



Stories About Vowels:
Uriah Useless
(Short U and Long U)

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URIAH USELESS

(SHORT U AND LONG U)

Running Time: 13 ½ minutes

PROGRAM OVERVIEW

Intended Audience and Uses

Uriah Useless has been produced as a basic reading instruction program for youngsters in grades K-2. The program interweaves four lessons on *long u* and *short u* sounds within a story of a little firefly who works and studies about the letter U to achieve fame and fortune. Each lesson covers the *long u* and *short u* sound patterns most commonly taught at the beginning reader level: c-v-c; c-v-c-silent e; and c-v-c-c. In the first lesson, viewers discover the difference between the *long u* and *short u* sound.

The program also teaches long and short diacritical marks.

Stop points are strategically placed after each major concept is presented, allowing you to present review and reinforcement activities, as well as to introduce new concepts.

Several viewing strategies may be employed. You may elect to show the program in its entirety, then play it

segment by segment, using individual sections for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, again showing the program without stopping, undoubtedly will help reinforce student understandings.

Program Synopsis

Uriah Useless, a sloth, dreams about become rich and famous, but is unwilling to do anything about it – except brag about his future fame and fortune. Bubba Bug thinks that working hard and study are a good way to achieve his goals, but Uriah berates him. Bubba, dispirited by Uriah’s remarks, flies home. Marvella the raccoon is upset by Uriah’s remarks, and decides to teach him a lesson. She tells him that the easy way to become rich and famous is to get a FameFinder duck. Uriah gives her money to rent the duck. Meanwhile, Bubba finds work at a U-Mill, where U’s are made. But first he must be trained. The teacher at the U-Mill explains that there are U’s with two sounds -- *long u* and *short u*. A break point occurs at this juncture, allowing the teacher to discuss the two kinds of *u sounds* that will be covered in the program. When the program resumes, the factory teacher begins a lesson on *short u* words with the *c-v-c* pattern. After this brief lesson, another break point occurs, followed by a short lesson – again, given by the factory teacher – on *short u* words with the *c-v-c-c* pattern. After the third break point, the story resumes. Marvella lays corn kernels on the forest pathway. She rents a duck and gives it to Uriah. The duck pecks the corn to the center of the forest, where no fame and fortune is found. Uriah returns, complaining that the duck has found nothing. Marvella informs him that he must dig a hole where the FameFinder duck stops and pecks. Uriah, refusing to do such arduous work, hires some hounds to do it for him. Later, Bubba and Marvella recount their adventures. Bubba tells Marvella about the factory teacher’s lessons on

words with *long u* sounds – specifically, those with the *c-v-c-silent e* pattern. After a fourth break, an epilogue follows. By learning all about U’s and working very hard, Bubba eventually becomes famous for making the world’s best U’s. He even is able to rent the U-Mill, which makes him very wealthy. By contrast, Uriah Useless continues to sleep in his hammock. A final stop point allows students to review what they’ve learned.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Recognize long and short diacritical marks.
2. Pronounce the *long u* sound.
3. Pronounce the *short u* sound.
4. Read three-letter words with the *short u* sound (*c-v-c* pattern).
5. Read four-letter, *short u* words with the *c-v-c-c* pattern.
6. Read four-letter, *long u* words with the *c-v-c-silent e* pattern.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students’ learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

In all likelihood, your students will not be familiar with a sloth, one of the main characters in the story. Before

that the video will tell how to make *long u* and *short u* sounds in words.

Pre-Viewing Activities

Segment 2

Before showing the second part of the program, review the *long u* and *short u* sounds and the long and short diacritical marks. Then list the following words on the chalkboard: *bug*, *rug* and *tug*. Ask your students to copy the words and then say the words aloud. As you do, ask your students to put the proper diacritical mark over each *u*. Explain that each word starts with a consonant and ends with a consonant and has the letter *u* between the two. If you feel it is necessary, explain that words have letter patterns, and the letter pattern of these words is consonant-vowel-consonant. Point out that the letter patterns of words help us find out how words are pronounced. Now place *hut*, *cut* and *nut* on the board. Ask the class if these words have the same letter patterns as the previous ones. Then pronounce the words and ask whether they have the *short u* sound. After it has been determined that they do, tell the class that the next part of the video is about *short u* words that have the consonant-vowel-consonant pattern. Now view the second segment, which lasts approximately 1 ½ minutes.

