

*SAMPLE LESSON*

# **Touchphonics™**

**The Manipulative Multisensory Phonics System**

**Educators Publishing Service  
Cambridge and Toronto**

## Lesson 4: Short u

Remind students that they have learned the sounds for short *a*, *i*, and *o*. Tell them that today they will learn the sound for short *u*.

### Learning Short u

**Phonemic Awareness** Say the word *uncle*, emphasizing the short *u* sound at the beginning.

Then say the following words, and have students listen for the short *u* sound at the beginning of each one: *under*, *umbrella*, *upon*, *upside-down*.

Tell students to listen for short *u* in the middle of some words you will say. Slowly say *cut*, *luck*, *gum*, *hug*, emphasizing the short *u* sound.

**Link Sound to Letter** Write the following word on the board: *hum*.

Say the word, emphasizing the short *u* sound. Then underline the *u* in the word.

Tell students that the *u* makes the short *u* sound. Isolate the sound for students, and then have them repeat it after you.

Write the following words on the board: *run*, *sub*, *bud*, *dug*. Say each word for students. Then have them take turns underlining the *u* in each one, saying the short *u* sound, and saying the word.

**Blend Sounds** Tell students that you are going to write some words. Use the chalkboard, Touch-units, or Magtiles to demonstrate the following procedure.

Write or form the word *jug*. Point to the letters one at a time as you say the sound each one makes. Repeat the procedure, saying the sounds more fluently. Finally, blend the sounds together to read the word.

Then write or form the following words: *pup*, *tug*, *mud*, *fun*. Call on students to blend the sounds and read the words. Give help as necessary.

**Independent Practice** Workbook page 10.

For the first set of items, ask students to print the letter that stands for the short vowel sound they hear in each picture. For the second set, ask them to circle the word that names the picture at the beginning of each row. When students complete the page, have them check their work with you or a partner.

### Making Short u Words

**Model** Tell students that they can use what they know about short *u* to build words.

Say the word *up*. Tell students you are going to build *up* using the Touch-units.

Pick up the letter *u*, and say its sound as you place it in the word work space. Repeat the procedure with the letter *p*, and place it about an inch to the right of the letter *u*.

Touch *u*, and say its sound. Touch *p*, and say its sound.

Move *u* and *p* closer together, and say their sounds, blending them slightly.

Move the letters next to each other and blend the sounds to say *up*. (You may choose to do this in several steps, moving the letters closer together to demonstrate how to blend.)

Now cover the word with your hand and write it. Have students compare the word you have written with the Touch-units.

**Build Words** Call on students to use what they know about letter sounds to build words.

Say the word *us*. Then call on a student to build it using the Touch-units. Give help as necessary. After making the word, have students blend the sounds with you to read the word. Students can then read the word independently and add it to the Build Words page of their Workbook (p. 11).

Then use the same procedure to build the following words using three letters: *cup*, *tub*, *tug*, *dug*, *dud*, *mud*. Help students understand that you can change words by substituting letters.

	yellow	red
cub	c, b	u
tub	t	
tug	g	
dug	d	
dud	d	
mud	m	

**Independent Practice** Have students pair up and read all of the words they have written on Workbook page 11 aloud to their partner. Then dictate the following sentence, and have students write it at the bottom of the page:  
*Pup dug up the mug.*

## Reading Short *u* Words in *The Cub and the Bug*

Tell students that they are now going to use what they know about short *u* words to read a story.

**Review Pattern Words** Use the Touch-units to build the following words. Tell students that the words you will make together will help them read the story.

Start with the word *bud*.

Substitute letters to build the following words:  
*bug, bum, buzz, but, cut, cub, rub, rubs, run, rug, hug, hut, hum, sum, sub, sun.*

**Learn Sight Words** Tell students that they will learn a new word to help them read the story.

Display this sight word: *was*. Read the word as you point to it.

Call on students to find the word in the reader and read it aloud.

