

Long vs. Short oo (page 32)



Materials:

- letter flashcards Aa-Zz
- **long oo** and **short oo** flashcards
- picture and word cards (good, kangaroo, zoo, cook, food, foot, boot, roof, wood, book, school and any other picture and word cards that have the **long** or **short oo** sound)
- page 32

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

- Remind the students the letters **oo** can make two different sounds, the **long oo** sound and the **short oo** sound.
- Show the students the picture card and word card as you introduce each word, emphasizing the **long oo** sound.
 - Teacher : "oo, /oo/ /oo/ /oo/ kangaroo"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ zoo"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ food"; students repeat
 - Teacher : "oo, /oo/ /oo/ /oo/ school"; students repeat
- The other sound for **oo** is the **short oo** 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/ good”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ cook”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ book”; students repeat
 - Teacher : “oo, /u/ /u/ /u/ foot”; students repeat

Modeling: 7-10 minutes

- Show the students a picture/word card that has the **long oo** sound, like the word zoo.
 - Show the picture card and the word card at the same time so the students can see the word and what it is by looking at the picture.
 - Teacher: “/oo/ /oo/ kangaroo.” Since the word has the long /oo/ sound, jump around like a kangaroo.
- Show the students a picture/word card that has the **short oo** sound, like the word book.
 - Teacher: “/u/ /u/ book.” Since the word has the short /u/ sound, sit in your chair and pretend to read a book.
 - You can have all the students have a book near them so they can actually look at a book when it is necessary.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **long oo** side and the **short oo** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Say a word that has the the **long oo** or **short oo** sound. Have the students repeat.
 - If the word has the long /oo/ sound, the students slide to the **long oo** side. If the word has the short /u/ sound, the students slide to the **short oo** side.
- Continue play as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 32.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 32 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 32, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around the room, ask the students to read you a sentence from page 32.
- Use page 32 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Read the sentences on page 32 together.
 - After you read the sentence ask the students which word has the **long oo** sound and which word has the **short oo** sound.

