

# Phonics Lesson Library™

Skill 7.4: Vowel Teams,  
Two Sounds of oo

oo

oo

moon

book

good

# Day 1 Lesson Plan for Phonics Intervention

Skill 7.4: Vowel Teams, Two Sounds of oo

One-Syllable Words

## Review

2 Minutes

### Identify the Vowel Sound

**MATERIALS** None

- Say \_\_\_\_\_. What's the vowel sound? Is it at the beginning, in the middle, or at the end of the word?

**GOAL** Students accurately identify the vowel sound and its location in a spoken word.

#### WORD LIST

breach, shrug, toad, spoil, crown, queen, be, lawns, pass, steam, stow, genes, tie, floe, spry, health, smoke, plain, chimps, fiend, spray, row, soy, yes

## Teach New Concept

20 Minutes

### 1. Can you hear the sound? 2 Minutes

**MATERIALS** None

- Today we are going to learn to read and spell words with the /ōō/ sound as in moon or the /ōō/ sound as in book. Before we can begin, I need to know if you can hear these sounds.
- I am going to say some words. If you hear the /ōō/ sound as in moon, raise your hand. If you don't hear the /ōō/ sound, make the "No" gesture (palm facing down, move hand from side to side).
- The first word is boo. Students raise hands.
- The next word is bow. Students make the "No" gesture.

Using word list provided, say each word and ask students to raise hand or make the "No" gesture. Repeat dialog above for the /ōō/ sound using the words hook and hole.

#### WORD LIST

Cook, boo, cake, cool, goop, roam, roost, shook, hole, tooth, wood, goad, hook, coal, took, kick, stood, scope, back, troop, bow, hock

### 2. Can you make the sound? 3 Minutes

**MATERIALS** 1 mirror per student



#### I DO Teacher models.

- Watch my mouth. I'll say the /ōō/ sound as in moon.
  - With my hand on my throat, I feel if there is a vibration when I say /ōō/. Since there is a vibration, the sound is voiced. The /ōō/ sound is a continuant because I can hold the sound without stopping. Listen, /ōō/.
  - When I make the /ōō/ sound, my lips are tight and stick out. My tongue is just behind my bottom teeth.
  - Look in the mirror while making the /ōō/ sound. Are your lips smiley or do they stick out? Does the sound continue or stop? Put your hand on your throat. Do you feel a vibration when you say /ōō/?
- Watch my mouth. I'll say the /ōō/ sound as in book.
  - With my hand on my throat, I feel if there is a vibration when I say /ōō/. Since there is a vibration, the sound is voiced. The /ōō/ sound is a continuant because I can hold the sound without stopping. Listen, /ōō/.
  - When I make the /ōō/ sound, my lips are loose, my jaw is dropped, and my mouth is open. My tongue is just behind my bottom teeth.
  - Look in your mirror while making the /ōō/ sound. Is your mouth open or closed? Describe how your lips look. Does the sound continue or stop? Put your hand on your throat. Do you feel a vibration when you say /ōō/?
- I am going to say some words. If you hear the /ōō/ or /ōō/ sound in the word, make the sound. If you don't hear /ōō/ or /ōō/ sound, say "No."

Use word list provided. Listen for and correct articulation errors.

**GOAL** Students hear and make focus sound in spoken words.

3. **Can you identify the sound-spelling pattern with chips?** 5 Minutes

(Note: This step is optional if phonics chips are not available.)

**I DO** Teacher models.

**MATERIALS** Sound and Spelling Chips, Sound-Spelling Mapping Mat (*Phonics Chip Kits* available from 95 Percent Group)

**FIND THE PATTERN:**

Today, we'll learn about the vowel team oo, which is spelled with the letters o and o side by side in a word. The vowel team oo can be pronounced several ways; the most common pronunciations are /ōō/ as in moon and /ōō/ as in book.



I'm going to use chips to represent sounds in a word. The blue chips represent consonant sounds, and the dark purple chip represents the /ōō/ sound, as in moon. The light purple chip represents the /ōō/ sound, as in book.



The first word is moon. The sounds are /m/ /ōō/ /n/. Watch me pull down the chips: a blue chip for /m/, a dark purple chip for /ōō/, and a blue chip for /n/. Let's review: /m/ /ōō/ /n/, moon.



The letters that spell the /ōō/ sound in moon are the vowel team oo. I'll replace the dark purple sound chip with the dark purple oo spelling chip. The dark purple is for the most common sound. The word moon has vowel team oo, which is usually pronounced with the /ōō/ sound.



Watch me try another word. I'll move the chips back to the top of the mat. The next word is book. The sounds are /b/ /ōō/ /k/. Watch me pull down the chips: a blue chip for /b/, a light purple chip for /ōō/, and a blue chip for /k/. Let's review: /b/ /ōō/ /k/, book.

The word book has one vowel sound, /ōō/. The oo vowel team can also spell the /ōō/ sound. I'll replace the light purple sound chip with the light purple oo spelling chip. The word book has the oo vowel team. Let's review: /b/ /ōō/ /k/, book.

Use word list on prior page to practice more words.

**GOAL** Students use sound and spelling chips to represent sounds in spoken words.

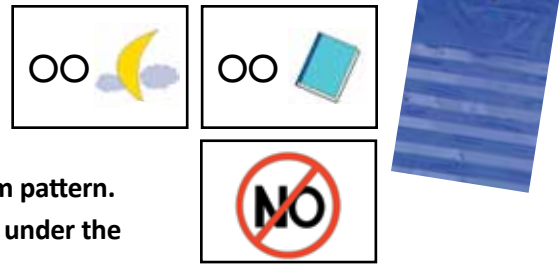
**MATERIALS** Teacher Word Cards for Passage 1, Sound-Spelling Header Cards (oo-moon, oo-book, and “No”), pocket chart

4. **Can you identify the vowel pattern in words?** 3 Minutes

**I DO** Teacher models.

Show the first Teacher Word Card. (hook) I’ll look for the vowel team pattern.