**Read the Story** Have students read *The Cub and the Bug* independently or with a partner. If necessary, you can support students as they read the story by identifying sight words or helping them to blend sounds to read words.

**Respond to the Story** After students read *The Cub and the Bug*, have them complete Workbook page 12. Have students share their work with others.

## Consonant-Vowel-Consonant words—VC, CVC



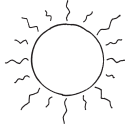



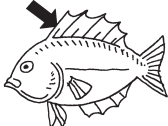
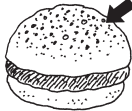



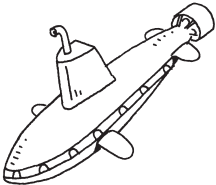



### Substitute Vowel

<b>b</b>	<b>c</b>	<b>d</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>j</b>	<b>l</b>
bad	cab	dab	fed	gab	hid	jab	lob
bed	cob	dub	fad	gob	had	jib	lab
bid	cub	did				job	lad
bud		dud	fan	got	hog		lid
	cud		fun	gut	hug	jog	led
bug	cod	dug	fin	get		jag	
beg	cad	dog			hum	jig	leg
big		dig	fig		ham	jug	lug
bog	cop		fog		hem		log
bag	cup	dim			him		lag
	cap	dam	fox				
ban			fix		his		lap
bin	cat				has		lip
bun	cot		fit				
Ben	cut		fat		hit		lit
					hat		lot
but					hut		let
bat					hot		
bet							
bit					hop		
					hip		
					hup		
					hep		

# Lesson 4

## \* Short u Words

Name \_\_\_\_\_

u	o	i	a
 _____	 _____	 _____	
 _____	 _____	 _____	
 _____	 _____	 _____	
 rug		 rig	
 sob		 sub	
 cub		 cab	

Name \_\_\_\_\_

**\* Build Words with Short u**

A large rectangular writing area with a decorative border. The border consists of a black outer line and a white inner line with a repeating pattern of black teardrop shapes. Inside the border, there are 12 horizontal lines for writing, arranged in two columns of six lines each.

Name \_\_\_\_\_

 **The Cub and the Bug**

**Write about why the cub is mad at Big Bug.**

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**Draw a picture of what you think happens next in the story. Tell a friend about your picture.**



# The Cub and the Bug

## Short Vowel "U"

Lesson 4

Pattern Target Words: Short Vowel "U"

New Sight Words: *was*

Total Story Words

Different Words

Pattern Target Words

New Words

61

23

7

13

bud	P	n
bug	P	n
buzz	P	n
cub	P	n
hum	P	n
rubs	P	n
sun	P	n
was	S	n
a	S	o
of	S	o
the	S	o
by	A3	n
at		n
bit		n
it		n
mad		n
and		o
big		o
in		o
is		o
off		o
on		o
top		o

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# The Cub and the Bug

Short Vowels  
Short U

A = Advanced (word from an advanced pattern group including group numbers)

P = Pattern Word

S = Sight Word

n = New Word (not used in a prior story)

o = Old Word (used in a prior story)

