

# Words with ew (page 47)



## Materials:

- letter flashcards Aa-Zz
- lowercase letter flashcards (d, r, e, w, b, l, f)
- **ew** flashcard
- picture cards (screw, crew, stew, news, draw, drew, blow, blew, fly, flew )
- word cards (screw, crew, stew, news, draw, drew, blow, blew, fly, flew)
- individual letter cards (d, r, e, w, b, l, f)
- page 47

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5 minutes

- Show the **e** flashcard and review the sound it makes.
  - Teacher: "e, /e/ /e/ /e/" Students: "e, /e/ /e/ /e/"
- Show the **w** flashcard and review the sound it makes.
  - Teacher: "w, /w/ /w/ /w/" Students: "w, /w/ /w/ /w/"
  - Now put the two letters together and explain that when the **e** and **w** are put together, they make a different sound. It is no longer /e/ and /w/ it is /ew/.
  - Teacher: "ew, /ew/ /ew/ screw"; students repeat
  - Teacher: "ew, /ew/ /ew/ crew"; students repeat
  - Teacher: "ew, /ew/ /ew/ stew"; students repeat
  - Teacher: "ew, /ew/ /ew/ news"; students repeat

## Modeling: 7-10 minutes

- Show the students one of the word cards and say each of the sounds and then blend them together to read the word.
  - Teacher: “/st/ /ew/ ..... stew”
  - As you are saying the sounds, say what you are thinking as you are sounding out the word.
    - “The letters st are a blend, so I will say the sounds together quickly, /st/. I see **ew** together and we talked about that when **ew** is together it makes the /ew/ sound, so those letters say /ew/. /st/ /ew/ is the word stew.”
  - Now that you have read the word, see if you can find the matching picture. You can ask the students to help.
  - Once you find the matching picture, read the word again, stew.
  - Repeat with the rest of the **ew** words on page 47. Make sure the students are helping to sound out the words and find the matching picture cards.

## Guided Practice: 5-7 minutes

- Point out that the **ew** is often used to change a word from the present tense, meaning it is happening right now, to the past tense, meaning it already happened.
  - Tell the students today they are going to change some words from the present (now) to the past (yesterday).
- Show the picture and word card for the word draw.
  - Talk about what draw means and how it is a present tense word.
- Give each student their own set of letter cards and have them put them in a line at the top of the area they are working in.
- Now say that the past tense of draw is drew.
  - Teacher: “drew /dr/ /ew/ ..... drew”; students repeat
  - Now say the word again, one sound at a time. As you say the sound, pull down the letter that matches, while the students are doing the same thing with their letters.
  - Ask questions to make sure the students are thinking about how they should be making the word to match the picture.
    - “What sound or sounds do you hear at the beginning of the word? Which letter or letters make that sound? What vowel sound do you hear? Which letters go together to make that vowel sound? How do you know? What sound do you hear at the end of the word?”
  - Walk around and make sure the students are pulling down the correct letters to make the words.
  - Students that are still unsure can look at what you are doing to help guide them or make corrections if needed.
  - After all of the letters have been pulled down, read the word together.
  - Return the letters back to the line at the top of the work area and repeat with the other present and past tense words on page 47.
    - blow – blew and fly – flew

### **Independent Practice:** 5-7 minutes

- Explain how to do page 47.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 47 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 47, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around, have the students read you a sentence from the bottom of page 47.
- Use page 47 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Show an **ew** word card and read together.
  - Teacher and students: “/scr/ /ew/, screw”
  - Teacher and students: “/cr/ /ew/, crew”
  - Teacher and students: “/st/ /ew/, stew”
  - Teacher and students: “/n/ /ew/ /s/, news”

