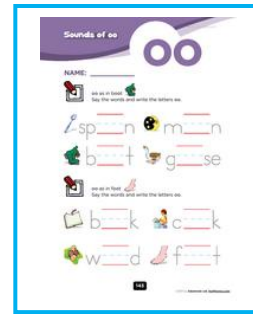


Sounds of oo (page 31)



Materials:

- letter flashcards Aa-Zz
- **oo** flashcards
- picture and word cards (spoon, moon, boot, goose, book, cook, wood, foot and any other picture and word cards that have the two different **oo** sounds)
- individual card with **short oo** book on one side and **long oo** spoon on the other side
- 2 beanbags
- page 31

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

- Tell them we are going to look at the letters **oo**
- The letters **oo** can make two different sounds.
- Show the students the picture card and word card as you introduce each word, emphasizing the **long oo** sound.
 - Teacher : "oo, /oo/ /oo/ /oo/ spoon"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ moon"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ boot"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ goose"; students repeat
- The other sound for **oo** is the /u/ sound.

- Show the students the picture card and word card as you introduce each word, emphasizing the **short oo** sound.
 - Teacher : “oo, /u/ /u/ /u/ book”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ cook”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ wood”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ foot”; students repeat

Modeling: 7-10 minutes

- Give each student a card with **long oo** spoon on one side and **short oo** book on the other side.
- Show the students a picture card that has one of the **oo** sounds.
- Say the name of the picture and have the students repeat.
 - Teacher: “/oo/ /oo/ moon”; students repeat
 - If the students think the **oo** sound is long, like in the word spoon, they show the **long oo** spoon side of their card. If they think the **oo** sound in the word is short like in the word book, they show the **short oo** book side of their card.
 - Show the matching word card and have the students read the word and emphasize the sound the letters **oo** make in the word.
 - The students can check if they are showing the correct side of their card. They can make corrections if needed.
- Repeat as many times as necessary with different picture and word cards.

Guided Practice: 5-7 minutes

- Scatter the picture and word cards in the center of the room.
- Divide the class into four teams and place them in four lines around the scattered cards.
 - *Hint:* Think of the four lines as the four directions, north, south, east and west on a compass.
- Give the first person in line a beanbag. When you say go, tell them to gently toss the beanbag, trying to land on one of the picture or word cards scattered in the middle.
- Have the students say the **oo** sound that is made in the picture or word card their beanbag lands on or near.
- They can then go get their beanbag and hand it to the next person.
 - *Hint:* This activity is a lot of fun, but will take some management and control. The students can only throw when you say go and should not go to get their beanbag until all of the students in their group have thrown.
- Continue until all students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 31.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 31 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 31, monitor and give guidance/support/correction/praise, as needed.
- Use page 31 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show the picture and word cards and read the words together.
 - Teacher and students: /oo/ /oo/ /oo/, boot”
 - Teacher and students: /oo/ /oo/ /oo/, goose”
 - Teacher and students: /u/ /u/ /u/, wood”
 - Teacher and students: /u/ /u/ /u/, foot”