

# spelling ū sounds

In level one, introduce the long sound of |u| as |-u\_e| and later as open syllable |u-|. Teach |u-| as a *nonsense word part* (du-, nu-, fu-) along with the other vowels in open syllables. Note: do, to, and who are sight words.

In level two, we start teaching Anglo-Saxon vowel teams. The correct spelling is dependent on the placement of /ū/ in the word. If /ū/ is in the beginning or middle of the word, spell with |oo|. If /ū/ is at the end, use |-ew|. (They already know cute, rude, dude, and flute by now which have French/Latin origins.)

In level three, we introduce vowel teams with Latin/French origins and then the last (Greek) vowel team in level four. Keep your English Language Origins chart handy, so students can classify words easily.

Latin/French words spell the long u sound four different ways in the beginning/middle placement, so we strategize and use the generalizations listed below. Please note that these spellings are added and practiced gradually over four levels.

Spell /ū/ **in the beginning or middle of a word** by its origin and syllable type:

1. For one-syllable Anglo-Saxon words, use |o o|.
2. For one-syllable Latin/French words, use |o u| unless the word is in our short |u i| story.
3. In multi-syllable Latin/French words, use |- u\_e| in the last syllable.
4. For Latin/French words with an open syllable, use |u -| with some exceptions like routine, crouton, and boutique.
5. Reserve |e u| for spelling sophisticated Greek and a few rare Latin/French terms.

Spell /ū/ **at the end of a word** by its origin.

1. If the word is Anglo-Saxon, use |- e w|. If it is a Latin/French or Greek word, spell with |-ue|.

Reading the different spellings of /ū/ can be tricky. |U| can sound like “you” as in cube or “oo” as in flute. Sometimes this is because of coarticulation; one sound will be more natural to say than the other depending on the previous consonant. Try saying fl-you-t instead of fl-oo-t.

Encourage your students to try the long u’s more common “nickname” /OO/, before its real name /YOU/.

Also, teach this life-long lesson early; think about the word’s meaning. Is it a cute cat or a coot cat?

## “ū” in the beginning and middle

<b>oo</b> Anglo-Saxon	boost	coop	groove	pool	choose	moon
	loop	root	broom	stoop	cool	spoon
	shoot	bloom	roof	loon	smooth	scoot
<b>u-e</b> Latin / French	brute	perfume	flute	salute	dispute	commute
	tribute	absolute	contribute	substitute	institute	pollute
open syllable <b>u</b> Latin / French	duty	deputy	educate	vocabulary	dual	duet
<b>ou</b> Latin / French	cougar	soup	tour	group	louver	crouton
	recoup	routine	route	coupons	toucan	rouse
<b>ui</b> Latin / French	fruit	cruise	recruit	juice	pursuit	bruise
<b>eu</b> Latin / French Greek	feud	lieu	neuter	maneuver	deuce	sleuth <small>Anglo-Saxon</small>
	leucite	Europe	deuteron	leukemia	neutral	neuron

