

Date: _____

Short Oo Introduction

PLAN

Component: Phonics

Instructional Activity: Introducing Short *Oo*

Materials Needed: *Oo* sound-spelling card



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned some consonants. Now, you're going to learn some vowels. In this activity, you're going to learn the name, a sound, and a spelling pattern for the letter *Oo*. You will know you have it when you are able to say the name and the short vowel sound for the letter *Oo*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

There are two kinds of letters: *consonants* and *vowels*. Review information about consonants, if needed: *Consonants* are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model.

Vowels are the letters that represent sounds made by opening our mouths, from the wide-open sound /ööö/ (as in *olive*) to the rounded-lip sound /oo/ (as in *loop*). Every vowel can make two sounds: a *long vowel* sound and a *short vowel* sound. The long vowel sounds like the letter's name. The short vowel sound is different.

Let's learn a new *short vowel* sound.

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

Display or hold the sound-spelling card for Oo.

- Point to the letter at the top of the card. **The name of this letter is O.**
- Point to the picture. **The short sound it makes is /ōōō/, as in octopus. The sound /ōōō/ can be held a long time. Listen: /ōōō/. Hold the sound for 2-3 seconds.**
- Point to the spelling pattern at the bottom of the card. **/ōōō/ is spelled O. If I'm writing a word, and I hear the sound /ōōō/ in it, most of the time I will write the letter O. O is the spelling for /ōōō/.**
- **The name of the letter is O. The short vowel sound the letter makes is /ōōō/. The spelling for /ōōō/ is O. Remember, /ōōō/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:								
Sound production/ identification Allow them to use handheld mirrors with the lesson, if available.		<table border="1"> <thead> <tr> <th data-bbox="546 698 798 763">Sound</th> <th data-bbox="798 698 1554 763">What & Where</th> <th data-bbox="1554 698 1806 763">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="546 763 798 876">/ōōō/</td> <td data-bbox="798 763 1554 876">Mouth wide open; jaw drops further down than for any other sound; tip of tongue is forward and down behind the front bottom teeth; back of tongue is also down, lips are relaxed</td> <td data-bbox="1554 763 1806 876">Voice on</td> </tr> </tbody> </table>	Sound	What & Where	How	/ōōō/	Mouth wide open; jaw drops further down than for any other sound; tip of tongue is forward and down behind the front bottom teeth; back of tongue is also down, lips are relaxed	Voice on	Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth and the position of the lips and tongue can aid in correct pronunciation of each sound. Here's a sample: The name of this letter is Oo. The sound it makes is /ōōō/. The spelling for /ōōō/ is o. Remember, /ōōō/ is a sound that can be held. When I make the sound /ōōō/, my mouth looks like this. Model the shape of your mouth as you make the sound /ōōō/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth. When I make the sound /ōōō/, my mouth is wide open, and I am dropping my jaw like when the doctor asks to look at my throat. When I make the /ōōō/ sound, my lips are relaxed, and the front and the back of my tongue are down. Can you feel your chin dropping way down when you make the sound /ōōō/? Again, let students use handheld mirrors, if available. Like with all vowel sounds, when I make the sound /ōōō/, my voice is on. I use my voice to make the sound /ōōō/. If I put my hand on my throat when I make the sound /ōōō/, I can feel a vibration. Put your hand on your throat and say the sound /ōōō/. Do you feel a vibration?
Sound	What & Where	How							
/ōōō/	Mouth wide open; jaw drops further down than for any other sound; tip of tongue is forward and down behind the front bottom teeth; back of tongue is also down, lips are relaxed	Voice on							

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WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is **O**. Name? Students: *O*

The *short vowel* sound the letter makes is **/ōōō/**. Sound? Students: */ōōō/*

The spelling for **/ōōō/** is **O**. Spelling? Students: *O*

Review 1-2 times, if needed.

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds: *O*

Sound? Student responds: */ōōō/*

Spelling? Student responds: *O*

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.

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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.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.