

# Snappy Lesson 56

## Sound /oo/ written as oo

**Learning Objectives:** to learn the main ways of spelling the sound /oo/; to blend and segment words and sentences containing oo

**Success Criteria:** to read words and sentences containing oo spelling of sound /oo/ and write dictated words and sentences with 100% accuracy

Reading	Spelling
<p><b>1. Review Sounds</b> (show as pack)</p> <ul style="list-style-type: none"> <li>oo oul u</li> </ul>	<p><b>8. Write Sounds</b></p> <ul style="list-style-type: none"> <li>oo oul u</li> </ul>
<p><b>2. Spelling: OO</b></p> <p>Show the flashcard for <b>oo</b>. Then with all the phonemes play the <b>Grab Game</b>. With the cards on the table, say a sound and ask the children to 'grab' for the letter. <b>Fingertips Freeze</b> when they touch the flashcard. Only allow one 'grab'.</p>	<p><b>9. Spelling: OO</b></p> <p>Model writing the letters on the board and talk through letter formation from exit stroke of first letter to start point of the next letter for joined-up writing. <b>Sky Write</b> the letters together. Ask children to write the sound on their whiteboards or paper. Check the letter formation for the correct start points, exit strokes and place on the line.</p>
<p><b>3. Oral Blending (Robot Game)</b></p> <p>Play the <b>Robot Game</b>. Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound.</p> <ul style="list-style-type: none"> <li>Say the sounds <b>t-oo</b>, ask children to listen and say the word.</li> <li>Repeat for: <b>moon, roof, cool</b></li> </ul>	<p><b>10. Oral Segmenting (Phoneme Fingers)</b></p> <p>Say a word and the children use <b>Phoneme Fingers</b> to flick their fingers for each sound in:</p> <ul style="list-style-type: none"> <li><b>t-oo, m-oo-n, r-oo-f, c-oo-l</b></li> </ul>
<p><b>4. Manipulating (Swap) Sounds</b></p> <p>Stick vowel cards at the top of the board: <b>oo</b>. Stick consonant cards at the bottom: <b>b m n r t z</b></p> <p>Play the <b>Full Circle Word Game</b> using the letters on the board to make a word. Ask the children to use <b>Phoneme Fingers</b> for each sound in the word. Read the word to the children. Ask a child to change one or more sounds in the word, swapping card/s from the word with card/s at either the bottom or the top of the board. Use <b>Phoneme Fingers</b> to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made.</p> <p><b>Full circle words: too, zoo, zoom, room, boom, boot, root, moon, too</b></p>	
<p><b>5. Reading Words</b></p> <p>Ask children to read these words:</p> <ul style="list-style-type: none"> <li><b>too, moon, roof, cool</b></li> </ul>	<p><b>11. Word Dictation</b></p> <p>Ask children to tap for the sounds and write:</p> <ul style="list-style-type: none"> <li><b>too, moon, roof, cool</b></li> </ul>
<p><b>6. Reading Tricky Words: <u>what</u></b></p> <ul style="list-style-type: none"> <li>Show flashcard with the tricky bits underlined.</li> <li>Together, with the children, sound and say the word using the known letter/sound matches.</li> <li>Point out that the word doesn't sound like this, identify the tricky bits, and provide tricky sounds: the 'wh' sounds /w/ and the 'a' sounds /o/.</li> <li>Sound and say the word correctly together.</li> </ul>	<p><b>12. Tricky Words Dictation: <u>what</u></b></p> <ul style="list-style-type: none"> <li>Say the tricky word and remind children to watch out for the tricky bits.</li> <li>Ask children to say the word, tap for the sounds and write each grapheme. Model with <b>Phoneme Fingers</b>, if necessary.</li> </ul>
<p><b>7. Reading Sentences</b> (See page 128)</p> <p><b>I had too much to eat.</b>  <b>A cloud went across the moon.</b>  <b>The roof needs new tiles.</b>  <b>What will cool you down?</b></p>	<p><b>13. Sentence Dictation</b> (See page 128)</p> <p><b>I had too much to eat.</b>  <b>A cloud went across the moon.</b>  <b>The roof needs new tiles.</b>  <b>What will cool you down?</b></p> <p>After writing, children read back sounds, words and sentences.</p>