



Foundations for Literacy V

Using e-w & Words with -ough

5.2



Read: Good News, Bad News

Note that in the word *news* in *Good News*, *Bad News*, the e-w doesn't say make a short e sound followed by the /w/ sound. This is a diphthong where two letters, together, make unexpected sounds. Previously, we taught that o-o says /ew/, and it does. We began teaching the most common sounds and their most common spellings, and now we are introducing a less common spelling of that same sound.

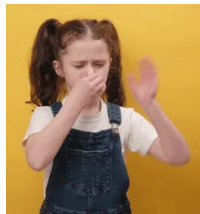
Listen to the song *Little White Duck* by Raffi to learn the tune of the song for the next lesson. If you're not a singer, just read the lyrics as a poem. ☺

<https://www.youtube.com/watch?v=MxPXtXhhpGg>

e-w Says /ew/ or /you/

materials include: e-w sound instructional sheet, "Funny Little Boy" song lyric sheets, chewing gum, pink crayons

Remind your readers that a Magic e can make a u say its name, /you/, or it can just say /oo/ (without the /y/ sound). Explain to them that **e-w**, together, can say /ew/ (e.g., new), and it can also say /you/ (e.g., few). If it doesn't say /ew/ (the most common sound), just flip it to /you/ (rare).



Ew! or /pee-you!

To do the motion for this sound, we wave our hands in front of our noses as if something smells really bad.

Next, students will read the song lyric sheet and, as they read words with e-w's, they are to make a pink circle around the e and w, together, and color it in to look like a pink bubble. When they've made it through the entire document, continue to work on decoding words with e-w as well as reading fluency by singing (or reading) the song with the provided lyrics sheet.

When finished, students may enjoy chewing some bubble gum and trying to blow some bubbles,

themselves—just like Drew did in the song.

e-w Word Card Sort

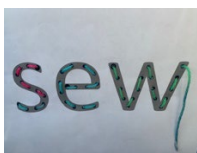
materials include: e-w word cards, e-w word sorting tent/header (/ew/ or /you/)

Students will decode the e-w words and, as they do so, they'll decide which sound the e-w is making and place the word cards in their proper places under the header.

Note that the word *sew* will not fit under either column. *Sew* is a rule breaker. That e-w makes an unexpected sound /oh/. When your students get to the word card that says *sew*, set aside the word card sort and address this irregularly spelled word by inviting them to sew the word *sew* as directed, below. When students have finished sewing, they'll continue the word sort, placing the word *sew* in neither spot under the header.

s-e-w Sewing

materials include: e-w sewing papers, pencils (to poke holes in paper on dots), 30" lengths of yarn, small pieces of tape, plastic sewing needles for kids



To remember the unusual spelling of the word *sew*, invite your students to use a 30" piece of yarn and a plastic needle to sew the word *sew*.

First, to poke holes where the dots are on the printed document, place the paper on a soft surface with some give such as a carpet, corrugated cardboard, or foam board that will allow a pencil to poke through the paper. Making the holes first will make it easier for students to sew.

Be sure the students begin sewing, coming up from the bottom at the large dot on the letter *s*. Tape the end of the yarn piece (1/4" -1/2") to the back of the paper. When the *s* is finished, students will begin with the large dot on letter *e* (coming up from the bottom), and when *e* is complete, they'll move to the large dot on the letter *w* (coming up from the bottom). In this way, we're reinforcing proper letter formation and the accurate spelling of a tricky, irregularly spelled word.

You'll find an information sheet regarding three spellings for words that say /so/. Note the differences between the homophones *so*, *sew*, and *sow* (*long o sound*). Also notice that there is no image for the word *so*. It's a connecting word that doesn't bring an associated image to mind.

e-w Says /ew/ Game Board

materials include: game boards, movers, dice, crayons

Provide students with game boards, movers, dice, and crayons. Students will place their movers on the "Roll Again" spot. They will roll their dice, move the indicated number of spaces, and decode the e-w words—remembering that e-w can say /ew/ or /you/. Play continues until all spaces have been colored. This game may be played across a couple of days.



*Invite your students to draw a needle and thread above the word *sew* on the game board. Note that the repeated acknowledgement of this word promotes orthographic mapping, so your students will recognize this irregular spelling.

Y-O-U Spells You

materials include:, word list of words with o-u saying /oo/ (rare spelling), pencils

Notice with your students, again, the unexpected spelling of the word ***you***. In Foundations II, we learned that o-u *usually* says /Ow!/ like in the word *south*, so we might expect the spelling of *you*, perhaps, to be y-e-w (or y-o-o). By now, most of your students probably “just know” the word *you*, but don’t miss the opportunity to share the short list of other words with o-u saying /ew/, noting that we might expect these words to have an e-w rather than an o-u.

