

Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

Building Literacy

Vowel digraphs, or vowel teams, are common, so it is important that children learn that two vowels can make one sound. Learning about digraphs will help children read and spell many words. In this lesson:

- Children learn three vowel digraphs, or letter teams, that represent the sound long *u*: *ue, ew, ui*.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

glue	true
screw	due
suit	flew
clue	cruise
news	stew
fruit	Tuesday
blue	threw
grew	bruise
juice	swimsuit
chew	new



ENGLISH LANGUAGE LEARNERS

Spanish speakers may pronounce words with *ui* as they are pronounced in Spanish. Thus, *fruit* and *juice* may be pronounced with two distinct vowel sounds: *froo-eet, joo-ees*. Help children recognize this difference between English and Spanish pronunciations.



show me

Have children look at their Targeted Lessons Student Book, p. 58. Tell or remind children that sometimes two letters together are said as one vowel sound. **Today you will learn how to read and spell words with the sound /ü/ using the letters *ue, ew, and ui*.**

Point to the vowel teams *ue, ew, and ui* at the top of the page. **The letters *ue, ew, and ui* all spell the sound /ü/.**

Point to the *ue* box. **This is a picture of glue. The letters *ue* spell the sound /ü/ in *glue*.** Have children write *ue* on the lines. Segment the sounds in *glue*: /g/ /l/ /ü/.

Point to the *ew* box. **This is a picture of a screw. The letters *ew* spell the sound /ü/ in *screw*.** Have children write *ew* on the lines. Segment the sounds in *screw*: /s/ /k/ /r/ /ü/.

Point to the *ui* box. **This is a picture of a suit. The letters *ui* spell the sound /ü/ in *suit*.** Have children write *ui* on the lines. Segment the sounds in *suit*: /s/ /ü/ /t/.

SPELLING PATTERNS



ue/ü/ The sound /ü/ spelled *ue*, as in *glue*, can appear in the middle or at the end of a word.

ew/ü/ The sound /ü/ spelled *ew*, as in *screw*, can appear in the middle or at the end of a word.

ui/ü/ The sound /ü/ spelled *ui*, as in *juice*, can appear in the middle of a word.

show me

Name each picture. Write the letters that spell the sound long u in each word.

ue	ew	ui
		
g l <u>u</u> e	s c r <u>e</u> w	s <u>u</u> i t

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /ü/ in each word.)







The first picture is for the word *clue*. Let's say the sounds in *clue*: /k/ /l/ /ü/, *clue*. Have children repeat the segmented sounds and blend the sounds to say the word. **What letters do we need to spell the sound /ü/ in *clue*?** (ue) Continue the activity in the same way, guiding children to write ue, ew or ui to complete the words *news*, *fruit*, *blue*, *grew*, and *juice*.

work time

Have children turn to p. 59 in their Targeted Lessons Student Book. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meanings and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the *ue*, *ew*, or *ui* list, depending on the spelling of the sound /ü/. Model sorting the first few words, if necessary.

guide me

Name each picture. Write the letters that spell the sound long u in each word.

ue	ew	ui
 c l <u>ue</u>	 n <u>ew</u> s	 f r <u>ui</u> t
 b l <u>ue</u>	 g r <u>ew</u>	 j <u>ui</u> c e

58 PHONICS AND SPELLING

Long u Digraphs ue, ew, ui

20

work time

Read each word. Sort the words.

chew	true	due	juice
flew	cruise	stew	glue
Tuesday	threw	bruise	swimsuit

- | | |
|--|---|
| <p>ue</p> <p>1. <u>true</u></p> <p>2. <u>due</u></p> <p>3. <u>glue</u></p> <p>4. <u>Tuesday</u></p> | <p>ew</p> <p>5. <u>chew</u></p> <p>6. <u>flew</u></p> <p>7. <u>stew</u></p> <p>8. <u>threw</u></p> |
| <p>ui</p> <p>9. <u>juice</u></p> <p>10. <u>cruise</u></p> <p>11. <u>bruise</u></p> <p>12. <u>swimsuit</u></p> | |

PHONICS AND SPELLING 59

➞ guide me

High-Frequency Words Have children look at p. 60 of their Targeted Lessons Student Book. Remind children that there are some words that they can't sound out. They have to remember what these words look like. Have them look at the words *out* and *of*. Point to *out*. **This word is out.** Point to *of*. **This word is of.** The words *out* and *of* are often used together. Who can tell me a sentence using the words *out* and *of*? Tell children that they will read the words *out* and *of* as they read the story *Sue Gets Ready*.

➞ work time

Decodable Text Have children look at the story *Sue Gets Ready*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ü/ (*Sue, blue, suit, juice, fruit, news, new*) and circle the letters that spell the sound in each word.

➞ check for understanding

Write the vowel teams *ue, ew, and ui*. In this lesson we learned that the letters *ue, ew, and ui* spell the sound /ü/. Ask volunteers to name words from the story *Sue Gets Ready* that have the sound /ü/. Write them under the headings *ue, ew* and *ui*. Then read the lists chorally with children.

Let's spell words with the sounds and letters we learned. The first word we will spell is *blue*. What sounds do you hear in *blue*? (/b/ /l/ /ü/) What letter spells the sound /b/ at the beginning of *blue*? (*b*) Write the letter *b* on your sheet of paper. What letter spells the sound /l/ in *blue*? (*l*) Write the letter *l*. What letters spell the sound /ü/ in *blue*? (*ue*) Write the letters *ue*. Let's read the word: /b/ /l/ /ü/, *blue*. Continue with other words from the lesson, such as *stew* and *fruit*.

➞ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

20 Long u Digraphs ue, ew, ui

➞ guide me

out

of

➞ work time

Read the story.

Sue Gets Ready

Sue gets out of bed.

She puts on her blue suit.

She drinks a glass of juice. She eats some fruit.

She reads the news.

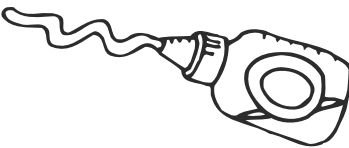


Now Sue is ready to go to her new job.



Long *u* Digraphs *ue*, *ew*, *ui*



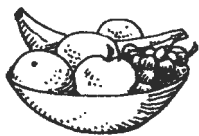
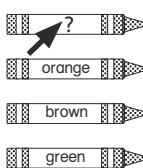
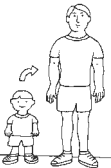

➤ show me

Name each picture. Write the letters that spell the sound long *u* in each word.

ue	ew	ui
		
g l _ _	s c r _ _	s _ _ t

➤ guide me

Name each picture. Write the letters that spell the sound long *u* in each word.

ue	ew	ui
		
c l _ _	n _ _ s	f r _ _ t
		
b l _ _	g r _ _	j _ _ c e

work time

Read each word. Sort the words.

chew	true	due	juice
flew	cruise	stew	glue
Tuesday	threw	bruise	swimsuit

ue

1. _____
2. _____
3. _____
4. _____

ew

5. _____
6. _____
7. _____
8. _____

ui

9. _____
10. _____
11. _____
12. _____

➤ guide me

.....

out

of

➤ work time

.....

Read the story.

Sue Gets Ready

Sue gets out of bed.

She puts on her blue suit.

She drinks a glass of juice. She eats some fruit.

She reads the news.

Now Sue is ready to go to her new job.