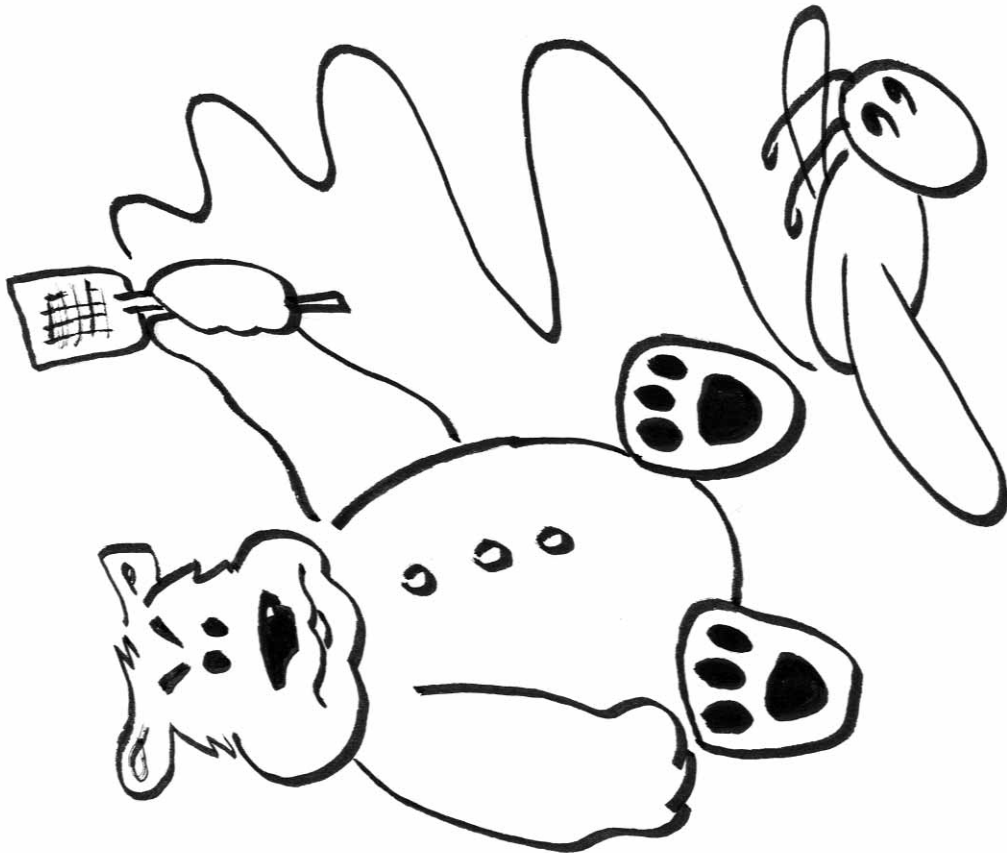
n/o = New form of word used in a prior story