Words with o-u-g-h

materials include: printed word papers for memory game (two of each: *tough*, *though*, *thought*, *through*, *throughout*, *thorough*), construction paper rectangles sized to glue word papers onto, glue or glue sticks

Show students the word *tough*. Explain that there are some words with o-u-g-h that are very tricky and that they are going to learn some tips and tricks to help them to correctly read these wacky, lookalike words. Tell them that, yes, it’s *tough*, but they can do it!

1-Begin by teaching them a cheer. Clap a steady beat (like clapping half notes) and say: “T-(clap)-o-(clap)-u-g(clap on g)-h- Say(clap on say) what? (clap, clap) Get tough!” (When you say, “Get tough,” punch your fists out in front of you, first the left one, then the right.

It might be helpful for you to share some words that tend to trip YOU up when you’re reading.

For example, the words *county* and *country* used to trip me up when I was reading—probably because the context for one is very similar to the other: they’re both places. Now, however, I have a quick trick that ensures I read these words accurately. You see, I taught my eyes to peek to see if there’s an r. I know that if there’s an r, the word is *country*. If not, it’s *county*. For me, that r is the “dead giveaway.”

First, we examined the word *tough* noting that this word is, well, *tough*. Do that cheer a couple of times together. Notice that this word sounds like it’d be spelled t-u-f-f. It’s like the o shouldn’t be there, and the g-h says /f/. Weird.

2-Next, show the word *though*. Share what it says. Compare it to the first word, *tough*. Notice what is the same and what is different. This word has an h after the t. *Tough* doesn’t. And the whole pronunciation is different.

Explain that the t-h this word says is a buzz and it sounds like it’d be spelled t-h-o, like go and no. The u-g-h says absolutely nothing.

3-Next, show the word *thought*. What’s the difference between *though* and *thought*? They’re exactly the same except for the t at the end of *thought*. That’s the dead giveaway. There’s a t at the

end of thought. It seems like it would be spelled t-h-o-t, but there's a u-g-h that doesn't say a thing.

4-Next show the word *through* and share what it says. Invite your students to notice the difference between *though* and *through*. They're exactly the same, except *through* has an r after the t-h. That's the dead giveaway. Plus, *through* has a hole (letter o) right *through* the middle of the word. Have the students pretend to poke their fingers right *through* the o in the middle of the word *through*.

5-The next word is *throughout*. It's through with the word *out* at the end. This one's pretty easy to spot because it's so long. And it's easy to spot the word *out*.

6-Finally, we have the word *thorough*. This word has a bossy r bossing that first o. And if you do a *thorough* job of counting them, this word has two o's, one on each side of the r. It's the only one with o-r. *Be sure kids understand the meaning of the word *thorough* and can use it correctly in a sentence.

Students will glue each of the o-u-g-h word papers (all twelve, two of each word) to a construction paper rectangle that's slightly larger. The students will use these word cards to play a Memory game. All words should be placed, face down, in an array (3 rows of 4 or 4 rows of 3).

While playing this game, students will be learning these tricky words, but they'll also be learning how to remember. They'll be teaching themselves to remember, and that's a very important skill. Notice, however, that we are reserving this type of word learning for words that do not follow the phonics rules we know.

When playing Memory, you go first. Flip one word right side up and then another, searching for a match. This gives your students an opportunity to know where at least two words are located. You may have to teach the students not to turn over either of the cards you revealed unless they have turned over the match. Strive to equip your students with the skills needed to do well playing this game. You may even say, "Which word is here? How about here? How are you remembering which is where? Are you turning over word cards in an order that will help you to remember which words you've seen? Are you repeating the words as you look at the cards to recall which word is where?" Share some of your tips and tricks. Play this game with your students in such a way that equips them to do well when it comes to remembering which word is where AND which word says what.

This is such good practice for students—and it's fun! Notice how your kids decode the words (using the tips and tricks you've taught them). Remind them about what they're seeing if they need help. This Memory game will help them to read these tricky words with accuracy.



"Oh, you . . . (dirty rascal)"

Eight Sounds for o-u Game Board

materials include: game boards, movers, dice, crayons

Remind your students that o-u *usually* says /ow/, but (frustratingly) o-u can say just about anything it wants to! Hold up your fist and say, “Oh, you (o-u) . . .” like *You’re driving me cRaZy!*

Provide students with gameboards, movers, dice, and crayons. Students will place their movers on the star. They will roll their dice, move the indicated number of spaces, and decode the o-u words— remembering that o-u can make eight different sounds (including the two sounds when o-u is followed by an r). Play continues until all spaces have been colored. This game may be played across a couple of days.

Words with o-u & o-u-g-h, Paragraphs

materials include: two paragraphs with lots of words with o-u and o-u-g-h, highlighters

Invite your students to highlight the words within the paragraphs that have o-u-g-h and to circle the words with o-u. This practice will heighten the awareness of these letter combinations and illustrate just how tricky they can be to navigate in text. Now, however, they are equipped to accurately read each word accurately.