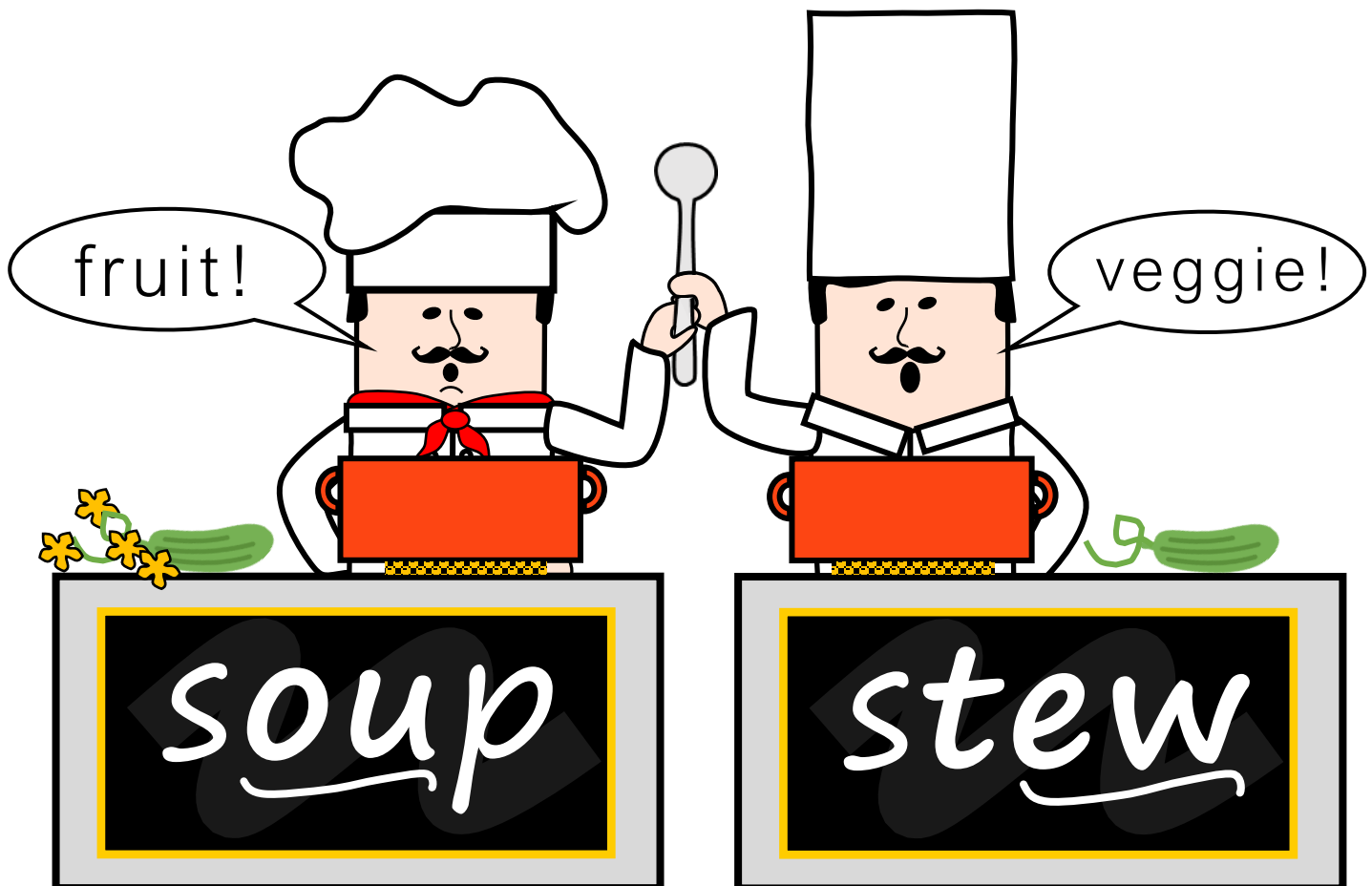
## “ū” at the end

<b>-ew</b> Anglo-Saxon	few	renew	knew	blew	threw	grew
	stew	mildew	brew	chew	dew	sewer
<b>-ue</b> Anglo-Saxon Latin / French	true	hue	clue	glue	true	flue
	blue	continue	venue	argue	virtue	residue
	fondue	avenue	miscue	subdue	revenue	pursue

## Eight ways to spell “ū”

They **feu**ded and disp**u**ted whether a **cuu**mber was a veggie or fru**u**it.


Then, they arg**u**ed whether to make a **sou**p or a st**u**w with their only spo**o**n.











Name the origin, placement in word, and syllable type of the “ū” words.

# What says “ū” ?

BEGINNING / MIDDLE	ENDING
--------------------	--------


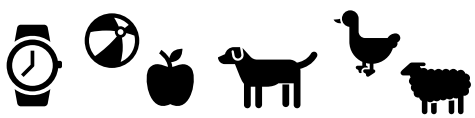
    	<p><b>Anglo-Saxon</b></p>	     


   	<p><b>Latin / French</b></p>	   



    	<p><b>Greek</b></p>	     
		<p>-----</p>

Fill in the blanks

# “ū” spellings

BEGINNING / MIDDLE	ENDING
	
oo	-ew

				
u-e	u	ou	ui	-ue

			
eu			---