# The Cub and the Bug Touchphonics™ Readers

The Cub and the Bug

Written by  
**Helen Tross**  
and  
**Juli Lloyd**

Illustrations by  
**Dennis Lloyd**



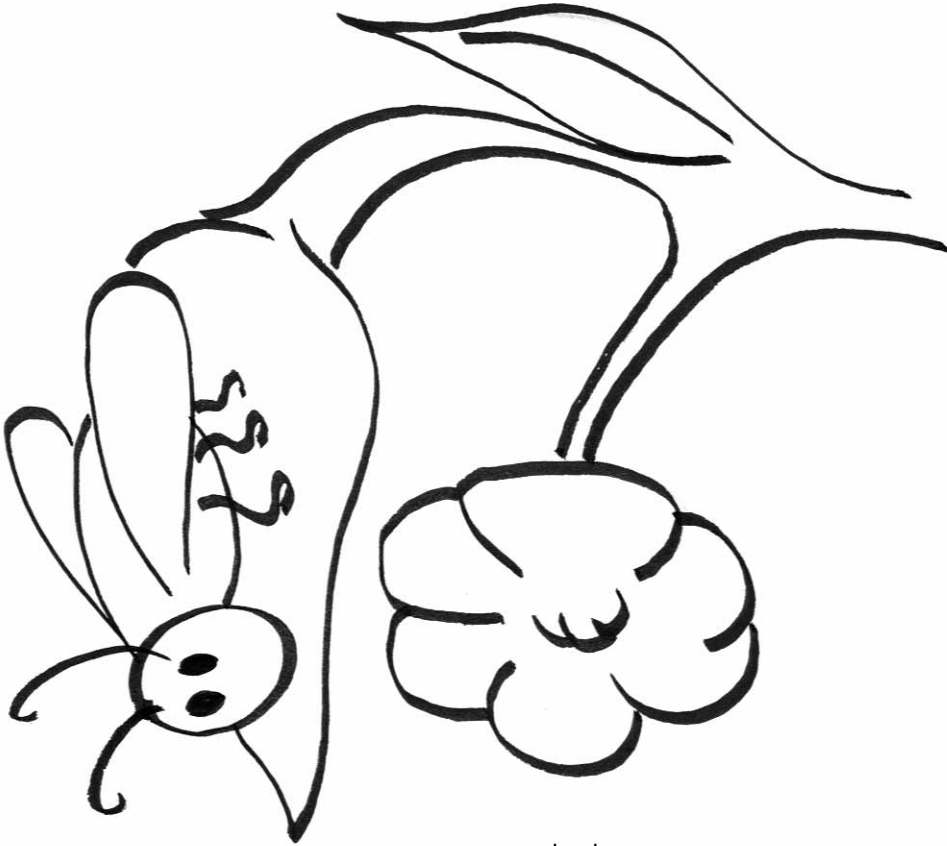
**Buzz off, Big Bug, buzz off!**



**Buzz, buzz.**

**The hum of a bug.**

**It is Big Bug!**



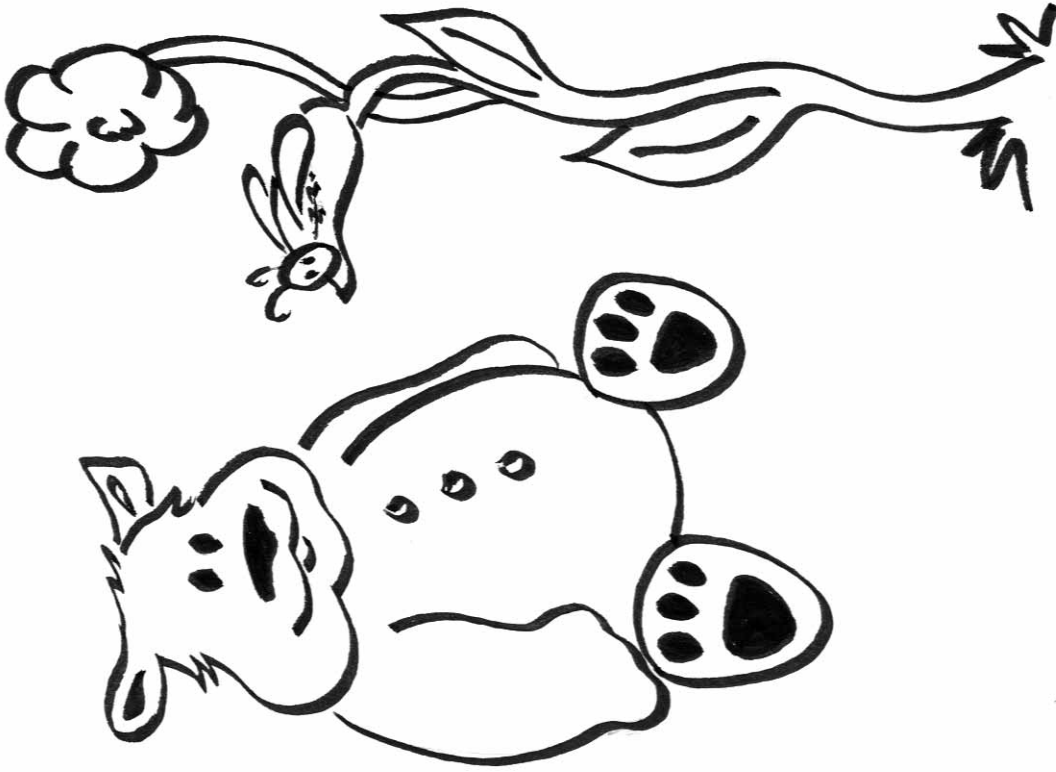
**Big Bug was on the top  
of a bud in the sun.**



**The cub rubs and rubs.**



The cub was mad  
at the bug.



The cub was in the sun  
by Big Bug.



**Big Bug is on the cub.**



**Big Bug bit the cub!**