


**SORT**  
**31**

## Vowel Digraph oo

**Generalization** The pattern oo represents two sounds. One is the same as long *u* as in *mōon*, whereas the other is the sound in *fōot*.

**Student Objective** Read and spell words with vowel digraph oo.

### Materials

- *Big Book of Rhymes, "The Puppet Show"*
- Word Study Notebook, pages 33–36
- Classroom Library, *The House That Stood on Booker Hill*
- PearsonRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort
  - Follow the Dragon 

Words		
ōō = ū	oo	Oddball
soon	good	
fool	brook	could
groom	crook	should
hoop	foot	would
noon	hood	
root	hook	
spool	nook	
spoon	soot	
stool	stood	
tool	wood	
troop	wool	

## Introduce, Model, and Reflect

**Read a Rhyme** Say: Today we're going to read a rhyme called "The Puppet Show." Look at the picture. What do you think the puppet show is about? Read the poem aloud. Ask: What does it mean to do something "by the book"? (to do something in the usual way) Do you think the puppet show was good? Explain your thinking.

Say: We learned about short and long vowels. We also learned about the oo pattern as in food. Can you spot words in the rhyme with the oo pattern? Write the words in a column.

Say: Let's read these words. What do you notice about the oo pattern? Help students hear the two different pronunciations of the vowel digraph oo.

### Explore Vocabulary: Multiple Meanings

Display the words and read through them together. Talk about the different meanings of *crook*, *groom*, and *troop*.

- crook**
- noun: a thief; *The crook took the woman's purse.*
  - verb: to make a curve or bend; *Crook your arm around the pole.*
- groom**
- noun: a man getting married; *The groom wore a suit.*
  - verb: to take care of appearance; make neat; *The cat groomed itself.*
- troop**
- noun: a group; *The troop of children went on the bus.*
  - troops: soldiers
  - verb: to march, walk away; *The children trooped to the playground.*

Talk about words you think students might not know such as *brook*, *nook*, or *spool*.

**Introduce the Sort** Invite students to share their ideas for how to sort the words. Introduce the sound headers and key words. Explain that students will sort the words by whether they have the long or short vowel sound of oo. Students may be able to sort the words independently but provide modeling as necessary.

**Sort by Vowel Sound** Have students sort the words with a partner or in a small group. Remind them to watch for oddballs. After sorting, have students read each column of words to check for matching vowel sounds. Ask: *Do you need to move any words?* Have students tell why *could*, *should*, and *would* are oddballs. Students should recognize the words have the *oo* sound but are not spelled *oo*.

**Reflect** Ask: *Does the position of oo matter? (no) What did you notice about the ending of the oo words?* Students should recognize that many of the words end with *d* or *k*. *What did you notice about the oddballs?* Students should recognize they are common words that have the same vowel pattern. *How will you use what you learned when you read and write?*

## Practice and Extend

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**Sort Again** Have students work either independently or with a partner to sort the words multiple times. Then ask them to read the words in each column. Ask: *What have we learned from this sort?* Review the meanings of any unfamiliar words.

**Blind Sort** Have partners work together to complete a blind sort. Students place the headers and then take turns saying a word without showing it. The partner identifies the column the word belongs in. The first student places the card and both students check its placement.

**Word Hunt** Invite students to search through a classroom text of their choice for words with *oo*. Have students list and sort the words according to vowel sound. Explain that they should pay particular attention to the ending of words with *oo*.

**Writing Sort: Buddy Sort** Have partners complete the Writing Sort on page 36. Say: *You will write words with the provided letters before and after oo. Make sure to write them in the correct column, according to vowel sound.*

**Read the Little Book** Ask: *Think about where you live. Did someone live there before you? It can be fun to learn about people who lived in a place before you. Read *The House That Stood on Booker Hill*. After reading, ask: *How did the house change over the years?**

**Word Hunt** Have students go back into *The House That Stood on Booker Hill* to find words with the vowel pattern *oo*. Add the words to a Word Hunt chart. Place them in columns according to their vowel sound.

**More Practice** Schedule time for students to play Follow the Dragon, which you can download from PearsonRealize.com.

## Apply and Assess

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**Additional Words** *oo*: broom, scoop, mood, zoom; *oo*: book, rook, look, took

**Additional Words Activity** Display the additional words and clarify meanings of any that are unfamiliar. Have students practice reading and spelling the words. Have pairs sort them by vowel sound in a blind sort.

**Alternative Sort: Brainstorming** Ask students to think of other words that contain *oo*. Write

their responses on index cards. When students have completed brainstorming, ask them to identify and sort all the words they named according to the vowel sounds.

**Assess** Select ten words and call them aloud for students to spell on a piece of paper. You can also challenge students by calling two words from the additional words list to check for transfer.

## Supporting All Learners

### School-Home Connections

**Literature Word Hunt** Look through a book, magazine, or newspaper to find words that match your spelling patterns. See if you can find at least six short oo words as in *good* and six long oo words as in *soon*.

**Sort Race** Set a timer and sort the word cards. Record your time. Then ask a family member to sort the words and try to match or beat your time.

**Story Time** Use at least ten of your words to write a story. It can be a funny, exciting, or scary story. Be sure to include a beginning, middle, and end. Read your story to a family member.

### Supporting Multilingual Learners

**Language Production** Remind students that a *nook* is “a hidden place” and that *groom* can have several meanings, including “the man who marries a bride” and “taking care of your appearance.” Have students repeat each word to be sure they are differentiating between the two vowel sounds of oo.

**L1 Considerations** The long oo sound is similar to the sound of the *u* in Spanish and Portuguese, and of the *ou* in Haitian Creole. Speakers of these languages should be able to pronounce this sound easily but may need practice with the various spellings for it.

**L1 Considerations** Speakers of Mandarin, French, Italian, Korean, Spanish, and Urdu may have difficulty distinguishing the short and long oo sounds in *good* (short oo) and *soon* (long oo). Help them practice saying and writing word pairs such as *hook/hoop*; *stood/stool*; *foot/fool*.

### Differentiated Support

**Extra Support** Provide extra practice with identifying  $\bar{o}o$  and  $oo$  sounds by showing four word cards, three of which have the same vowel sound and one that has a different vowel sound. Ask students to identify the word card that doesn't belong. Then repeat with other cards.

**Challenge** Have students create their own list of words with oo. Words can come from their individual Word Hunt, brainstorming, and the sort. Have students write each word on an index card. Students can trade word sets with a partner and sort the words. Remind them to check the words in each column after sorting.

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Vowel Digraph oo

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good


Oddball