

Date: _____

Long Oo Introduction

PLAN

Component: Phonics

Instructional Activity: *Long Oo* Introduction

Materials Needed: *Oo* sound-spelling card, whiteboards, markers erasers



Approximate Time
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We already know that the letter *o* can make the short vowel sound /*ŏŏŏ*/, as in (*key word*). Now we are going to learn another sound the letter *o* can make.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught long vowels.

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently used spelling patterns for the sound.

Date: _____

Long Oo Introduction

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

Display or hold the card for *long Oo*.

- Point to the picture at the top of the card. **The sound is /ōōō/, as in the key word _____.**
- **The sound /ōōō/ can be held a long time. Listen: /ōōō/.** Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. **The sound /ōōō/ can be spelled several ways. We will be learning each of the spelling patterns.**
- **The key word is _____.**
- **The sound is /ōōō/.**

I'm going to listen to some words. If I hear the sound /ōōō/ in a word, I'm going to give a thumbs-up. If I don't hear /ōōō/ in the word, I'll give a thumbs-down.

My turn:

spot thumbs down

focus thumbs up

note thumbs up

stop thumbs down

bonus thumbs up

I DO IT!

Date: _____

WE DO IT!

Provide guided practice.

Let's try it together!

First, let's review. Show students the card for *long Oo*.

The key word is _____. What's the key word? Students: _____.

The sound is /ōōō/. Sound? Students respond with letter sound: /ōōō/.

Now, I'll say a word. If you hear the sound /ōōō/ in a word, give me a thumbs-up. If you don't, give me a thumbs-down.

mop thumbs down	crow thumbs up
stove thumbs up	otter thumbs down
pocket thumbs down	clover thumbs up
whole thumbs up	total thumbs up
bowling thumbs up	monster thumbs down



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Provide a visual for the short vowel sounds. Ex. For short o use your pointer to make a circle around your mouth while making the short o sound to assist with the mouth placement for the sound.

Date: _____

YOU DO IT!

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!

oak thumbs up	honest thumbs down
odd thumbs down	bonus thumbs up
rotten thumbs down	clone thumbs up
bossy thumbs down	lonely thumbs up
croak thumbs up	soggy thumbs down

I'll give each of you the chance to tell me the key word and sound for this card. Show students the card for *long Oo*.

(Student name), what's the key word? Selected student: _____.

What's the sound? Selected student: /ōōō/

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 manipulative letter tiles to push and say each phoneme to assist with segmenting.

Date: _____

Long 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 o* using the *o_e* spelling.