

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

## Words with Long and Short oo

PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long and Short oo

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



**Approximate Time:** 7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

The vowel team oo is usually pronounced as either a long sound, / $\overline{oo}$ /, like in *boot*, or as a short sound, / $\overline{oo}$ /, as in *cook*. You're going to learn how to decode words with the pattern, and flex the vowel sound, if needed, to make the word sound right.

REVIEW &  
VOCABULARY

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

If you have taught the *six syllable types*, review *vowel team syllables*. Explain that this lesson covers a vowel team spelled with two vowels.

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## Words with Long and Short oo

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

Display the sound-spelling cards for long *Uu* and short *oo*. Using sticky notes, cover any spelling patterns not yet taught. Make sure *oo* is uncovered on both cards. As you review each sound, point to the picture at the top of the card.

- Point to the *Long Uu* card. The sound can be either /oo/ or /yoo/. When the spelling is *oo*, it will be pronounced /oo/ (as in *loop*) when it makes its long sound.
- The sound /oo/ can be held a long time. Listen: /oo/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. One way to spell the sound /oo/ is *oo*.
- The pattern *oo* can come at the beginning, middle, or end of a syllable or word.
- Point to the *Short oo* card. The sound is /oo/ (as in *book*).
- The sound /oo/ can be held a long time. Listen: /oo/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. The sound /oo/ is spelled *oo*.
- The pattern *oo* usually comes in the middle of a syllable or word. It must be followed by a consonant in the syllable in order to make the sound /oo/.

Write the word *stood* on the board.

I'm going to look for parts I know. I'll draw a line under the vowels and make a dot under each consonant as I say the sound each makes. Draw a line under *oo*. I know the pattern *oo* can be pronounced two ways: /oo/ or /oo/. When I sound out the word, I'll try the sound both ways if I need to. Put a dot under each of the other letters and say the sounds. You don't have to do them in order. Dot under *s*: /sss/. Dot under *t*: /t/. Dot under *d*: /d/. I know all the sounds in the word! That means I can read this word.

Now I sound out the word, beginning on the left and going to the right. I hold on to any sounds I can. I'm going to try pronouncing the sound for *oo* both ways to see which one sounds right. /ssood/. *Stood* (pronounced *stude*)--that doesn't sound quite right. I'll try it again, using the short *oo* sound: *Stood* (pronounced correctly).

I know the word *stood*—*The boy stood up*. The word, *stood*, makes sense.

If I found the word in a sentence, I would go back and read the sentence to make sure it makes sense.

I DO IT!

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## Words with Long and Short oo

WE DO IT!

### Provide guided practice.

Distribute individual whiteboards, markers, and erasers. **Let's read some words together. Each word contains the pattern oo, which can be pronounced either /oo/ or /oo/. Some words have one syllable; others have more than one. If a word has more than one syllable, we'll spell each syllable, then put them together to spell the word.**

**If you recognize the word, please don't blurt it out. We're going to figure it out together.**

Write the word *gloom* on the board. **Write this word on your board.**

*Note: If the word has two or more syllables, scaffold for all students by drawing lines between the syllables, then guiding students to decode each syllable separately, then blend the syllables to read the whole word.*

**Look for parts you know. Underline the vowel pattern and dot under each consonant.** Give students time to complete this.

**Sound it out. Point under each pattern from left to right. Say each sound smoothly, then blend them together and say the word. If it doesn't sound quite right, sound it out again using the other sound that oo makes.**

**Check it. Does the word make sense?** Students respond with teacher support. **Even if you don't know the meaning of the word, you can read it!** *Gloom means a feeling of sadness. I loved being on vacation with my family and had a feeling of gloom when it was time to return home.*

Follow the routine with the words below.

crook	cartoon (car/toon)
broom	rookie (rook/ie)
soot	footstool (foot/stool)



If students need support with:	Then try this:
Remembering the two sounds of oo	Try teaching students a keyword phrase, such as "Look at the moon" to help them remember the two sounds of oo.

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## Words with Long and Short oo

YOU DO IT!

### Provide independent practice.

Your turn to figure out some words on your own. Each word contains the spelling *oo*, pronounced either / $\overline{oo}$ / or / $\underline{oo}$ /. If you need to, pronounce the word both ways and figure out which one sounds right.

Write the word *scoot* on the board. **Write this word on your board.**

*Note: If the word has two or more syllables, scaffold for all students by drawing lines between the syllables, then guiding students to decode each syllable separately, then blend the syllables to read the whole word.*

**Look for parts you know. Underline the vowel pattern and dot under each consonant.** Give students time to complete this. Scaffold as needed.

**Sound it out. Point under each pattern from left to right. Say each sound smoothly, then blend them together and say the word. If it doesn't sound quite right, sound it out again using the other sound that *oo* makes.**

**Check it. Does the word make sense?** Students respond with teacher support.

Continue the routine, calling on other students to respond one at a time. Use the word pairs below.

booster (boo/ster)	bookends (book/ends)
driftwood (drift/wood)	foothold (foot/hold)
goodness (good/ness)	hooray (hoo/ray)
smooch	rooster (roos/ter)

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## Words with Long and Short oo

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.