Post-Viewing Activities

Segment 2

Duplicate and pass out Activity 2. Have the children write the *short u* words on the line beneath each picture and then have the class say each word several times, as you point to the words on the chalkboard. Tell the class that each word rhymes with another. Ask for volunteers to find the rhyming pairs, which are *pup* and *cup*, *rug* and *tug*, *nut* and *hut*. Finally, ask the children to name other *short u c-v-c* words.

Pre-Viewing Activities

Segment 3

Before showing the third part of the program, briefly review your lesson on *short u c-v-c words*, long and short diacritical marks, and the *short u* sound. Then tell the class that they will now turn their attention to four-letter words that have the *short u* sound. If you have seen any of the other programs in this series, remind your students that many four-letter words that end with the consonants *c-k* have a short vowel sound in them. (Remind the children of Nick the hippo in *Iggy Pig's Lid*, for example. Other examples include “pick” and “sick,” and “lock” and “dock” in *Ozzie and the O!Eaters*.) Help your students understand that many letter patterns in our language result in similar sounds. Show the next segment, which lasts approximately one minute.

Post-Viewing Activities

Segment 3

Duplicate and pass out Activity 3. Have your students fill in the two blank spaces to complete spelling the word “duck.” Then ask them to put a short diacritical mark over the *u*. In the space below the duck, have your students write any other four-letter *c-v-c-c* words they can think of that have the *short u* sound. There are not that many, so you may be restricted to those in the mentioned in the program – *buck, luck, and puck*. Have the students place a short diacritical mark over each *u* and have the class recite each word in unison for at least three times after you say it aloud. As an optional activity, you may have your students color the picture with their crayons or markers.

Pre-Viewing Activities

Segment 4

Before showing the fourth part of the program, briefly review your lesson on *short u c-v-c-c* words. Remind the

class that the vowel is short in four-letter words that end with *c-k*. If you feel it would be helpful, review the words that were mentioned previously, or ask the for volunteers to recite one or more of the words. Now say, “there’s another sound pattern in our language.” Write *c-v-c-silent e* on the board. If your class has seen other programs in this series, use words from those programs (or others, if appropriate) to show that the vowel in *c-v-c-silent e* words is long. Examples could be lake, bake, pole, role, fine, line, and time. Tell the class, the rule also holds true for *c-v-c-silent e* words when the vowel in the word is a *u*. Ask, “Since long vowels say themselves, what is the long u sound?” Have the students say the *long u* sound several times. Before viewing the next section of the program, discuss how Marvella might use the FameFinder duck to teach Uriah a lesson. Is there any such thing as a FameFinder duck? The fourth segment lasts approximately four minutes.

Post-Viewing Activities

Segment 4

Duplicate and pass out Activity 4. Instruct your class to look at the factory teacher and the flip chart he’s pointing to. Tell the class that the teacher is showing different shapes to the class and needs some help drawing one of the shapes. Explain that the shape is a *long u* word that ends with “b” and “e,” and that it has the *c-v-c-silent e* pattern. Can anyone guess what the shape is? When the class determines it is a cube, have them draw the shape in the flip chart and fill in the two remaining letters. Next, have them place a long diacritical mark over the “u” and have them say the word “cube” aloud several times, in unison. Then turn the class’s attention to the picture of the doll in the box. Can anyone think of a *c-v-c-silent e* word that describes the doll – a word that has a *long u* sound in it? After the children determine the word is “cute,” have

them fill in the spaces to the right to spell the word and place a long diacritical mark over the “u.”

