

Date: \_\_\_\_\_

## Long *Uu* Spelled *ue* or *ew*

### PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long *Uu* Spelled *ue* or *ew*

**Materials Needed:** sound-spelling cards, whiteboards, markers, erasers



**Approximate Time**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sound of *long Uu*, pronounced either / $\overline{oo}$ / or / $\overline{yoo}$ /, can be spelled several ways. You're going to learn two more common patterns for / $\overline{oo}$ / and / $\overline{yoo}$ / and practice reading words containing the patterns.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

**A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel sound.**

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I DO IT!

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *Uu*. If the spellings *ue* and *ew* are covered by a sticky note, uncover them now. Make sure all previously taught spellings for the long *u* sound are uncovered. Point to the picture at the top of the card.

- **One sound this makes is / $\overline{oo}$ /. The key word is \_\_\_\_\_.**
- **The other sound this makes is / $y\overline{oo}$ /. The key word is \_\_\_\_\_.**
- Point to the spelling patterns at the bottom of the card. **Let's review the ways we've learned to spell the sound / $\overline{oo}$ / or / $y\overline{oo}$ /.** Point to and say each of the spelling patterns. Have students repeat each one after you.
- **The long *u* sound can also be spelled using these two vowel teams.** Point to each pattern as you describe it.
- **The pattern *ue* is a vowel team that spells / $\overline{oo}$ / or / $y\overline{oo}$ /. The blank in front of *ue* means that this pattern almost always follows a consonant sound in the syllable. We read the pattern as *blank e w*. This pattern almost always comes at the end of a word.**
- **The pattern *ew* is another vowel team that spells / $\overline{oo}$ / or / $y\overline{oo}$ /. This spelling also usually comes at the end of a word, but it is sometimes followed by a consonant sound. We read the pattern as *e w*.**
- Point to *ue*. **What is this pattern called?** Students and teacher: *blank u e* **What sound does it spell?** Students and teacher: / $\overline{oo}$ / or / $y\overline{oo}$ /
- Point to *ew*. **What is this pattern called?** Students and teacher: *e w* **What sound does it spell?** Students and teacher: / $\overline{oo}$ / or / $y\overline{oo}$ /
- **Both patterns, *ue* and *ew*, usually come at the end of a word. Sometimes, two words can sound exactly the same, but have two different meanings and two different spellings for the long *u* sound. These words are called *homophones*. For example, the word *blue*, as in the color blue, the sound / $\overline{oo}$ / is spelled *ue*, but in the word *blew*, as in the past tense of *blow*, the sound / $\overline{oo}$ / is spelled *ew*.**

I'm going to use our decoding strategy to read a word containing long *u* spelled *ue* or *ew*.

Write the word *argue* on the board. Let's pretend we don't know this word. I'm going to use the Reading Big Words strategy to figure it out.

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### Demonstrate. (continued)

First, I underline the vowels in the word. Underline *ar* and *ue*. I know *ar* is an *r-controlled vowel*, so I have to underline the *a* and *r* together. They make the sound /ar/. I underline *u* and *e* together as well, because the two letters work together to make one sound, which will be either /oo/ or /yoo/.

Next, I look for other parts I know. I put a dot under each of them. Dot under *g* and say the sound it makes. I know all the parts of this word, which means I can read it.

I know the word has two vowel sounds, which means it has two syllables. I scoop under each syllable, making sure to include one vowel sound in each. I'll include a consonant or two before and/or after each vowel sound. Scoop under *ar* and *gue*.

Now, I read the syllables, sounding them out if I need to: /ar/ /goo/. *Argoo*? That doesn't sound quite right. I know *ue* can say both /oo/ and /yoo/, so I'll try the other pronunciation: /ar/ /gyoo/. *Argue*! That makes sense! Sometimes, Zoe would *argue* with her brother. *Argue!*

My turn again. Write the word *withdrew* on the board. Let's pretend we don't know this word. I'm going to use the Reading Big Words strategy to figure it out.

First, I underline the vowels in the word. Underline *i* and *ew*. I know *i* makes the sound /iii/ in a closed syllable. I underline *e* and *w* together, because the two letters work together to make one sound, which will be either /oo/ or /yoo/.

Next, I look for other parts I know. I put a dot under each of them. Dot under *w*, *th*, *d*, and *r* while saying the sound each makes. I know all the parts of this word, which means I can read it.

I know the word has two vowel sounds, which means it has two syllables. I scoop under each syllable, making sure to include one vowel sound in each. I'll include a consonant or two before and/or after each vowel sound. Scoop under *with* and *drew*.

Now, I read the syllables, sounding them out if I need to: /wiiith/ /drrroo/ *withdrew*. That makes sense!

I DO IT!

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WE DO IT!

**Provide guided practice.**

Distribute individual whiteboards, markers, and erasers to students. **Let's do some together. Remember, if you already know the word, don't blurt it out.**

Write the word *construe* on the board. **Write the word on your board.**

**First, underline the vowels. Remember, underline vowel teams once, because they make one sound.** Students underline *o* and *ue*. Teacher should provide support as needed and underline the vowels on the board so students may check their work.

**Look for other parts you know. Put a dot under each.** Students, then teacher, put a dot under *c*, *n*, *s*, *t*, and *r*.

**Think: How many vowel sounds are in the word? How do you know?** Call on students to respond. Scaffold for the response: *two vowel sounds equal two syllables. Scoop under the two syllables.* Students, then teacher, scoop under *con* and *strue*.

**Finally, read the syllables, sounding them out if you need to. Flex a vowel sound if you need to make it sound like a real word. Raise your hand when you know the word.** Call on 2-3 students to say the word and explain how they made it sound like a real word.

Follow the routine with the words below.

unscrew
stew
residue



If students need support with:	Then try this:
Segmenting syllables	Have students write each vowel (keeping vowel teams together) on separate pieces of paper, then write each syllable and push them together to read the word. For additional support, the teacher can show students where the syllable breaks occur then have the students decode each syllable.

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YOU DO IT!

**Provide independent practice.**

This time, I'll write five words on the board. You choose one and write it on your whiteboard. Then, you'll use the Read Big Words routine to figure out the word. When you think you know the word, raise your hand. I'll come to you and let you whisper the word to me. If you're right, you can erase the word, choose another one, and write it. Follow this routine until you've read three words correctly to me.

Monitor the students, scaffolding only if necessary. Allow them to do the work as independently as possible. Use the words below.

curfew
venue
clues
chewing
fondue

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with vowel team patterns, consider moving to the instructional protocol for encoding words with vowel team patterns.