- First I find the vowel letter or letters. With my fingers, I touch under the vowel letters *o* and *o*.
- The vowel letters *o* and *o* are side by side in this word. This word follows the vowel team oo syllable pattern.
- The gesture for vowel teams looks like this. I touch under both vowels with two fingers together.
- The two common pronunciations of vowel team oo are /ōō/ as in moon and /ōō/ as in book. Point to the Teacher Header Card for vowel team oo. When I see the vowel team oo, I make the most common sound /ōō/ as in moon (tap the picture of moon) first, and then I try the second most common sound, /ōō/ as in book (tap the picture of book).



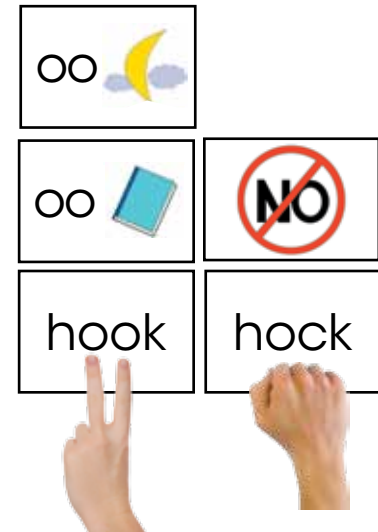
5. **Can you sort the cards by pattern?** 7 Minutes

**I DO** Teacher models.

- I place the word card in the pocket chart under the Vowel Team oo Header Cards. Don’t ask students to read words.
- Let me show you another word. Show contrast word. (hock)
- First, I find the vowel letter or letters. Point below the vowel letter *o*.
- There is one vowel letter. This word does not have the vowel team pattern. This word follows the closed syllable pattern. Make the closed gesture under the word.
- I place the word card in the pocket chart under the “No” Header Card.

**WE DO** Sort all of the remaining Teacher Word Cards into the pocket chart.

- Let’s sort more words together. I’ll answer and gesture with you.
- Pretend to touch the vowel letter or letters.
- How many vowel letters?
  - 2 or more vowels—Ask:
    - Vowel team oo, or not vowel team oo?
      - Vowel team oo—
        - Gesture for vowel team. What’s the letter pattern? **Two vowels side by side in a word** Sound? /ōō/ or /ōō/ Where should we place this word card? **Under the Vowel Team oo Header Cards**
        - Not vowel team oo—
          - Make “No” gesture. Sound? Answer varies. Where should we place this word card? **Under the “No” Header Card**
      - 1 vowel—Ask:
        - Vowel team or not vowel team? **Not vowel team** Make “No” gesture. Syllable type and gesture? Answer varies. Sound? Answer varies. Where should we place this word card? **Under the “No” Header Card**



Teacher stops answering with students once they are accurate.

**GOAL** Students describe the vowel team pattern as one vowel sound spelled with two vowel letters side by side. Students identify words that contain the vowel team syllable, provide the vowel team gesture, and produce the appropriate vowel sound.

Word Reading Accuracy

4 Minutes

Can you read the words?

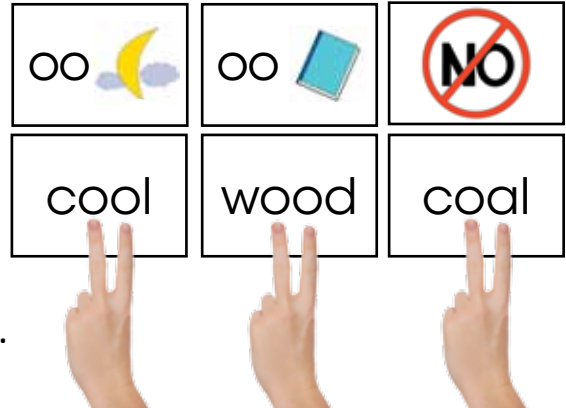
I DO Teacher models.

**MATERIALS** Teacher Word Cards for Passage 1, Teacher Sound-Spelling Header Cards (oo-moon, oo-book, and “No”), pocket chart

- The most common pronunciation of oo is /ōō/ as in moon, and the second most common is /ōō/ as in book. When I see the vowel team oo, I try the /ōō/ as in moon first and then /ōō/ as in book. Point to illustrations of moon and book on Header Cards.
- Watch what I do to read this word. Show the first Teacher Word Card. (cool)
  - I find the vowel letters. I tap both fingers together under the vowels. The syllable type is vowel team oo, and the vowel sound could be /ōō/ or /ōō/.
  - I'll try /ōō/ first. Tap both fingers below the vowels and say, Sound? /ōō/. Sweep a finger under the word and say, Word? Cool.
  - Cool is a word that I know, so I won't try the other sound. Cool is when it's not too hot or not too cold.
- I'll read another word. Show the Teacher Word Card. (wood)
  - I find the vowel letters and touch under them. The vowel sound could be /ōō/ or /ōō/. I'll try the most common first. Tap below the vowels and say, Sound? /ōō/. Sweep a finger under the word and say, Word? Wōōd.
  - Wōōd is not a word I know. I'll try the second most common sound, /ōō/. Wood. Wood is a word I know. Wood comes from trees.

WORD LIST Passage 1

**Pattern Words:** boo, book, cook, cool, good, goop, hook, hoot, kook, moon, took, wood  
**Contrast Words:** back, bow, cake, coal, goad, hock, hunt, kick



WE DO Read the remaining Teacher Word Cards.