Pre-Viewing Activities

Segment 5

If you feel it will help your students, conduct a brief review of words with *long u* and *short u* sounds, stressing the letter patterns mentioned in the video. Tell the class that in the next part of the program, they will see Bubba Bug’s review. Show the final portion of the video, which lasts approximately 1 ½ minutes.

Post-Viewing Activities

Segment 5

Ask the class who found fame and fortune – Bubba or Uriah? Did it make any difference whether Bubba was tiny? Discuss other measures of success – feeling good about oneself, doing good things for others, etc. After the story has been discussed, pass out Activity 5. As a group activity or as individual seatwork, have the class identify and spell each item, making sure that the correct diacritical marks are placed above each “u.” The second item on the right column may be a bit difficult. Just tell the children that these are things seen at Christmas and ask, “What is a *long u* word for Christmas?” Finally, below each letter, you’re your students write the appropriate phonetic pattern – *c-v-c-c*, *c-v-c-silent e*, or *c-v-c-c*. Discuss the pattern and other words that fall into each pattern.

Description of Blackline Masters

ACTIVITY 1 – Reinforces an understanding of the *long u* and *short u* sounds, and gives students an opportunity to review the short and long diacritical marks.

ACTIVITY 2 – Gives students an opportunity to practice speaking and forming *short u* words with the *c-v-c* pattern.

ACTIVITY 3 – Reviews and reinforces student understanding of *short u* words with the *c-v-c-c* pattern.

ACTIVITY 4 – Reinforces student comprehension of *long u* words with the *c-v-c-silent e* pattern.

ACTIVITY 5 – Reviews and reinforces *long u* and *short u* sounds formed by the patterns discussed in the program.

TRANSCRIPT OF THE VIDEO

Uriah Useless was lazy.

Hour after hour, day after day, year after year, he would doze in his hammock, only occasionally stirring a muscle here or there to brush a fly from his nose.

It wasn't that Uriah Useless lacked ambition. He wanted to be rich and famous! But he was just too lazy to do anything about it, except brag a lot.

"Oh, it's only a matter of time until fame and fortune come my way!" he told his friends, Little Bubba Bug and Marvella Raccoon.

"Yes, indeed. Only a matter of time!"

"What will it be like when you're rich and famous, Mr. Useless?" Bubba Bug asked in his teeny, tiny voice. "And what is famous, anyway? And how do you become famous?"

"Ah, those are matters you'll never have to worry about. Only we who are important need to know those things!"

"I know! Maybe the secret of fame and fortune is working hard and learning all you can."

Uriah Useless became somewhat puzzled as soon as the words "working" and "learning" passed little Bubba Bug's lips. For working and learning were two things he had never experienced.

"Work and study are only for worthless little creatures like you, not for somebody like me."

Poor Bubba Bug! Uriah's cruel words made him feel very sad. All he wanted to do was fly away home. So he said good-bye and headed homeward.

Now, Marvella, who was quite fond of Bubba Bug, decided that Uriah should be taught a lesson for his shameful behavior. So she began to plan.

Shortly, she said, "My, my! Doesn't Bubba Bug know that working hard and learning a lot is the hard way to become rich and famous? I always say, 'Why not do it the easy way?'"

"Why yes, indeed! I couldn't agree more! And, uh, what might that way be, my good and fine friend?"

"Oh, it's really quite simple. Merely rent a FameFinder duck. It's truly the only easy way to become rich and famous."

"A FameFinder duck? What's that?"

"Well, why don't you see for yourself? Just give me some money to rent one, and I'll stop by with it tomorrow."

So Uriah Useless went to his bedroom, and emptied several gold coins from an old sock he had hidden beneath his mattress.

"Here, take these to rent the FameFinder duck."

Now, at that very moment, Bubba Bug was passing over a U-mill on his way home. Looking down, he noticed a sign that said, "Help Wanted." The mill needed some new workers and Bubba decided to apply.

The very next morning, he found himself at the mill, with several other new workers, ready to learn all about his new job.

