

Foundations for Literacy II

Two Sounds for Two o's



Read: *Can I Play Too*, by Mo Willems

Before reading this book with your readers, turn your attention to the title. Decode the first word together, and then the second word, sharing that when vowels are at the ends of really short words (even single letter words), the vowel usually says its name—so, here, *I* says its name*. Sound through play noting aloud that a-y says “/ay/.” When you get to the word *too*, make the sounds /t-/o/-/o/, making two short o sounds. Ask your students, “Does that sound right?” When your students say that it *doesn't* sound right (and they'll probably tell you what it says), you can say: “You're right. Two o's can say /oo/ as in this word, *too*.” Teach your readers the following motion: Pretend you're holding a pair of binoculars in front of your eyes so that your fingers and thumbs are making two o's and say, “Two o's say /ew/ like saying, ‘Ooo, that's so cool!’” Remember: **Two o's can say /oo/ as in cool.**

Making Words with Froot Loops

materials include: Froot Loops cereal, glue, o-o word posters



Next, show the students a box of Froot Loops cereal (or an image of a box of Froot Loops). Note the two o's saying /oo/ (as they did in the word *too*) in both *Froot* and *Loops*. Note with your readers that this is not how we *really* spell fruit but that it helps us with this lesson, so we're glad the cereal company spelled it this way. Share that you'll teach them another way to spell the /oo/ sound and that they'll soon be able to spell *fruit* the way they'll see it in books.

Next, pull out the first making /oo/ words poster. Place a fairly thick strip of glue in an open space within a word for the students. When working with a small group, the students can all work on different words at the same time so they're not just listening to one another to hear what the words say. Ask the students to place two Froot Loops onto the glue to make an o-o word saying, “/Ew/!” The students must read each word, sound by sound, until they have determined what the word says. Have your students continue decoding the o-o words, using Froot Loops to make the o's.

Set the poster aside.



Read: *We Are in a Book*, by Mo Willems

Read the title of this book. Remind your readers that when vowels are at the ends of really short words, the vowels usually say their names. Point out the words *we* and *a*. You read the word *are*, for now, and then ask your students, “Do you think this word says *book*? (Say it so it rhymes with *Luke*.)

Say: **Two o’s usually say /Ew!/ as in cool, but sometimes two o’s say /oo/ as in book.** Teach your readers the next motion. Pretend you’re looking through those binoculars, again, but then bring those binoculars (your fingers making o shapes by your eyes) down by your hips with your elbows out. You should still see the two o’s your hands are forming. Say, /oo/ like a big-muscled body builder who’s showing off some arm and chest muscles. Exaggerate the sound by sticking your lips way out. This is essential as many kids confuse the short u sound with this /oo/ sound. We want to reinforce the correct sound production, and this motion and lip position really helps.

Read the book to your students and notice the double o words. Decide if the words make the /oo/ sound like *cool* or the /oo/ sound like *book*.

NOTE: It can be quite helpful to exaggerate the pursed and extended lips when making the sounds /oo/ as in Loops and /oo/ as in Cookie. The second sound for o-o is often confused with the short u sound. Please help your students to differentiate these sounds by using an open mouth for short u and smoochy, o-shaped pursed lips for the two sounds for o-o.

Making Words with Cookie Crisp Cereal

materials include: Cookie Crisp cereal, glue, o-o word posters



Next, show a box of Cookie Crisp Cereal (or an image of a box of Cookie Crisp). Note the two o’s saying /oo/ (as in book) in the cereal name.

Then, present the making the second sound for o-o /oo/(as in *book*) poster. Place fairly thick strips of glue in students’ open spaces within words on their posters. Ask them to add two Cookie Crisps to the group of letters to make o-o words saying /oo/ as in book. The students must read their words, sound by sound, until they determine what the word says. Have your students continue decoding the o-o words using Cookie Crisps to make the o’s.

Flip It! Double O Word Sort

materials include: o-o word cards, Froot Loops and Cookie Crisp cereal word posters (or oo x 2 sorting headers or cereal box images)

Tell your readers that the first sound you teach them is the most common sound for each letter combination you’ll be sharing in the Foundations for Literacy lessons. There are more words with two o’s that say /oo/ as in *cool* than there are words saying /oo/ as in *book* so, when they decode a word with double o’s, they should begin trying to decode it using the

/oo/ sound (as in cool). If that doesn't make a word they know, then they are to "flip it" to the other less common sound, /oo/ (as in book).

Your students will sort the double o word cards by reading them one by one, and then placing each word under the correct cereal word making posters or under the corresponding cereal boxes image or the o-o sorting tent. The students must sort the words according to the sounds the two o's represent in each word.

o-o Spelling Practice

materials include: oo spelling word sort pages and sharpened pencils

Have your readers spell 5-6 words from your word card practice (representing each of the sounds for o-o), on a piece of handwriting paper. Provide coaching, as needed, to encourage proper letter formations and to properly represent the sounds in the words. Continually remind your students of the phonics rules they've been learning (short vowels, digraphs, and words with Magic e).

Be encouraging so your students *want* to do this work. When you become frustrated with a student, you are flipping the desire switch to *off*. When you're encouraging (and when you're teaching-not just quizzing) you're stoking the fire that builds a thriving reader.

o-o Board Game

materials include: o-o game boards, movers, dice, crayons

Use movers and dice to play the o-o board game. You will color in the words as you confirm the students have read them correctly. They won't land on the spaces that have been colored in again. Play will continue until all the words are colored. This game can be played across a couple of days.

o-o Spelling Word Sort

materials include: o-o word sort practice page with words at the bottom, sharpened pencils

Invite students to decode the words at the bottom of the practice page, one at a time. As they determine what the words say, they'll write them, using proper letter formations, in the proper place, according to the sound made for the two o's.