- Let's read more words together. I'll answer with you. Find the vowel letter or letters and pretend to touch under them. Students pretend to touch the vowel letter(s).
- Check for the syllable pattern. Vowel team oo or not vowel team oo?
  - Vowel Team oo: Most common sound? (tap) /ōō/ as in moon Word? (sweep) Is that a word you know?
    - Yes: Go to next word.
    - No: Second most common sound? (tap) /ōō/ as in book Word? (sweep) Is that a word you know?
  - Not Vowel Team oo: Sound? (tap) Word? (sweep)
- Where should we place this word card? Answer varies.

Teacher stops answering with students once they are accurate and fluent.

**GOAL** Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.

Transfer to Text

4 Minutes

**MATERIALS** Teacher copy Passage 1, Student copy Passage 1, highlighters

| Passage 1        | Steps   |
|------------------|---|
| Boo Plays Tricks | 1. Highlight skill words in passage and count them.<br>2. Read only skill words that have been highlighted. |

**GOAL** Students identify and read pattern words in a text.

**Boo Plays Tricks**

Boo was a boy who liked to play tricks. Boo was a bit of a kook when it came to tricks. He played tricks on his pet Moon. Boo said, "I think tricks are cool." But Moon did not think tricks were cool.

One day, Boo got a book with a black rook printed on it. The book had a lot of good tricks. Boo picked a tick to play on Moon. Boo took some wool and twitted it into a hoop. Then he mixed a lot of goop with a drop of goo in a pot. He put it on the wood stove to let it cook till it smoked. The smoke floated high into the sky. As he let the goop cook, the smoke smelled like cloves.

The smoke drove a pup off with a "woof." The pup headed into the woods. The loon saw the smoke and, with a foot, splashed into the pool so he would not choke. The owl took one look at the smoke and appled to the woods. The hen zoomed to her coop.

"This is not cool," said the loon.

"This is not good," said the pup.

"This goop and soot could make us sick," hooted the owl and the hen.

The goop was set, and Boo took a hook and lifted the pot from the stove. Boo dropped the goop into the wood hoop. Then Boo made his plan. Boo spoke like a kook. "I will set up this tick with goop in the hoop." Then he yelled

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# Day 2 Lesson Plan for Phonics Intervention

Skill 7.4: Vowel Teams, Two Sounds of oo

One-Syllable Words

## Review

2 Minutes

### Previous Phonics Skill

**MATERIALS** Skill 7.4 Phonics Review Grid Days 1-2

- Point to the left of the word and ask, **Word?**
- Tap under the word. Students accurately and fluently respond by reading the word after the tap.

**GOAL** Students accurately and fluently read words.

|      |      |      |      |
|------|------|------|------|
| ate  | bean | bend | dead |
| deal | deed | dell | eat  |
| head | heap | heed | hope |
| leaf | lean | pea  | rail |
| read | real | teal | tell |

## Teach New Concept

8 Minutes

### 1. Can you hear the sound? 1 Minute

**MATERIALS** None

- I am going to say some words. If you hear the /ōō/ sound as in moon, raise your hand. If you don't hear the /ōō/ sound, make the "No" gesture (palm facing down, move hand from side to side).
- The first word is broom. Students raise hands.
- The next word is brook. Students make the "No" gesture.

Using word list provided, say each word and ask students to raise hand or make the "No" gesture. Repeat using words with the /ōō/ sound.

#### WORD LIST

cook, boo, cake, cool, goop, roam, roost, shook, hole, tooth, wood, goad, hook, coal, took, kick, stood, scope, back, troop, bow, hock

### 2. Can you make the sound? 1 Minute

**MATERIALS** None

- I am going to say some words. If you hear the /ōō/ sound as in moon, say /ōō/. If you don't hear the /ōō/ sound, say "No."

Use word list provided. Repeat for /ōō/.

### 3. Can you sort the words by syllable type?

**WE DO** Teacher and students sort pattern and contrast words into the pocket chart. 1 Minute

**MATERIALS** Teacher Word Cards for Passage 1, Teacher Sound-Spelling Header Cards (oo-moon, oo-book, and "No"), pocket chart

- Let's review. What syllable type are we studying? **Vowel Team oo**
- What is a vowel team pattern? **Two vowel letters side by side in a word**
- What vowel sounds do you hear in a vowel team oo syllable? **/ōō/ as in moon or /ōō/ as in book**
- Let's sort two words together. Choose one vowel team oo word and one contrast word (closed, vowel team, or silent-e syllable). **Pretend to touch the vowel letter or letters.**
- How many vowel letters?
  - 1 vowel—Ask:
    - Syllable type and gesture? **Closed** Closed fist
    - Sound? Answer varies.
    - Where should we place this word card? **Under the "No" Header Card**

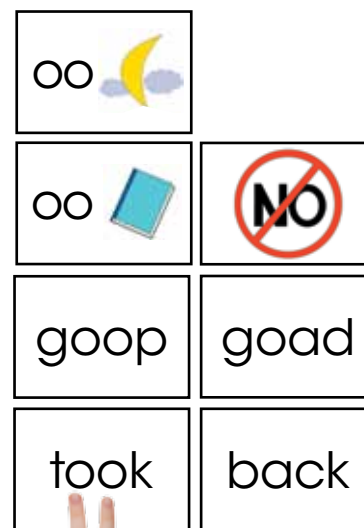
- 2 vowels—Ask:
  - **Vowel team oo or not vowel team oo?**
    - Vowel team oo—Ask:
      - **Gesture?** Two fingers together **Sounds?** /ōō/ as in moon or /ōō/ as in book
      - **Where should we place this word card?** Under the Vowel Team oo Header Cards
    - Not vowel team oo—Ask:
      - **Syllable type and gesture?** Answer varies. **Sound?** Answer varies.
      - **Where should we place this word card?** Under the “No” card

After sorting two cards with students, move to the You Do.