The factory teacher began by saying that the U-Mill made U-shaped objects, such as magnets and horseshoes. But, he told the new workers, the most important thing it made was the letter 'U' for signs and books.

"We believe that in order to make only the best 'U's,'" he continued, "each worker must understand the 'long U' and 'short U' sounds.

FIRST STOP POINT

"Now, each of these words – rug, hug, bug – has the 'short U' sound, uh. Rug, hug, bug.

"And we use a little curved mark to show that it sounds that way.

"Often, when a little three-letter word begins and ends with a consonant and has a 'U' in the center, the 'U sound' is short - uh. Rug...hug...bug.

"Here are three more examples – nut...hut...cut. Again, each starts and ends with a consonant and has a 'U' in the middle. So the word has the 'short U' sound. Nut...hut...cut.

SECOND STOP POINT

"Now that we've talked about three-letter words with the 'short U' sound, let's move on to some four-letter words with the same sound in them.

"If we add another consonant at the end, so that the word begins with a consonant, followed by a 'U,' and then ends with two consonants, the 'U sound' is short, also. "Duck...luck!

"Now, then, many words with the 'short U' sound end with the letters 'u,' 'c,' and 'k.'

"One example is 'buck.' Some people call a dollar bill a 'buck.' Another example is 'puck,' the little round thing hockey players hit with their sticks. Buck...puck.

THIRD STOP POINT

At the very instant Bubba Bug was learning about 'short U' sounds, Marvella was busy making preparations for Uriah's lesson. She spread a long row of corn kernels along a pathway, until she came to the center of the forest.

There, she hid the last of them next to a tall plant.

Then, with Uriah's gold coins, she bought a duck at the market and headed straight for Uriah's house. When she got there, Marvella said, "Here's your FameFinder duck! Now, all you have

to do is take him to the path that leads to the center of the forest.

"Take off his leash, and he'll lead you to the spot where you'll find fame and fortune."

So off he went. Uriah Useless was so excited, he didn't even notice the kernels of corn that Marvella had placed on the path.

But when the duck stopped to eat the last, remaining pieces in the center of the forest – and no fame and fortune appeared – Uriah Useless became very upset.

He stomped all the way home, where Marvella was waiting for him.

"Back already, Uriah Useless? My, my, my! You must have found your fame and fortune very quickly. They must not have been buried very deeply."

"Buried, you say? You didn't mention anything about my fame and fortune being buried!"

"Oh, silly me! I'm ever so forgetful. Why, yes. It's buried like a hidden treasure! You must dig for your fame and fortune, where the FameFinder duck pecks.

"Oh, I could never do that! Why, digging is very hard work!"

"Well then, why not hire several strong workers to dig up your fame and fortune for you?"

Uriah Useless thought that that was a very fine idea, indeed – although he would have to pay the workers with his remaining gold coins.

That evening, Bubba Bug and Marvella Raccoon happily discussed the day's events. They laughed and laughed when Marvella told how cleverly she had fooled Uriah Useless.

And Bubba Bug told Marvella all that he had learned about 'U's' at the U-Mill - not only 'short U's,' but 'long U's,' as well.

"The factory teacher told us that the 'long U' sounds like itself - yeww!" he said.

"And he told us that the 'long U' sound often is found in words such as 'mule' and 'Yule.' 'Yule' is another word for Christmas.

"These 'long U' words begin with a consonant, then have the 'U,' then have another consonant...and finally end with a silent 'E.' Mule...Yule.

"A little straight line above the vowel can be used to show that the sound is long."

FOURTH STOP POINT

Later, Bubba told Marvella about the factory teacher's review of words with "short U" sounds and those with "long U" sounds.

This was the first word on the review. It means "smoke." Do you know what it is? (PAUSE) If you said "fume," you were correct because the first letter, "F" is a consonant; the second letter is a "U;" the third letter is a consonant; and the final letter is a "silent e." Fume.