Beginning readers should decode words aloud so they can hear the sounds. Our brains can decode more efficiently when we subvocalize, when we can hear ourselves making the sounds. Often, kids want to do this work in their heads. This is inefficient, because then kids must do the work of decoding, saying the words in their minds, and then they must say the word **again** after they've decided what the word says. To promote more fluent reading, require that your kids make the sounds aloud. Your students will recognize the words much more quickly. They'll likely need to make the sounds **ONE** time because their brains will hear and recognize the words being decoded. Saying, "/c/-/a/-/t/ out loud, quickly, IS reading the word *cat*. The more quickly the students decode, it sounds just like **KNOWING** the word. With a handful of experiences decoding and encoding words, kids come to know words "on sight."

Decoders read just as fluently as sight word readers. The difference? Decoders feel equipped to give any word a try. They don't become frustrated or intimidated when they don't immediately recognize a word. Decoders know that even if they have to muddle through a bit, they will come up with the word they're looking for. They don't skip unfamiliar words or just mumble through them. They don't guess what the words *could* say. They persist knowing, making the sounds as they move from left to right across the words, knowing what they know about how words work, because they

know they have what it takes to decipher most any word they come across.

o-o Spelling Word Building with Cheerios (Mixed Practice)

materials include: Cheerios word building sheet, Cheerios, glue



For additional practice, your students can use /Cheery o's/ ☺ to build more o-o words. With these cereal pieces, the o-o sound could represent either sound for o-o. Use this extension activity if you wish. Feel free to skip it if your students need no additional practice.

Additional Ideas:

- Use toilet tissue tubes to make binoculars and search your classroom even the library for double o words. (You can post word cards or look for o-o words in book titles, on signs, etc.)

Here's a quick video to show you a cool option for making the binoculars:

<https://www.youtube.com/watch?v=zBSnoBaOBAA>

- The students will lay ten (or more) of the o-o word cards (representing both o-o sounds) in a circle/oval path, word-side down. Place a mover on top of one of the cards. The student will roll the die. They'll move the mover the number of spaces represented on the die. Then, they'll turn the card upon which they land, upright. If the card is read correctly (allowing the student to "flip" the sound, if needed, and with your coaching), keep the card turned upright and it is not to be landed upon again. Play until all cards have been read and are turned upright on the table.
- Read other books with double o words in the titles such as *Goodnight Moon*, by Margaret Wise Brown or *The Moon Book*, by Gail Gibbons. You could also read *If You Give a Moose a Muffin* and *If You Give a Mouse a Cookie*, by Laura Numeroff.

Snack Ideas-

- **Scooby** Fruit Snacks



- Fruit by the **Foot**



***Rule breakers: to, do, who**

These are TRICKY. Wouldn't you expect these to have two o's?

Additional Resources:

to, two, and too

materials include: explanation page for differentiating

- To teach these rule breakers, first share the word **too**. Share that this word means *also* as in “I love you, too,” AND it means *more than enough* as in “This bedroom is too messy.” Note that you can insert the word *also* in place of the word *too* to mean *in addition to* OR you can insert the word *way* in front of the word *too* to mean *more than enough*.
- To teach the word *two*, hold up two fingers (the pointer fingers and middle fingers) on both hands like you’re making two peace signs, wrists facing outward toward your students. Say, “The number two has a double u (w) in the middle.” As you say these words, bring your two peace signs together, twisting your wrists so they’re facing inward, and your middle fingers touch to make a letter w.
- To teach the word *to*, you can liken the t to a compass rose and Earth. Note that in the t, the vertical line points north and south and the horizontal line points east and west. The o can remind us of planet earth. And the word *to* can have a lot to do with moving from one place to another.
- Your kids will giggle when you share that doo doo is how we spell another word for poop. We definitely do not want to put two o’s in the word *do* that we use to mean to perform or engage in something.
- To spell the word *who*, we use a w-h (as is the case with most question words- which we’ll learn about in an upcoming lesson) and one o.

The teaching page can be found at the end of this document.

too	<u>also</u>	I love you, too.
too	<u>way</u>	This room is too messy.
two	<u>2</u>	I have two dogs.
to	<u>---></u> (arrow)	I’m going to school.
doo	<u>poop</u>	I stepped in dog doo.
do	<u>perform, complete</u>	I will do a flip.
who	<u>?</u>	Who is that man?

Irregular Word: you

materials include: y-o-u says *you* information pages, including other words that have o-u saying /oo/

Say: **Y-O-U says /you/**. Kids will simply need to memorize this word. Allow your students to make the sounds they see, so that when/if they actually tried to decode it (/y/-/o/-/u/), they will recognize it as a rule breaker. Note that o-u can say /oo/ just like two o’s. It doesn’t do so often, but it can. In just a couple of lessons, your students will learn the most common sound o-u represents, /Ow!/.

Dictated Sentence and Decoding Sentence Practice Page

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read a sentence of your choosing, as many times as needed, as the students record that sentence— properly using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rules you've been teaching them.

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, their sentences will be right side up when they unfold them to check their work.

Self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is our practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.