**YOU DO** Students independently sort their own set of Student Word Cards. **5 Minutes**

**MATERIALS** Student Word Cards Passage 1, Student Sound-Spelling Header Cards (oo-moon, oo-book, and “No”)

- **Now it’s your turn. You will sort your words into vowel team oo and “No” columns.**
- Place your three Header Cards on the table in two columns.
- Place your word cards in a stack. Take one card off the stack, and put it on the table in front of you.
- Using your fingers, find the vowel letter or letters.
- If the word is Vowel Team oo, make the vowel team gesture, touch the vowel letters, and say both vowel sounds as you slide the card under the Vowel Team oo Header Cards.
- If the word is not Vowel Team oo, identify the syllable type, make the gesture, say the vowel sound, and slide the card under the “No” Header Card.
- Sort all of your words.



**GOAL** Students describe the vowel team pattern as one vowel sound spelled with two vowel letters side by side. Students identify words that contain the vowel team syllable, provide the vowel team gesture, and produce the appropriate vowel sound.

## Word Reading Accuracy

**5 Minutes**

Can you read the words?

**WE DO** Teacher and students read Teacher Word Cards. **1 Minute**

**MATERIALS** Teacher Word Cards for Passage 1, Teacher Sound-Spelling Header Cards (oo-moon, oo-book, and “No”), pocket chart

- **Let’s review reading vowel team and other syllable types. Let’s read two words together.**
- Pretend to touch the vowel letter or letters.
- Check for the pattern.
  - Are there one or two vowel letters?
  - Is there an oo side by side in the word?
- **Gesture and say the syllable type.** Answers will vary according to syllable type.

### WORD LIST Passage 1

**Pattern Words:** boo, book, cook, cool, good, goop, hook, hoot, kook, moon, took, wood

**Contrast Words:** back, bow, cake, coal, goad, hock, hunt, kick

- **Sound?** Tap under the vowel letter or letters.
- **Word?** Sweep a finger under the word.
- **Where do we place this card?** Answer varies.

Practice two cards with students; then move to You Do.

**YOU DO** Students independently read their own set of Student Word Cards. **4 Minutes**

**MATERIALS** Student Word Cards for Passage 1, Student Sound-Spelling Header Cards (oo-moon, oo-book, and “No”)

- Now it’s your turn. Mix up your word cards, and place them in a stack.
- Take the top card off the stack, and put it on the table in front of you.
- Using your fingers, touch the vowel letter or letters.
- Determine the vowel pattern for each word. Say the syllable type and make the gesture.
- Tap under the vowel letter or letters and make the vowel sound.
- Sweep a finger under the word as you read it. Place the card in one of the three columns.
- I will listen to each of you read some words.



**GOAL** Students accurately identify words by their syllable type, make the correct gestures, say the vowel sounds, and accurately read the words.

**Word Reading Fluency**

**5 Minutes**

**MATERIALS** 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (words and 2-3 word phrases) per student

- In a moment I’ll give you a list of words. Leave the paper face down until you hear the signal to start.
- When it’s time to start, turn the paper face up and begin reading across the page to your partner. If you finish before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many words correct as possible.
- **Ready? Start.** After 1 minute, say “stop.”
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

Answer Key  
Phonics 1: One-Phase Words

| FLUENCY SHEET |      |      |      |
|---------------|------|------|------|
| Words         |      |      |      |
| boo           | goo  | look | rook |
| book          | good | loom | zoom |
| cook          | goop | loon | fook |
| cool          | hook | mood | foof |
| coop          | hoop | moon | woof |
| doom          | hoot | pool | wool |
| fool          | kook | poof | wood |

| 2 to 3-Word Phrases |              |                 |                |
|---------------------|--------------|-----------------|----------------|
| like a look         | to the woods | with that fool  | on the loom    |
| into a hoop         | to her coop  | about the book  | over the hoop  |
| of goop             | with a look  | after we cook   | under the roof |
| with a wool         | in the hoop  | around his fool | at the coop    |
| into the woods      | to the grave | as a fool       | with her loom  |
| with a look         | by the coop  | at the coop     | over the moon  |
| into the pool       | in the pool  | with a pool     | as I look      |

Progress-Monitoring Table and Graph

Lesson Number: \_\_\_\_\_  
Student Name: \_\_\_\_\_

| Date                | Progress-Monitoring Table |        |                      |                      | Bar Graph |    |    |    |     |     |
|---------------------|---------------------------|--------|----------------------|----------------------|-----------|----|----|----|-----|-----|
|                     | Words Read                | Errors | Words Read Correctly | Words Read Correctly | 0         | 25 | 50 | 75 | 100 | 125 |
| Words (10 words)    |                           |        |                      |                      |           |    |    |    |     |     |
| Words (11 words)    |                           |        |                      |                      |           |    |    |    |     |     |
| Passages (12 words) |                           |        |                      |                      |           |    |    |    |     |     |
| Passages (13 words) |                           |        |                      |                      |           |    |    |    |     |     |
| Passages            |                           |        |                      |                      |           |    |    |    |     |     |

**GOAL** Students accurately and fluently read words.

Word Building

5 Minutes

Sound-Spelling Mapping

**MATERIALS** Sound-Spelling Mapping paper and pencils/dry erase markers

**I DO** Teacher models. 1 Minute

- Today you'll learn how to spell words that have the vowel team syllable type. Watch how I use the Sound-Spelling Mapping paper. Each box holds only one sound.
- The word is kook. I'll segment the word and tap one box for each sound I hear, /k/ /oo/ /k/. I heard three sounds.
- Now I'll write the letters that represent each sound. Write letters in boxes. The word is kook.
- I put the letters o and o together in the box because they are part of the vowel team pattern, and they spell one sound.

Model with contrast word. (took)

**WE DO** Teacher and students spell words. 1 Minute

- Let's practice listening for sounds and writing the letters. The word is cool. Word? Cool
- Tell me the sounds in cool. /c/ /oo/ /l/ How many sounds did you hear? 3
- Ask students to produce each sound and letter as you write them in the box.
- Let's spell one more word. Repeat with cook.