This was the second word on the review. Can you say it? (PAUSE) Did you say, "tuck?" That's right, because the word starts with a consonant, "T," then has a "U", and then has the "C-K" ending. In that kind of word, the "U" is short. Tuck. Do you like someone to tuck you in bed at night?

And this was the final word on the review. It was very easy for Bubba, and probably very easy for you, too. Can you say it now? (PAUSE) Did you say "bug?" Well, that's what it was! The "U" is short because this little three-letter word starts with a consonant and also ends with one. And the "U" sits right in the middle. Bug.

Bubba happily reported that he knew all the words in the review, and so would begin his new job at the U-Mill the very next day!

Well now, it was a lovely evening in the forest - the perfect time and place to end our story. But there's just a little bit more.

For as the years passed, Bubba Bug became known as a master of the letter 'U.' His 'U's' were considered to be the very best in all the forest. Indeed, he became famous for them.

And somewhat later, he bought the U-Mill, which made him a very wealthy bug, indeed.

As for Uriah Useless - well, he learned an important lesson, too: those who refuse to work hard and learn everything they can seldom find fame and fortune.

Even so, he was still too lazy to do anything about it.

"Oh, well," he yawned. And then he decided to take a little nap to prepare for an evening of serious rest.

FIFTH STOP POINT

Other Programs in the Stories About Vowels Series

**Ann's Wonderful Sail
(Short A and Long A)**

**Baby Bentley Bee
(Short E and Long E)**

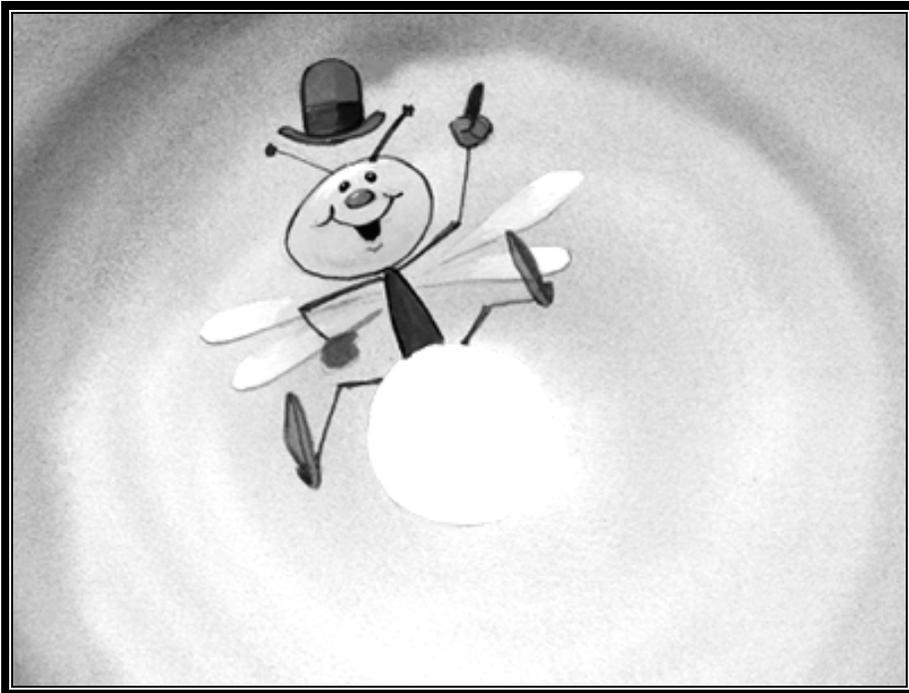
**Iggy Pig's Lid
(Short I and Long I)**

**Ozzie and the O!Eaters
(Short O and Long O)**

Name _____

Activity 1

To the teacher: Write "Uriah" and "Bubba" on the board. Have your students write the names on the pictures below, place the proper diacritical mark above each U, then say the words. For complete instructions, please consult the teacher's guide.



