

*Hi there, new friend!
I'm Melinda. I'm a monkey. What are you?*

I'll be working on Level 3 with you! I'm really good at giving pep talks and friendly reminders— not to mention I bake some mean banana cookies—so I hope you'll like studying with me. I'll try not to monkey around too much.

*It's so great to meet you.
See you at the end of Lesson 1!*



Lesson 25 OO as in *Food*

Objective

In this lesson, students decode words containing the first sound of phonogram oo and learn the sixth job of Silent E.

You Will Need

- Swing into Reading* pages 159-162
- Jobs of Silent E chart
- letter tile oo
- Word Cards 157-168
- Phonogram Card 50

Before You Begin

Preview Phonogram OO

Your student will learn phonogram oo, which has three sounds:

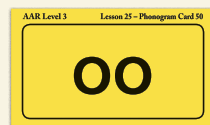
- /ōō/ as in *food* (emphasized in this lesson)
- /ōō/ as in *book* (emphasized in Lesson 37)
- /ō/ as in *floor* (emphasized in this lesson)

In this lesson, your student will get very familiar with words containing the first sound of oo. Read the following examples and listen for the /ōō/ sound.

| | | | | |
|-------------|--------------|--------------|--------------|-------------|
| soon | food | room | moon | cool |
| tool | tooth | bloom | loose | mood |

Your student will also learn two words in which oo says /ō/: *floor* and *door*. We will treat these two words as Leap Words so they stand out in your student's mind. There is only one other word in which oo has this sound: *brooch*.

In Lesson 37, your student will learn words in which oo says /ōō/ as in *book*.



When we practice the Phonogram Card for oo, we say “/ōō/-/ōō/-/ō/.” Since there is no way to tell which sound oo will say in a word, your student should try each sound in sequence until he finds the right one.



The oo tile is stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the oo phonogram sounds. When we use the oo letter tile, we only say the sound that the phonogram says in the word. To facilitate blending, we don't say all the sounds.

Review



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

Previous Concepts

Build the following word with letter tiles. Have your student divide the word using the Suffixes syllable division rule for vowel suffixes (or the Two Consonant Tiles rule), label with syllable tags, and read.

working

Bossy R Syllable

w or

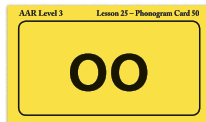
Closed Syllable

k ing

New Teaching


Teach New Phonogram OO

Hold up the oo Phonogram Card.



“O-o says /ōō/-/ōō/-/ō/. Repeat after me: /ōō/-/ōō/-/ō/.”
Student repeats the sounds.

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the oo letter tile into the workspace. 

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sounds accurately.




For extra practice with the new phonogram, play the game “Phonogram Ball.” For instructions, look for this icon in Appendix L.

New Teaching


(continued)

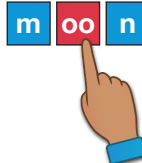
Blend Sounds with Letter Tiles

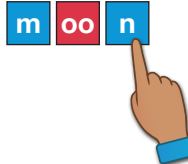
“Today you will learn words with the sound of /ōō/. Repeat these words after me and listen for the /ōō/ sound: *room, soon, loose, zoo.*” *Student repeats the words.*

Build the word *moon*. 

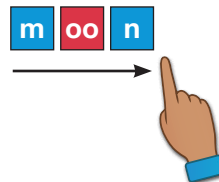
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the m and say /m/. 

Touch under the oo and say /ōō/. 

Touch under the n and say /n/. 

Now go back to the beginning of the word. Slide your finger under the letters m-oo-n and say *moon* slowly.



Finally, read the word *moon* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *tool*.



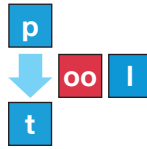
Leave the word *tool* in the workspace.

New Teaching

(continued)

Play “Change the Word”

“I’m going to change the first letter of this word.”




“What does this new word say?” Encourage your student to sound out the new word, *pool*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**pool → fool → food → mood → moon →
moo → zoo → too → tooth***

*Use the th tile for *tooth*.

Build the word *goose*. 

“Silent E is added to this word to show that the word is not plural. Read this word.” *Goose*.

Change one tile at a time to form the following words.

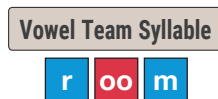
goose → loose → moose

Label Syllable Types

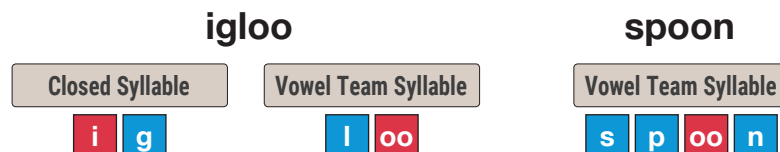
Build the word *room*. 

“Let’s label the syllable.”

Point to the oo tile. “In this syllable, we have a tile with two vowels. This is a Vowel Team syllable. Label it with the Vowel Team syllable tag.”




Build the following words. Have your student divide the words into syllables where necessary, label with syllable tags, and read. *Igloo* uses the Two Consonant Tiles rule.



New Teaching

(continued)

Teach the Sixth Job of Silent E

Silent E does its sixth job in words such as *teethe*, *bathe*, *soothe*, and *clothe*. 