**YOU DO** Students independently spell words. 3 Minutes

- Now, it is your turn. I'll give each one of you a word to spell.

Give each student his or her own word to spell. Monitor for accurate segmentation of the word and use of the Sound-Spelling Mapping paper.

As students finish their words, check the words and give them another word to spell until time runs out.

**GOAL** Students accurately spell pattern and contrast words using Sound-Spelling Mapping paper.

**WORD LIST** Passage 1

**Pattern Words:** boo, book, cook, cool, good, goop, hook, hoot, kook, moon, took, wood  
**Contrast Words:** back, bow, cake, coal, goad, hock, hunt, kick

|   |    |   |  |  |
|---|----|---|--|--|
| k | oo | k |  |  |
| t | oo | k |  |  |

|   |    |   |  |  |
|---|----|---|--|--|
| c | oo | l |  |  |
| c | oo | k |  |  |

Transfer to Text

5 Minutes

**MATERIALS** Teacher copy Passage 1, Student copy Passage 1 from Day 1

| Passage 1   | Steps   |
|---|---|
| Boo Plays Tricks  | <ol style="list-style-type: none"> <li>1. Read passage with skill words highlighted.</li> <li>2. Read unmarked copy of passage (no highlighted words).</li> </ol> |
| <b>CCSS Reading Standard 4 for Literature</b>   |   |
| <ol style="list-style-type: none"> <li>1. Describe how the following words add rhythm in the passage: <i>book, rook; coop, goop, hoop.</i></li> <li>2. Describe how the following words add rhythm and meaning in the passage: <i>Boo got a book with a black rook printed on it.</i></li> <li>3. Describe how the following words add rhythm and meaning in the passage: <i>"I will set up this trick with goop in the hoop."</i></li> </ol> |   |

**Boo Plays Tricks**

Boo was a boy who liked to play tricks. Boo was a bit of a look when it came to tricks. He played tricks on his pet Moon. Boo said, "I think tricks are cool." But Moon did not think tricks were cool.

One day, Boo got a book with a black rook printed on it. The book had a lot of good tricks. Boo picked a trick to play on Moon. Boo took some wool and twisted it into a hoop. Then he mixed a lot of goop with a drop of goo in a pot. He put it on the wood stove to let it cook till it smoked. The smoke floated high into the sky. As he let the goop cook, the smoke smelled like cloves.

The smoke drove a pup off with a "woof." The pup headed into the woods. The loon saw the smoke and, with a foot, splashed into the pool so he would not choke. The owl took one look at the smoke and appled to the woods. The hen zoomed to her coop.

"This is not cool," said the loon.

"This is not good," said the pup.

"This goop and soot could make us sick," hooted the owl and the hen.

The goop was set, and Boo took a hook and lifted the pot from the stove. Boo dropped the goop into the wood hoop. Then Boo made his plan. Boo spoke like a look, "I will set up this trick with goop in the hoop." Then he yelled

**GOAL** Students identify and read pattern words in a text.

# Day 3 Lesson Plan for Phonics Intervention

Skill 7.4: Vowel Teams, Two Sounds of oo

One-Syllable Words

## Review

2 Minutes

### Sight Words

**MATERIALS** Sight Words Review Grid

- Point to the left of the word and ask, **Word?**
- Tap under the word. Students accurately and fluently respond with sight word.

**GOAL** Students accurately and fluently read words.

|       |        |        |       |
|-------|--------|--------|-------|
| would | before | found  | full  |
| full  | work   | around | about |
| your  | why    | or     | don't |
| both  | been   | read   | us    |

## Word Reading Accuracy

7 Minutes

### Can you read the words?

**WE DO** Teacher and students read word cards. 1 Minute

**MATERIALS** Teacher Word Cards Passage 2

- Let's review reading words with vowel team and other syllable types. Let's read two words together.
- Pretend to touch the vowel letter or letters.
- Check for the pattern. Gesture and say the syllable type. Gesture and answer will vary according to syllable type.
- Sound? Tap under the vowel letter or letters.
- Word? Sweep a finger under the word.

Practice two cards with students; then move to You Do.

### WORD LIST Passage 2

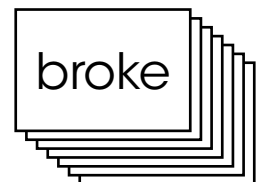
**Pattern Words:** brood, brook, broom, hood, room, roost, scoop, shook, snoop, stood, tooth, troop  
**Contrast Words:** broke, hole, roam, roast, scope, shake, stand, teeth

**YOU DO** Students independently read their own Student Word Cards. 6 Minutes

**MATERIALS** Student Word Cards Passage 2

- Now it's your turn. Mix up your word cards, and place them in a stack.
- Take the top card off the stack, and put it on the table in front of you.
- Using your fingers, touch the vowel letter or letters.
- Determine the syllable pattern for each word. Gesture and say the syllable type.
- Tap under the vowel letter or letters and make the vowel sound.
- Sweep a finger under the word as you read it.
- I will listen to each of you read some words.