Name _____

Activity 2

To the teacher: On the line below each picture, have your students write the *short u c-v-c* word that describes what is shown, place a short diacritical mark over the u, say the word. For complete instructions, please consult the teacher's guide.









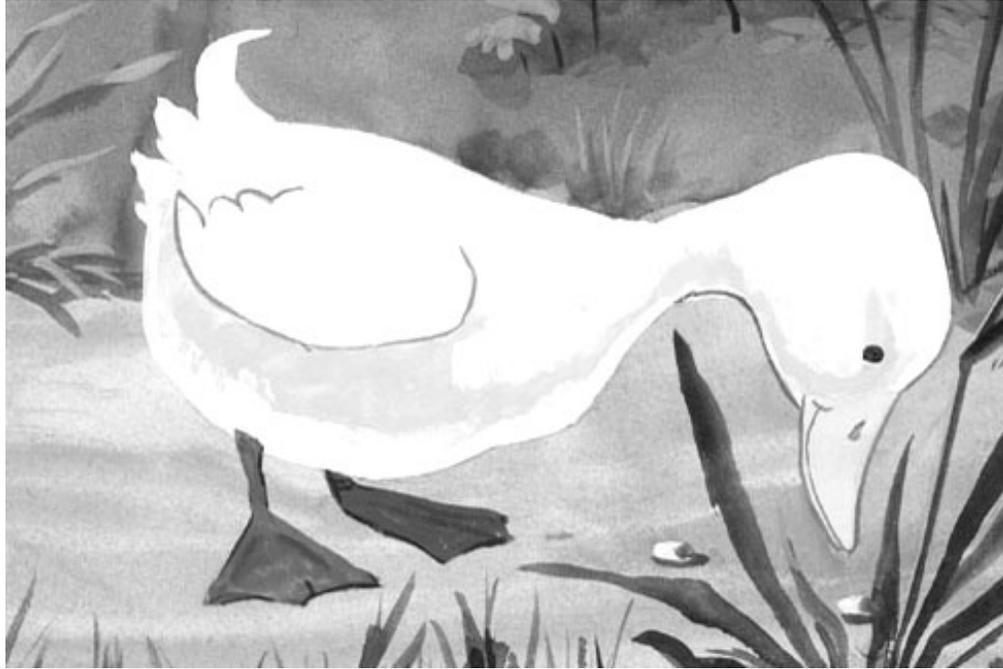




Name _____

Activity 3

To the teacher: Have your students fill in the spaces to spell what is in the picture, place a short diacritical mark over the u, and say the word. As a group activity, have your students write other four-letter *short u c-v-c-c* words in the blank space. For complete instructions, please consult the teacher's guide.



_____ _____ c k

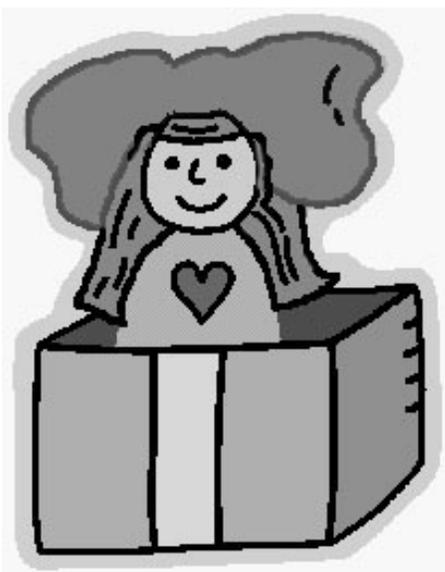
Name _____

Activity 4

To the teacher: Have your students draw a cube on the flip chart, write "c-u" in the provided spaces, place a long diacritical mark over the u, say the word. Have students write and say the word that describes the doll, "cute," then place the long diacritical mark over the u. For complete instructions, please consult the teacher's guide.



_____ **B** _____ **E** _____



Name _____

Activity 5

To the teacher: Have your students write and say the word for each picture shown. Have them place the proper diacritical mark over each u. For complete instructions, please consult the teacher's guide.

