault	naughty	maul	

aw	au	all	alk	augh	ough
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Spell It aw or au?

Fill in the missing letters *aw* or *au*.

Remember: /aw/ is spelled *aw* at the end of a word or before a final *l* or *n*.

cl. aw	h_____nt	b_____l	y_____n	v_____lf
g_____nt	j_____	p_____	t_____nt	br_____n
dr_____n	str._____	th_____	cr_____l	fr_____d
l_____nch	j_____nt	fl_____	dr_____	fl_____nt
spr_____l	l_____	p_____nch	t_____t	l_____n

1. Find two words that are part of an animal's leg. Use them in a sentence.

2. Find two words that involve opening your mouth. Use them in a sentence.

Analogies

Complete the analogies with /aw/ words spelled *all*, *aw*, *augh*, or *ough*.

1. *Pitcher* is to *catcher* as *threw* is to **caught** .
2. *Little* is to *big* as *short* is to _____.
3. *Person* is to *finger nail* as *cat* is to _____.
4. *Bird* is to *nest* as *horse* is to _____.
5. *Night* is to *day* as *dusk* is to _____.
6. *Boy* is to *girl* as *son* is to _____.
7. *Paper* is to *scissors* as *wood* is to _____.
8. *Whale* is to *large* as *mouse* is to _____.
9. *Storekeeper* is to *customer* as *sold* is to _____.

Anagrams

Unscramble the letters.

Words about school

gthhtuo _____

khalc _____

alhl _____

ahutgt _____

Words about babies

lawrc _____

llsma _____

gterdauh _____

albw _____

Use some of these words to write a story about a school for babies.
