

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Learn sound-spelling correspondences for common vowel teams.

Building Literacy

Phonics is a means to an end. We teach sound-spelling relationships so that children can decode words. Decoding is a key element leading to reading success. In this lesson:

- Children learn sound-spellings of the common vowel teams *oo* and *ou*.
- Children learn that *oo* can have the sound in *moon* or *book*: /ü/ or /ù/.
- Children learn that *ou* can have the sound /ü/.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

| | | |
|------|--------|---------|
| boot | moon | rooster |
| soup | baboon | noon |
| book | hook | wooden |
| soon | group | roof |
| good | hood | goose |
| took | broom | swoops |
| you | cook | food |
| room | foot | scoots |
| look | spoon | scoops |

**ENGLISH LANGUAGE LEARNERS**

Because vowels in Spanish are never silent, Spanish speakers may pronounce vowel digraphs in English with two vowel sounds. Have children practice saying and writing words with long and short vowel digraphs. Speakers of Chinese, French, Italian, Korean, Spanish, and Urdu may have difficulty distinguishing the different vowel sounds in *book* and *moon*. Help them practice saying and writing word pairs such as the following: *took/tool*, *shook/shoot*, *cook/cool*.



show me

Have children look at their Targeted Lessons Student Book, p. 82. Have them name the pairs of letters that they see at the top of the page. Remind children that *o* and *u* are vowels. **Today you will learn about the sounds of the letters *oo* and *ou*.**

Point to the vowel team *oo* in the first box. **I see a boot. In the word *boot*, the letters *oo* stand for the sound /ü/. Point to *oo* as children say /ü/. Have children write the letters *oo* on the lines.**

Point to the vowel team *ou* in the second box. **I see soup. The letters *ou* can stand for the sound /ü/. Point to *ou* as children say /ü/. Have children write the letters *ou* on the lines.**

Point to the vowel team *oo* in the last box. **I see a book. The letters *oo* can stand for the sound /ü/. Point to *oo* as children say /ü/. Have children write the letters *oo* on the lines.**



guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will name the pictures and read the words. Then they will write the words with the sound /ü/ in the first column and the words with the sound /ü/ in the second column.)

Point to the first picture. **What vowel sound do you hear in *book*? (/ü/)** Point to the second picture. **What vowel sound do you hear in *boot*? (/ü/)** **Now let's read the words in the box. Remember, the letters *oo* can stand for two different sounds: the sound /ü/ and the sound /ü/. I will read the first word. Point to the word *soon*. I will try the sound /ü/: /s/ /ü/ /n/. That does not sound right. Now I will try the sound /ü/: /s/ /ü/ /n/. That sounds right. In the word *soon*, the letters *oo* have the sound /ü/. I will write the word *soon* under the picture of the boot because *soon* and *boot* have the same vowel sound: /ü/. Guide children to read the rest of the words and write them in the appropriate column.**

SPELLING PATTERNS

In some words, *ou* spells the sound /ü/ (*group*) or the sound /ou/ (*about*).
In some words, *oo* spells the sound /ü/ (*troop*) or the sound /ü/ (*book*).

28

Vowel Teams oo, ou

show me

Write the letters that spell the vowel sound.

| oo | ou | oo |
|--|--|--|
|  b <u>o</u> <u>o</u> t |  s <u>o</u> <u>u</u> p |  b <u>o</u> <u>o</u> k |

guide me

Read the words. Name the pictures. Write the words that have the same vowel sound under the pictures.

soon good took you room look

| | |
|---|---|
|  book <u>good</u> |  boot <u>soon</u> |
| <u>took</u> | <u>you</u> |
| <u>look</u> | <u>room</u> |

work time

Have children look at their Targeted Lessons Student Book, p. 83. Read the directions together. Tell children to pay attention to the vowel sounds in each word to help determine which words match.

Have children complete each item by reading the word in the first column and then circling the word in the same row that has the same vowel sound.

TEACHING STRATEGIES







Help children learn how to decode an unknown word with a vowel that can be pronounced two different ways.

- When you come to an unknown word, say the word, sound by sound. Blend the whole word.
- If the vowel can be pronounced two different ways, try both ways. For example, if you see the word *t-o-o-k*, you know the *o-o* can be pronounced /ü/ (like *boot*) or /ù/ (like *book*).
- Use context to determine the meaning. For example, try /t/ /ü/ /k/ in the sentence. Does it make sense? No! So try /t/ /ù/ /k/. That makes sense!

