

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 28 • SHORT U (ŭ) & LONG U (ū)

Short u as in *tŭb* (ŭ) • Long u as in *tūbe* (ū) • Word Families • Dictation

PAGES 19–20

PHONICS & SPELLING RULES TO REMEMBER (SHORT ŭ VS. LONG ū)

RULE 1 • SHORT U (ŭ)

Short u as in tŭb: When *u* is closed in by consonants without a silent *e*, it makes the short sound (/ʌ/), marked with a **breve** (˘): *dŭst*, *hŭsh*, *sŭch*.

RULE 2 • LONG U (ū)

Long u as in tūbe: In words with **Magic E** (*mŭte*), digraph **-ue** (*dŭe*, *hŭe*), or **-ure** (*cŭre*), it makes the long sound (/ju:/), marked with a **macron** (ˉ).

RULE 3 • RHYMING FAMILIES

- **-ust:** *dust*, *must*, *just*, *rust*
- **-ush:** *hush*, *blush*, *flush*, *thrush*
- **-ure:** *cure*, *pure* • **-uch:** *such*, *much*

1 Copy these words carefully. Study each spelling family and copy each word neatly on the handwriting line:

PART 1 (PAGE 19) • 8 WORDS

COL 1 (-UST)	COL 2 (-UE)	COL 3 (-USH)	COL 4 (-URE)
dust	due	hush	cure
must	hue	blush	pure

PART 2 (PAGE 20 – CONTINUED) • 8 WORDS

COL 1 (-UST)	COL 2 (LONG ū)	COL 3 (-USH)	COL 4 (-UCH)
just	mute	flush	such
rust	cue	thrush	much

2 Spell them orally & classify vowel sounds: Read aloud with a partner and identify whether *u* is Short (˘) or Long (ˉ):

Column 1 Pattern: **-ust Family** **Check Vowel Sound**

dust □˘ □˘ must □˘ □˘ just □˘ □˘ rust □˘ □˘

Column 2 Pattern: **Long u Words** **Check Vowel Sound**

due □ˉ □ˉ hue □ˉ □ˉ mute □ˉ □ˉ cue □ˉ □ˉ

3 Write them neatly from dictation, putting the proper mark (˘ or ˉ) over each *u*, and crossing out silent letters:

WORDS 1 – 4

1. _____
2. _____
3. _____
4. _____

WORDS 5 – 8

5. _____
6. _____
7. _____
8. _____

WORDS 9 – 12

9. _____
10. _____
11. _____
12. _____

WORDS 13 – 16

13. _____
14. _____
15. _____
16. _____

LESSON 28 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

PAGES 19–20 KEY

Short u (ū) vs. Long u (ū) • Split Digraph • Vowel Digraph -ue • Dictation Script

KEY Master Diacritical & Silent Letter Answer Key (16 Words): Breve (̆) over short u, Macron (̄) over long u, Strikethrough (̅) through silent letters.

#	WORD	MARKED OUTPUT	PHONETIC VALUE	SILENT LETTER	PEDAGOGICAL & ORTHOGRAPHIC NOTE
1.	dust	d̆ust	Short ū (/ʌ/)	none	Closed syllable CVC; -ust rime
2.	must	m̆ust	Short ū (/ʌ/)	none	Closed syllable CVC; -ust rime
3.	due	d̄ue	Long ū (/dju:/ or /du:/)	final e	Digraph -ue; silent final e
4.	hue	h̄ue	Long ū (/hju:/)	final e	Digraph -ue with aspiration /h/; silent e
5.	hush	h̆ush	Short ū (/ʌ/)	none	Closed syllable; digraph -sh; -ush rime
6.	blush	bl̆ush	Short ū (/ʌ/)	none	Closed syllable; initial bl- blend; -ush rime
7.	cure	c̄ure	Long ū (/kjʊər/)	final e	r-colored long u with VCe; hard c before u
8.	pure	p̄ure	Long ū (/pjʊər/)	final e	r-colored long u with VCe; bilabial onset /p/
9.	just	j̆ust	Short ū (/ʌ/)	none	Closed syllable CVC; voiced affricate /dʒ/
10.	rust	r̆ust	Short ū (/ʌ/)	none	Closed syllable CVC; -ust rime
11.	mute	m̆ute	Long ū (/mju:t/)	final e	VCe split digraph (Magic E); silent final e
12.	cue	c̄ue	Long ū (/kju:/)	final e	Digraph -ue; letter c represents /k/; silent e
13.	flush	fl̆ush	Short ū (/ʌ/)	none	Closed syllable; initial fl- blend; -ush rime
14.	thrush	thr̆ush	Short ū (/ʌ/)	none	Closed syllable; 3-phoneme onset thr-; -ush rime
15.	such	s̆uch	Short ū (/ʌ/)	none	Closed syllable; final digraph -ch (/tʃ/)
16.	much	m̆uch	Short ū (/ʌ/)	none	Closed syllable; final digraph -ch (/tʃ/)

