

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

## Long and Short /oo/ Introduction

### PLAN

**Component:** Phonics

**Instructional Activity:** *Long and Short /oo/* Introduction

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



**Approximate Time:**  
10 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The pattern *oo* usually makes one of two sounds: the short vowel sound /*oo*/, as in (*key word—for example, book*) and the long vowel sound /*oo*/ as in (*key word—for example, loop*). We're going to identify words containing each sound.

### REVIEW & VOCABULARY

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

If you have already taught the term *vowel team*, *vowel pair*, or *vowel digraph*, review its meaning. For example:

- A *vowel team* is a combination of two, three, or even four letters that work together to make one vowel sound. Most *vowel teams* contain two vowels, like in *ai*, *ea*, *oa*, and *ue*. A few, however, contain a combination of vowels and consonants, such as the long *o* sound in the word *show*, spelled *ow*, or the long *i* sound in *right*, spelled *igh*. *Vowel teams* can also be referred to as *vowel pairs* or *vowel digraphs*.
- The pattern *oo* is a *vowel team*. When *oo* spells the vowel sound in a syllable, it is a *vowel team syllable*.

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

I DO IT!

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

Display or hold the sound-spelling cards for *long and short /oo/*

- Sometimes, *oo* makes the long *Uu* sound. You've already learned some spellings for the sound of long *Uu*. One spelling is *oo*. When *oo* spells the long *Uu* sound, it's usually pronounced / $\overline{oo}$ /, as in *cool* and *spoon*, instead of sounding like / $\overline{yoo}$ /.
- Other times, *oo* makes the sound / $\overline{oo}$ /, as in *book*, *hood*, and *wool*.
- The key word for the long *Uu* sound is \_\_\_\_\_.
- The sound is / $\overline{oo}$ /. One spelling for the sound is *(the vowel team) oo*.
- The key word for the short *oo* sound is \_\_\_\_\_.
- The sound is / $\overline{oo}$ /. One spelling for the sound is *(the vowel team) oo*.

I'm going to listen to some words. If I hear the long *Uu* sound / $\overline{oo}$ / in a word, I'm going to give a thumbs-up. If I hear the short *oo* sound / $\overline{oo}$ / in a word, I'll give a thumbs-down.

**My turn:**

*bloom* thumbs up

*moon* thumbs up

*cook* thumbs down

*woods* thumbs down

*tooth* thumbs up

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

WE DO IT!

**Provide guided practice.**

**Let's try it together!**

**First, let's review.**

Show students the sound-spelling card for *long Uu*.

The key word is \_\_\_\_\_. **What's the key word?** Students: \_\_\_\_\_.

The sound is /yoo/ or /oo/. **Sound?** Students: /yoo/ or /oo/.

The pattern (or vowel team) oo is one spelling for the sound /oo/. **What's one spelling for the sound /oo/?** Students: oo

Show students the sound-spelling card for *short oo*.

The key word is \_\_\_\_\_. **What's the key word?** Students: \_\_\_\_\_.

The sound is /oo/. **Sound?** Students respond: /oo/

The pattern (or vowel team) oo spells the sound /oo/. **What pattern spells the sound /oo/?** Students: oo

**Now, I'll say a word. If you hear the sound /oo/ in it, give me a thumbs-up. If you hear the sound /oo/ in it, give me a thumbs-down.**

|                   |                     |
|-------------------|---------------------|
| scoot thumbs up   | cartoon thumbs up   |
| bloom thumbs up   | baboon thumbs up    |
| stood thumbs down | goodbye thumbs down |
| took thumbs down  | gloomy thumbs up    |
| snoop thumbs up   | mistook thumbs down |



|                                |  |
|--------------------------------|--|
| If students need support with: | Then try this:   |
| Isolating phonemes             | Use manipulative letter tiles to push and say each phoneme |

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

**Provide independent practice.**

Now I'll call on one of you at a time to show me an answer. Everyone will listen to the word and think about the answer. But only the student I name should show me either thumbs up or thumbs down.

Routine: Say the word. Give 2-3 seconds of think time. Call on one student to respond.

The word is (select a word from the word list). Think. (Student name), show me!

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>afternoon</b> thumbs up      | <b>foolhardy</b> thumbs up    |
| <b>neighborhood</b> thumbs down | <b>crooked</b> thumbs down    |
| <b>cookie</b> thumbs down       | <b>honeymoon</b> thumbs up    |
| <b>balloon</b> thumbs up        | <b>weatherproof</b> thumbs up |
| <b>foolproof</b> thumbs up      | <b>driftwood</b> thumbs down  |

Repeat until every student has responded correctly. Scaffold as needed.



|   |   |
|---|---|
| If students need support with:            | Then try this:  |
| Recognizing the long or short vowel sound | Use finger spelling to isolate each phoneme, paying careful attention to the /oo/ sound.<br>Ex. Hold up your nondominant hand with all five fingers up, starting with the finger farthest to the left put a finger down for each phoneme. Isolate the vowel sound.<br><br><i>Teacher Tip: If the student continues to have difficulty determining short or long /oo/ refer to sound-spelling cards as examples.</i> |

YOU DO IT!

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## Long and Short /oo/ Introduction

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 of long vowel sounds, move to the protocol for decoding words with long vowel spellings.