Vowel Teams oo, ou28

work time

Read the word. Name the pictures. Circle the word that has the same vowel sound.

| | | |
|----------|---|--|
| 1. moon |  baboon |  hook |
| 2. group |  hood |  broom |
| 3. cook |  foot |  spoon |

PHONICS AND SPELLING83

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 84. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *starts*. This word is *starts*. *Starts* has the same meaning as *begins*. Who can use the word *starts* in a sentence? The next word is *over*. We often use it with the word *scoot*. Who can show us how to scoot over? Tell children that they will read the words *starts* and *over* as they read the story *Rooster Cooks Soup*.

work time

Decodable Text Have children look at the story *Rooster Cooks Soup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. [Note: the vowel sound in the word *roof* may differ by region. It can be pronounced /ü/ or /ù/.] Have children circle the words with the sound /ü/. (*Rooster*, *soup*, *noon*, *spoon*, *soon*, *Goose*, *swoops*, *food*, *scoots*, *you*, *scoops*, and possibly *roof*) Have children underline the words with the sound /ù/. (*cooks*, *wooden*, *cook*, *look*, *good*, and possibly *roof*)

check for understanding

Write the vowel team *ou*. What sound do these letters spell? (/ü/) Write the vowel team *oo*. What two sounds do these letters spell? (/ü/ and /ù/) Write the words *troop*, *youth*, and *brook*. Have children sound the words out, trying both vowel sounds to identify the correct one.

Let's spell words with the sounds and letters we learned. The first word we will spell is *shook*. What sounds do you hear in *shook*? (/sh/ /ü/ /k/) What letters spell the /sh/ sound at the beginning of *shook*? (*sh*) Write the letters *sh*. What letters spell the /ü/ sound in *shook*? (*oo*) Write the letters *oo*. What is the letter for the sound /k/? (*k*) Write the letter *k*. Let's read the word: /sh/ /ü/ /k/, *shook*. Continue with *tooth*, *group*, *bedroom*, *hood*, and *foot*.

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

28

Vowel Teams oo, ou

guide me

starts over

work time

Read the story.




Rooster Cooks Soup

It's noon, and Rooster wants to eat. He picks up his wooden spoon and starts to cook some soup. Soon the soup is done. Rooster goes up to the roof to eat.

Goose flies by. She swoops down to have a look. "Is that food?" she asks.

Rooster scoots over so Goose can sit. He asks, "Do you want to try my soup?"

Goose scoops soup with a spoon. "It's good!" she says.




84

PHONICS AND SPELLING

Vowel Teams oo, ou

➤ show me



Write the letters that spell the vowel sound.

| oo | ou | oo |
|---|---|---|
|  |  |  |
| b _ _ t | s _ _ p | b _ _ k |

➤ guide me


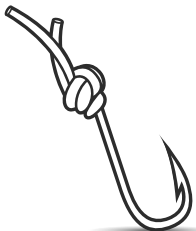
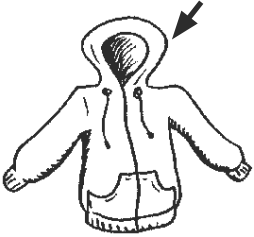



Read the words. Name the pictures. Write the words that have the same vowel sound under the pictures.

| | | | | | |
|------|------|------|-----|------|------|
| soon | good | took | you | room | look |
|------|------|------|-----|------|------|

| | |
|--|--|
|  book |  boot |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

work time

Read the word. Name the pictures. Circle the word that has the same vowel sound.

| | | |
|----------|--|---|
| 1. moon |  |  |
| | baboon | hook |
| 2. group |  |  |
| | hood | broom |
| 3. cook |  |  |
| | foot | spoon |

➤ guide me

.....

starts

over

➤ work time

.....

Read the story.

Rooster Cooks Soup

It's noon, and Rooster wants to eat.
He picks up his wooden spoon and
starts to cook some soup.

Soon the soup is done. Rooster goes up
to the roof to eat.

Goose flies by. She swoops down to
have a look. "Is that food?" she asks.

Rooster scoots over so Goose can sit.
He asks, "Do you want to try my soup?"
Goose scoops soup with a spoon.
"It's good!" she says.