**GOAL** Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.



Short Phrase Reading Fluency

6 Minutes

**MATERIALS** 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (words and 2-3 word phrases) per student

- In a moment I'll give you a set of phrases. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading across the page to your partner. If you finish before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of phrases read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

| FLUENCY SHEET |       |       |        |
|---------------|-------|-------|--------|
| Words         |       |       |        |
| brood         | room  | bloom | smooch |
| brook         | roost | tooth | smooth |
| broom         | root  | troop | crook  |
| hood          | scoop | booth | spook  |
| hook          | shook | drool | spool  |
| look          | snoop | droop | spoon  |
| proof         | stood | shoo  | swoop  |

| 2 to 3-Word Phrases |                  |                |                |
|---------------------|------------------|----------------|----------------|
| on his hood         | after it blooms  | by the broom   | into the brook |
| with the hook       | around the spool | down it swoop  | like a broom   |
| off a snoop         | as she stood     | for some proof | of some crook  |
| off the hook        | into his room    | from the roof  | off it swoop   |
| in his room         | of the hood      | in his booth   | on the crook   |
| with her brood      | like a snoop     | into the coop  | over the roof  |
| after he stood      | when they smooch | like a tooth   | on his hood    |

| Progress Monitoring Table and Graph |      |                      |        |                      |        |                      |        |                      |        |                      |        |
|-------------------------------------|------|----------------------|--------|----------------------|--------|----------------------|--------|----------------------|--------|----------------------|--------|
| Student Name: _____                 |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| Progress Monitoring Table           |      |                      |        |                      |        | Bar Graph            |        |                      |        |                      |        |
| Words                               | Read | Words Read Correctly | Errors | Words Read Correctly | Errors | Words Read Correctly | Errors | Words Read Correctly | Errors | Words Read Correctly | Errors |
| 1                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 2                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 3                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 4                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 5                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 6                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 7                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 8                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 9                                   |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 10                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 11                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 12                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 13                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 14                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 15                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 16                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 17                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 18                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 19                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 20                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 21                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 22                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 23                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 24                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 25                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 26                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 27                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 28                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 29                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 30                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 31                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 32                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 33                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 34                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 35                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 36                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 37                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 38                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 39                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 40                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 41                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 42                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 43                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 44                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 45                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 46                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 47                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 48                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 49                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |
| 50                                  |      |                      |        |                      |        |                      |        |                      |        |                      |        |

**GOAL** Students accurately and fluently read pattern and contrast words in phrases.

Word Building

4 Minutes

Sound-Spelling Mapping

**MATERIALS** Sound-Spelling Mapping paper and pencils/dry erase markers

**WE DO** Teacher and students spell words. 1 Minute

- Let's review listening for sounds and writing the letters. The word is roost. Word? **Roost**
- Tell me the sounds in roost. /r/ /oo/ /s/ /t/ How many sounds did you hear? 4
- Ask students to produce each sound and letter as you write them in the box.
- Let's spell one more word. Repeat with contrast word. (stood) Repeat with words brook and brood.

**WORD LIST** Passage 2

**Pattern Words:** brood, brook, broom, hood, room, roost, scoop, shook, snoop, stood, tooth, troop

**Contrast Words:** broke, hole, roam, roast, scope, shake, stand, teeth

|   |    |    |   |  |
|---|----|----|---|--|
| r | oo | s  | t |  |
| s | t  | oo | d |  |

**YOU DO** Students independently spell words. 3 Minutes

- Now, it's your turn. I'll give each of you a word to spell.

Give each student his or her own word to spell. Monitor for accurate segmentation of the word and use of the Sound-Spelling Mapping paper.

As students finish their words, check the words and give them another word to spell until time runs out.

|   |   |    |   |  |
|---|---|----|---|--|
| b | r | oo | k |  |
| b | r | oo | d |  |

**GOAL** Students accurately spell pattern and contrast words using Sound-Spelling Mapping paper.

Sentence Dictation

4 Minutes

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**Writing the sentence:**

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is \_\_\_\_\_. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.

**Proofreading the sentence:**

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now.

When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentences.

**GOAL** Students accurately write and proofread sentences containing pattern and contrast words.

The cook took  
.....  
the wood.

Passage 1 Sentences

The cook took the wood.

The book was good.

The owl can hoot at the moon.

Transfer to Text

7 Minutes

**MATERIALS** Teacher copy Passage 2, Student copy Passage 2

| Passage 2     | Steps  |
|---------------|--|
| Joe the Snoop | <ol style="list-style-type: none"> <li>1. Highlight skill words in passage and count them.</li> <li>2. Read passage with skill words highlighted.</li> </ol> |

**GOAL** Students identify and read pattern words in a text.

**Joe the Snoop**

When Joe was snooping around, he found a root. The root was in the woods by the brook of his home. The root had a shape like a goat with one big tooth!

Joe needed proof that he found the root. He shook the root with both hands. When he shook the root a mud clod zoomed past his head. Just a small bit of mud came to roost on his head. But the root still was not free. Then Joe took a stick and made a hook. He worked to scoop the root out of the mud with the hook. He got the root and shook off the mud. Joe's tail paid off.

"How I love proof!" Joe said as he stood there with a scoop of mud on his head and a root shaped like a goat in his hand. He took the root back home.

The next day, Joe's club, the "Snoop Troop" met in his room. Every boy in the Snoop Troop liked to snoop. Each time they met, the boys would bring proof of snooping.

Joe went to scoop up the root by his bed in his room. But there was no root! Joe took a seat on his bed to brood about the root. Then he saw the broom in his room. His mom had swept his root out with the mud he had tracked into his room. Now he had no proof that he found the root that looked like a goat with one big tooth! "How I know to clean the mud off my root before I take it into my room!" said Joe.

P 42 & 1

# Lesson Plan for Phonics Intervention **Day 4**

Skill 7.4: Vowel Teams, Two Sounds of oo

One-Syllable Words

## Review

2 Minutes

### Previous Phonics Skill

**MATERIALS** Skill 7.4 Phonics Review Grid Days 3-4

- Point to the left of the word and ask, **Word?**
- Tap under the word. Students accurately and fluently respond by reading the word after the tap.

