

Using the Lessons

Suggested wording for the instructor is in traditional print.

⇒ Notes to the Instructor are in smaller, traditional print and are bulleted.

Suggested wording for the child is in italics.

Suggested wording that the child is to read or follow is in larger, traditional print.

Letters that you will name, like **a**, **gl**, and **ought** are in larger, bold print.

The sounds of the letters are written with the special notation: /ă/

In the instructor's script or notes, the sample words are written in bold italics like ***apple***, ***egg***, and ***igloo***.

Also in the instructor's script or notes, terms are written in bold, traditional print as in **breve** and **vowel**.

Lesson 5

The Vowel U u

* You will need the **A a**, **A a**, **E e**, **I i**, **I i**, and **O o** cards as well as a blank index card and a pen.

Instructor: Let's begin this lesson by saying the first four verses of the poem, "The Five Vowels," together three times.

Together (three times):

A is the first vowel we will say.

/ă/ is short-vowel sound of **a**.

E is the next vowel, don't you see?

// is the short-vowel sound of **e**.

I is the third vowel that goes by.

/-/ is the short-vowel sound of **i**.

O is the fourth vowel that I know.

/O/ is short-vowel sound of **o**.

Instructor: Now I will show you the cards from the previous lessons.

⇒ Note to Instructor: Point to each **a** card and say the short-**a** vowel sound: /ă/. Have the child repeat the sound back to you. Remind the child that there are two ways the little (lowercase) **a** is written. Point to the **e** card and say the short-**e** vowel sound. Have the child repeat the sound back to you. Point to each **i** card and say the short-**i** vowel sound. Have the child repeat the sound back to you. Remind the child that there are two ways to write the big (uppercase) **I**.

Then point to the **o** card and say the short-**o** vowel sound. Have the child repeat the sound back to you.

Instructor: Now I am going to ask you some questions about the sounds of the short vowels. What is the short-vowel sound of **a**?

⇒ Note to Instructor: Show the child the **A a** card. If the child has trouble remembering the answer, say the first part of each verse as a reminder.

Child: /ă/ is the short-vowel sound of a.

Instructor: What is the short-vowel sound of **e**?

⇒ Note to Instructor: Show the child the **E e** card.

Child: // is the short-vowel sound of e.

Instructor: What is the short-vowel sound of **i**?

⇒ Note to Instructor: Show the child the **I i** card.

Child: /-/ is the short-vowel sound of i.

Instructor: What is the short-vowel sound of o?

⇒ Note to Instructor: Show the child the **O o** card.

Child: /O/ is the short-vowel sound of o.

Instructor: Today we are going to learn about the letter **u**. **U** is also a vowel. This is the big (uppercase) **U**:

⇒ Note to Instructor: Point to the **U** below.

U

Instructor: This is the little (lowercase) **u**.

⇒ Note to Instructor: Point to the **u** below.

u

Instructor: I will write the vowel **u** on a card for you. First I will write the big (uppercase) **U** and then I will write the little (lowercase) **u**.

⇒ Note to Instructor: Write the big (uppercase) **U** and the little (lowercase) **u** side-by-side on the index card.

⇒ Note to Instructor: The **u** vowel sound in this lesson is the sound at the beginning of *umbrella*. It is the short sound of **u** and is marked in the dictionary as **u** with a breve over it: /**ü**/.

Instructor: When you see the letter **u** at the beginning or in the middle of a short word, you usually say this sound: /**ü**/. The letter **u** stands for the sound /**ü**/. The sound /**ü**/ is called the short-**u** vowel sound. I will point to the letter **u** below and say the short-**u** vowel sound five times.

U u

Instructor (pointing at **U u** above): /**ü**/ /**ü**/ /**ü**/ /**ü**/ /**ü**/. Now I will repeat the sound as you say it with me.

*Together: /**ü**/ /**ü**/ /**ü**/ /**ü**/ /**ü**/*

Instructor: I am going to teach you the last verse of the poem, "The Five Vowels."

U is the fifth vowel; that is true.

/**ü**/ is the short-vowel sound of **u**.

Instructor: I will say this to you three more times.

⇒ Note to Instructor: Say the verse slowly three times, taking care to emphasize the sound /**ü**/.

Instructor: Now repeat after me: "**U** is the fifth vowel, that is true?"

*Child: **U** is the fifth vowel, that is true?*

Instructor: /**ü**/ is the short-vowel sound of **u**.

*Child: /**ü**/ is the short-vowel sound of **u**.*

Instructor: Now let's say both lines together three times.

Together (three times):

U is the fifth vowel; that is true.

/**ü**/ is the short-vowel sound of **u**.

Instructor: Now let's combine the verses you learned the last four lessons with the verse you learned today. Let's say the entire poem together three times.

Together (three times):

A is the first vowel we will say.

/ă/ is short-vowel sound of **a**.

E is the next vowel, don't you see?

// is the short-vowel sound of **e**.

I is the third vowel that goes by.

/-/ is the short-vowel sound of **i**.

O is the fourth vowel that I know.

/O/ is short-vowel sound of **o**.

U is the fifth vowel; that is true.

/ŭ/ is the short-vowel sound of **u**.

Instructor: What is the short-vowel sound of **u**?

Child: /ŭ/ is the short-vowel sound of u.

⇒ Note to Instructor: The child should repeat the **u** verse from the poem two more times throughout the day. Make an effort to point out the letter **u** to the child whenever you see it (on signs, on food boxes or cans, in books you read aloud to him, etc...). Ask him to recite the verse from this lesson to you.

Game: Short Vowel Pick-Up

Put all the vowel cards on the table. The instructor will say one of the short-vowel sounds. The child will then pick up the letter card that he thinks represents that sound. If the child picks the right card, he gets the card; if he doesn't, the instructor gets the card. Once you have gone through all the vowels, have the child practice the vowel sounds on the cards that the instructor is holding. Then shuffle all the cards and begin the game again.

⇒ Note to Instructor: I encourage you to spend as many days as necessary on each lesson until you feel the child has mastered the letter and the sound. You may repeat a lesson for many days; knowing the letters and sounds thoroughly gives the child a solid foundation for reading. If the child needs extra practice, you can do the activities in Chapter 3: sections 3 and 4 and Chapter 5: section 3 and 4.