LINGUISTIC & HISTORICAL PHONICS ANALYSIS (EDUCATOR REFERENCE)

- 1. The Palatal Onset Glide in Long u (/ju:/):** Unlike the monophthongs /eɪ, i:, aɪ, oʊ/, English long u typically incorporates an on-glide /j/, phonetically functioning as /ju:/ (as in *mute* /mju:t/, *cure* /kjʊər/, *hue* /hju:/). After certain alveolar consonants in American English (yod-dropping), *due* may vary between /dju:/ and /du:/.
- 2. The Orthographic Role of Silent e in -ue:** Words like *due*, *hue*, *cue* inherit the Anglo-Norman spelling convention where final e marks the preceding vowel as long and prevents a native English word from terminating in an illegal bare u.
- 3. The -ure Rhotic Conditioning:** In *cure* and *pure*, the following rhotic liquid /r/ lowers and centers the vowel into the triphthongal/diphthongal glide /jʊər/.

CLASSROOM DICTATION SCRIPT (CONTEXT SENTENCES)

- dust:** Wipe the golden *dust* off the table.
- must:** We *must* finish our spelling work today.
- due:** The library book is *due* tomorrow.
- hue:** The autumn leaves have a bright golden *hue*.
- hush:** A gentle *hush* fell over the sleeping room.
- blush:** Sweet roses have a delicate pink *blush*.
- cure:** Fresh air and rest helped to *cure* his cold.
- pure:** Mountain water is cool and *pure*.
- just:** He arrived *just* in time for class.
- rust:** The old iron gate was covered in red *rust*.
- mute:** The robin sat *mute* upon the snowy branch.
- cue:** The actor waited quietly for his *cue*.
- flush:** Cold wind brought a healthy *flush* to her cheeks.
- thrush:** A sweet *thrush* sang in the apple tree.
- such:** We had *such* a wonderful sunny day.
- much:** Thank you very *much* for your kind help.

DIAGNOSTIC SCORING RUBRIC (16 WORDS TOTAL)

Target Skill	Criteria for Mastery	Pts
Spelling Accuracy	All 16 words spelled without orthographic errors.	/16
Vowel Marking	Breve (̆) on 10 short words; Macron (̄) on 6 long words.	/16
Silent Letters	Strikethrough on final e in <i>due</i> , <i>hue</i> , <i>cure</i> , <i>pure</i> , <i>mute</i> , <i>cue</i> .	/12
Penmanship	Proper letter formation, baseline alignment, and neatness.	/6
TOTAL SCORE:		/50

COMMON STUDENT PITFALLS TO ADDRESS:

- Omitting silent 'e' in 'due/hue/cue':** Students may write *du or *hu. Remind them English words never end in bare u.
- Confusing /ʌ/ with /ʊ/:** Ensure short u in *dust*, *blush* is distinguished from book/look /ʊ/.
- Silent 'e' on 'cure' & 'pure':** Remind students the final e keeps the vowel long.