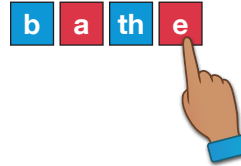
This job is not as common as the jobs that are marked with a star.

Build the word *bathe*.

b **a** **th** **e**

“This word is *bathe*. What sound does the th have in *bathe*?” /th/.

Point to the e.



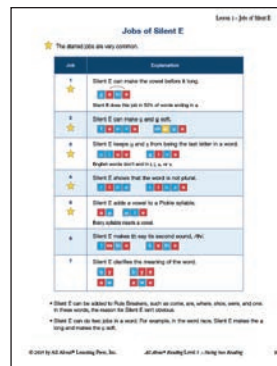
“Silent E makes the th say its second sound, /th/.”

Remove the e.

b **a** **th**

“Without the Silent E, what would this word say?” *Bath*.

Replace the e.


A chart titled 'Jobs of Silent E' with a sub-header 'Some jobs of Silent E'. It lists seven jobs of Silent E with examples and phonetic notations. Job #6 is highlighted with a star. The chart includes a footer with copyright information: '© 2019 by All About Reading, Inc. All About Reading Level 1 - Using the Reading'.

Take out the Jobs of Silent E chart and read Job #6 with your student.

“So the sixth job of Silent E is to make th say /th/.”

Build the word *soothe* and point to the th.

s **oo** **th** **e**

A hand with a blue sleeve pointing to the letters 'th' in the word 'soothe'. The letters are in colored boxes: 's' (blue), 'oo' (red), 'th' (blue), and 'e' (red).

“What sound is th going to say in this word?” /th/, *because of the Silent E*.

“Right. Sound out this word.” *Soothe*. (If necessary, remind your student to use the typical blending procedure. If your student isn’t familiar with the word *soothe*, you can explain that it means *to gently calm someone*, as in *The music will soothe the crying baby*.)

Complete Activity Sheet

“Let’s help a raccoon gather his buttons.”



Help the Raccoon

Remove pages 159-160 from the *Swing into Reading* activity book.

Cut out the raccoon and the button cards. Scatter the button cards on the table with the words facing down.

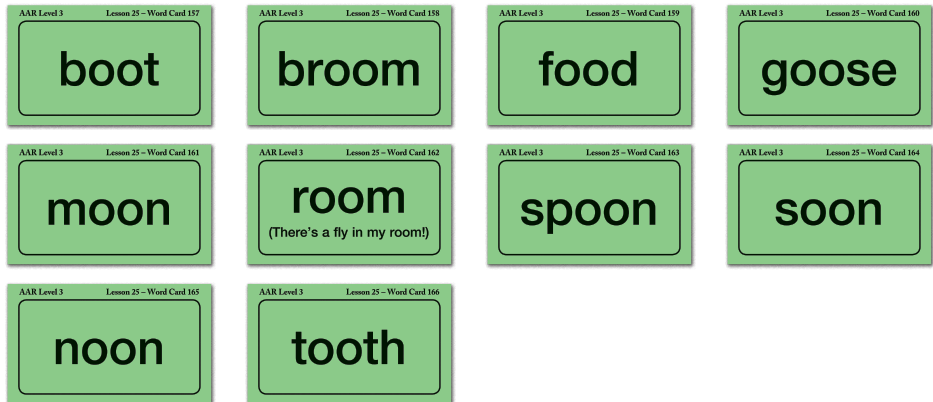
“Raccoon is making a sweater for his friend Moose and he needs to collect a lot of buttons.

Let’s help him!” Have your student pick up a button card, read the word on the back, and then give it to the raccoon.

Continue reading the cards until all the buttons have been collected.

Practice Reading Words

Have your student practice reading the words on Word Cards 157-166.



File the Word Cards behind the Review divider in the Reading Review Box.

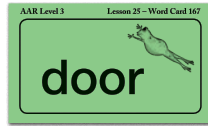
New Teaching

(continued)

Teach Two Leap Words: *door* and *floor*

We are treating *door* and *floor* as Leap Words to help them stand out in your student's mind. We want to differentiate them from the other words taught in this lesson.

Show Word Cards 167 and 168 to your student.



Point to the first card. “This word is *door*, as in *Please close the door*. The oo says its third sound. What sound does oo say in the word *door*?” /ō/.

“Oo only says /ō/ in two common words: *door* and *floor*.”

Point to the second card. “This word is *floor*, as in *Let's sweep the floor*. What sound does oo say in the word *floor*?” /ō/.

“*Door* and *floor* are Leap Words. The frog will help you remember that the sound of oo is different in these words than in the other words you've learned in this lesson.”

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 161-162 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try the activity “Letter Search.” For instructions, look for this icon in Appendix K.

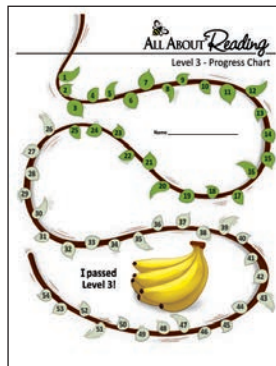
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 25 on the Progress Chart.



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