

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 29 • POETRY & SHORT U (ŭ) STUDY

Classic Poetry • Short ŭ Discrimination • Wolston Dixey • Robert Louis Stevenson

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🕒 PHONICS & SPELLING RULES TO REMEMBER (SHORT Ŭ)

RULE 1 • SHORT U (ŭ)

When **u** is closed in by consonants, it makes its **short sound** (/ʌ/), marked with a **breve** (˘): *sŭng*, *swŭng*, *sŭn*, *ŭp*.

RULE 2 • LONG U VS. SHORT U

In *mŭsic* (/mju:zɪk/), **u** has its **long sound** (open syllable *mu-sic*). Only mark words that have the **short sound**!

RULE 3 • COMPOUND WORD

In *bŭttercŭp* (*butter* + *cup*), both syllables contain the **short u** sound: *b-ŭ-t* and *c-ŭ-p*.

1 Copy the following carefully. Read each poem with rhythm and transcribe neatly on the handwriting lines:

SELECTION 1: THE HAREBELLS

3 LINES

*They sung and they sung,
And the harebells swung,
Keeping time to the music in the breeze.*

— WOLSTON DIXEY

1. _____
2. _____
3. _____

SELECTION 2: THE FLOWERS

2 LINES

*One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup.*

— ROBERT LOUIS STEVENSON

1. _____
2. _____

2 Put the proper mark (breve ˘) over each u that has the short sound: (Leave long u words unmarked!)

sung

put mark if short

swung

put mark if short

music

put mark if short

sun

put mark if short

up

put mark if short

buttercup

put mark if short

3 Write from dictation: Listen carefully as your teacher dictates sentences from the poetry selections:

Line 1: _____

Line 2: _____

LESSON 29 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

Poetic Orthography • Breve Identification • The 'music' Long u Distractor

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KEY Master Diacritical Answer Key (Words Containing Letter 'u'): Mark short u with Breve (˘); leave long u unmarked.

TARGET WORD	SOURCE LOCATION	MARKED FORM	PHONETIC VALUE	MARKING REQUIRED?	PEDAGOGICAL & ORTHOGRAPHIC RATIONALE
sung	Dixey (L1)	sŭng	Short ŭ (/ʌ/)	Breve (˘)	Closed syllable with velar nasal coda -ng; occurs twice
swung	Dixey (L2)	swŭng	Short ŭ (/ʌ/)	Breve (˘)	Rhymes with sung; initial sw- consonant blend
music	Dixey (L3)	mŭsic	Long ū (/ju:/)	NO BREVE (Macron ˉ)	CRITICAL DISTRACTOR: Open syllable mu-sic has long ū; do NOT mark with breve
sun	Stevenson (L1)	sŭn	Short ŭ (/ʌ/)	Breve (˘)	Closed syllable CVC; short ŭ before alveolar nasal /n/
up	Stevenson (L1)	ŭp	Short ŭ (/ʌ/)	Breve (˘)	Closed syllable VC; short ŭ before bilabial stop /p/
buttercup	Stevenson (L2)	bŭttercŭp	Short ŭ (/ʌ/)	Two Breves (˘)	Compound word: but-ter (short ŭ) + cup (short ŭ); both u's take a breve

LINGUISTIC & LITERARY PHONICS ANALYSIS (EDUCATOR REFERENCE)

- 1. The 'music' Pedagogical Distractor:** Notice the phrasing of textbook Instruction 2: "Put the proper mark over each u that has the short sound." In *music* (/ˈmju:zɪk/), the first syllable is open (*mu-sic*), resulting in the **long u** sound (/ju:/). Students who mechanically place a breve over every letter u without listening will incorrectly mark **mŭsic*. This serves as a vital diagnostic of true phonemic awareness versus rote symbol placement.
- 2. Double Consonant Protection in *buttercup*:** In the compound word *buttercup*, the medial double -tt- performs an essential phonotactic function: it signals that the preceding vowel in the accented syllable is short ŭ (/ˈbʌt.ər/), contrasting with single intervocalic consonants that condition long vowels.
- 3. Onomatopoeic Resonances in Dixey's Couplet:** The velar nasal coda /-ŋ/ in *sung* and *swung* creates a ringing acoustic cadence, evoking the campanulate vibrations of flowering harebells swinging in the wind.

CLASSROOM DICTATION SCRIPT (POETIC LINES)

1. **Line 1 (Dixey):** "They sung and they sung, and the harebells swung."
2. **Line 2 (Stevenson):** "Before the sun was up, I found dew on every buttercup."
3. **Challenge 1:** The cheerful children *sung* sweet songs of summer.
4. **Challenge 2:** Warm *sun* and morning *dew* kissed every yellow *buttercup*.

DIAGNOSTIC SCORING RUBRIC (50 POINTS TOTAL)

Target Skill	Criteria for Mastery	Pts
Poetic Transcription	Careful copying with correct capitalization, punctuation, and line breaks.	/15
Short u Marking	Breve placed on <i>sŭng</i> , <i>swŭng</i> , <i>sŭn</i> , <i>ŭp</i> , and BOTH u's in <i>bŭttercŭp</i> .	/15
Discriminative Accuracy	Correctly leaving <i>music</i> UNMARKED (or correctly identified as long ū).	/8
Dictation & Penmanship	Accurate spelling from dictation with neat baseline letter formation.	/12
TOTAL SCORE:		/50

COMMON STUDENT ERRORS TO CORRECT:

- Marking 'music' as short:** Prompt the child: "Does music sound like tub or tube?"
- Marking only one 'u' in 'buttercup':** Remind students to examine compound words syllable by syllable.