**GOAL** Students accurately and fluently read words.

|       |        |       |       |
|-------|--------|-------|-------|
| beach | bleat  | dread | feast |
| feet  | health | male  | meal  |
| meat  | meet   | steam | stem  |
| sweat | sweet  | tame  | tap   |
| tea   | team   | weak  | woke  |

## Word Reading Accuracy

5 Minutes

### Can you read the words?

**WE DO** Teacher and students read Teacher Word Cards. 1 Minute

**MATERIALS** Teacher Word Cards Passage 2

- Let's review reading vowel team pattern and other syllable pattern words. We'll read two words together.
- Pretend to touch the vowel letter or letters.
  - What is the syllable type? Answer varies.
  - What is the gesture? Answer varies.
- Sound? Tap under the vowel letter or letters.
- Word? Sweep a finger under the word.

Practice two cards with students; then move to You Do.

**YOU DO** Students independently read their own set of Student Word Cards. 4 Minutes

**MATERIALS** Student Word Cards Passage 2

- Now it's your turn. Mix up your word cards, and place them in a stack.
- Take the top card off the stack, and put it on the table in front of you.
- Determine the syllable type. Say the syllable type and make the gesture.
- Read the vowel sound, and then sweep your finger under the word and read it.
- I will listen to each of you read some words.

**GOAL** Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.

## Word Building

## Word Chains

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**I DO** Teacher models.

- We'll start with one word and then spell others in a word chain. We'll add, delete, or substitute one sound at a time to spell a new word.
- I'll start by writing the word boo. I want to change boo to boom. An /m/ sound is added to the end of boo.
- I'll write the word boom under boo. I added the letter *m* to the end of boo.
- Next I'll change boom to broom. The /r/ sound is added after the /b/ sound.
- Now I'll write the word broom under boom. I add r after b.
- Finally, I'll change broom to brook. I changed the letter *m* to the letter *k*.

boo  
boom  
broom  
brook

**WE DO** Teacher and students build a word chain.

- Let's do this one together. I'll answer with you.
- We'll start with the word tooth. How do you spell tooth? t - o - o - t - h
- Now change tooth to tool. Which sound changes? /th/ What is the new sound? /l/
- Which letters do we change? th to l How do we spell the new word? t - o - o - l
- Now change tool to stool. Which sounds do we add? /s/ Which letter do we add? s
- How do we spell the new word? s - t - o - o - l
- Finally, let's change stool to still. Which sound changes? /ōō/ to /ī/ Which letters do we change? oo to i
- How do we spell the new word? s - t - i - l - l

tooth  
tool  
stool  
still

**YOU DO** Students independently build a word chain.

- Now you try one. Write the word \_\_\_\_ on your whiteboard.
- Change the word \_\_\_\_ to the word \_\_\_\_\_. Which sound changes? Which letter changes?
- Write the new word.
- Now change \_\_\_\_ to \_\_\_\_\_. Which sound changes? Which letter changes?
- Write the new word.

**WORD CHAINS**

- shook, took, take, stake
- snoop, stoop, stop, step
- roost, roast, rest, best

Continue giving students words to add, delete, and substitute sounds.

**GOAL** Students accurately spell words to build a word chain.

4-Plus Phrase and Sentence Reading Fluency

8 Minutes

**MATERIALS** 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (4-Plus Phrases and sentences)

**IMPORTANT:** First do phrase-reading fluency, and then do sentence reading fluency. Instructions below apply to both types of fluency with any changes for sentence-reading fluency noted in parentheses.

- In a moment I'll give you a list of 4-plus-word short phrases (sentences). Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the phrases (sentences) to your partner. Read only the table of 4-plus-word phrases (sentences).
- If you finish the table before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases (sentences) correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases (sentences) read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

| 4-Plus-Word Phrases       |                                   |                                  |
|---------------------------|-----------------------------------|----------------------------------|
| Lead the foot's chest     | off the wood's down               | under a red root                 |
| with a black hook         | like a blue goat                  | read to the wood's throat        |
| to the hen's crop         | like the wood's root              | to close the hook's path's track |
| to the yellow throat      | to close the wood's crown's track | with an oo word                  |
| on the big mouse          | to the oak's house                | before we get the good ones      |
| under the jump's the hoop | with a wash-room                  | under a big full moon            |
| with a drop of green      | before his foot's mood            | now that she can coast off       |
| in his black back         | on the main case                  | when we look in that back        |
| in a new cook book        | now that I see the mouse          | until they coast off             |

| Progress Monitoring Table |      | Bar Graph  |        |
|---------------------------|------|------------|--------|
| Words                     | Read | Words Read | Errors |
| 1                         | 0    | 0          | 0      |
| 2                         | 0    | 0          | 0      |
| 3                         | 0    | 0          | 0      |
| 4                         | 0    | 0          | 0      |
| 5                         | 0    | 0          | 0      |
| 6                         | 0    | 0          | 0      |
| 7                         | 0    | 0          | 0      |
| 8                         | 0    | 0          | 0      |
| 9                         | 0    | 0          | 0      |
| 10                        | 0    | 0          | 0      |
| 11                        | 0    | 0          | 0      |
| 12                        | 0    | 0          | 0      |
| 13                        | 0    | 0          | 0      |
| 14                        | 0    | 0          | 0      |
| 15                        | 0    | 0          | 0      |
| 16                        | 0    | 0          | 0      |
| 17                        | 0    | 0          | 0      |
| 18                        | 0    | 0          | 0      |
| 19                        | 0    | 0          | 0      |
| 20                        | 0    | 0          | 0      |
| 21                        | 0    | 0          | 0      |
| 22                        | 0    | 0          | 0      |
| 23                        | 0    | 0          | 0      |
| 24                        | 0    | 0          | 0      |
| 25                        | 0    | 0          | 0      |
| 26                        | 0    | 0          | 0      |
| 27                        | 0    | 0          | 0      |
| 28                        | 0    | 0          | 0      |
| 29                        | 0    | 0          | 0      |
| 30                        | 0    | 0          | 0      |
| 31                        | 0    | 0          | 0      |
| 32                        | 0    | 0          | 0      |
| 33                        | 0    | 0          | 0      |
| 34                        | 0    | 0          | 0      |
| 35                        | 0    | 0          | 0      |
| 36                        | 0    | 0          | 0      |
| 37                        | 0    | 0          | 0      |
| 38                        | 0    | 0          | 0      |
| 39                        | 0    | 0          | 0      |
| 40                        | 0    | 0          | 0      |
| 41                        | 0    | 0          | 0      |
| 42                        | 0    | 0          | 0      |
| 43                        | 0    | 0          | 0      |
| 44                        | 0    | 0          | 0      |
| 45                        | 0    | 0          | 0      |
| 46                        | 0    | 0          | 0      |
| 47                        | 0    | 0          | 0      |
| 48                        | 0    | 0          | 0      |
| 49                        | 0    | 0          | 0      |
| 50                        | 0    | 0          | 0      |

**GOAL** Students accurately and fluently read pattern and contrast words in phrases and sentences.

Transfer to Text

9 Minutes

**MATERIALS** Teacher copy Passage 2, Student copy Passage 2 from Day 3

| Passage 2  | Steps   |
|--|---|
| Joe the Snoop  | <ol style="list-style-type: none"> <li>1. Read passage with skill words highlighted.</li> <li>2. Read unmarked copy of passage (no highlighted words).</li> </ol> |
| <b>CCSS Reading Standard 2 for Literature</b>  |   |
| <ol style="list-style-type: none"> <li>1. Who are the characters and what main events happen in the tale?</li> <li>2. What is the central message or lesson of this tale? Explain.</li> <li>3. Name three key details that helped you understand the central message.</li> </ol> |   |

**Joe the Snoop**

When Joe was snooping around, he found a root. The root was in the woods by the brook of his home. The root had a shape like a goat with one big tooth!

Joe needed proof that he found the root. He shook the root with both hands. When he shook the root, a mud clod zoomed past his head. Just a small bit of mud came to rest on his head. But the root still was not free. Then, Joe took a stick and made a hook. He worked to scoop the root out of the mud with the hook. He got the root and shook off the mud. Joe's tail puffed.

"How I have proof!" Joe said as he stood there with a scoop of mud on his head and a root shaped like a goat in his hand. He took the root back home.

The next day, Joe's club, the "Snoop Troop" met in his room. Every boy in the Snoop Troop liked to snoop. Each time they met, the boys would bring proof of snooping.

Joe went to scoop up the root by his bed in his room. But there was no root! Joe took a seat on his bed to brood about the root. Then he saw the broom in his room. His mom had swept his root out with the mud he had tracked into his room. Now he had no proof that he found the root that looked like a goat with one big tooth! "How I know to clean the mud off my root before I take it into my room!" said Joe.

**GOAL** Students identify and read pattern words in a text.

# Day 5 Lesson Plan for Phonics Intervention

Skill 7.4: Vowel Teams, Two Sounds of oo

One-Syllable Words

## Review

2 Minutes

### Syllable Review: Closed Syllables, Long Vowel Silent-e, Open, and Vowel Team

**MATERIALS** Whiteboard and dry erase markers

Write one word at a time on the board. Use word list provided.

- I will write some words on the board. Look carefully at each word.

I will ask you:

- Syllable type and gesture?
- Vowel sound?
- Word?

**GOAL** Students accurately identify words by their syllable type, make the correct gestures, say the correct vowel sounds, and accurately read the words.

#### WORD LIST

felt, this, me, drips, sheep,  
vex, croak, chief, pelt, oaf,  
roach, fizz, pipe, which,  
beast

## Word Building

5 Minutes

### Word Chains

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

**YOU DO** Students independently build a word chain.

- Let's build some word chains. Write the word \_\_\_\_ on your whiteboard.
- Change the word \_\_\_\_ to the word \_\_\_\_.
- Write the new word.
- Now change \_\_\_\_ to \_\_\_\_.
- Write the new word.

Continue giving students words to add, delete, and substitute sounds.

**GOAL** Students accurately spell words to build a word chain.

#### WORD CHAINS

- room, loom, bloom, boom
- good, goo, go, grow
- moon, men, mesh, mush

Sentence Reading Fluency

4 Minutes

**MATERIALS** 1 Fluency Progress Monitoring Graph per student, 1 Fluency sheet (4-Plus Phrases and sentences)

- In a moment I'll give you a list of sentences. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the sentences to your partner.
- If you finish the table before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many words in sentences correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

| 4-Plus Phrases               |                          |                             |
|------------------------------|--------------------------|-----------------------------|
| with one big tooth           | at her smile dresses     | after all the bloom         |
| in a storm full of chicks    | when the smooth lane     | of the sweet head tooth     |
| to walk find the troop       | has a tooth to grow back | read to the book tooth      |
| time to look at the road     | has a tooth to grow back | when we get closer          |
| after the bloom are closed   | to look at the road      | to look on the hedge corner |
| around the head of her coat  | can the little tooth     | so if he might about        |
| in the hair coat             | in the last room         | how to make it smooth       |
| of the red cap               | into the smooth band     | how that he has the tooth   |
| before we scoop up the tooth | has a beam case          | when he push the tooth      |

| Progress Monitoring Table |      | Bar Graph |         |
|---------------------------|------|-----------|---------|
| Words                     | Read | Errors    | Correct |
| Phrases (2-3 words)       | Read | Errors    | Correct |
| Phrases (4+ words)        | Read | Errors    | Correct |
| Sentences                 | Read | Errors    | Correct |
| Paragraphs                | Read | Errors    | Correct |

**GOAL** Students accurately and fluently read pattern and contrast words in sentences.

Sentence Dictation

4 Minutes

**MATERIALS** Paper/pencil or whiteboard/dry erase marker

Writing the sentence:

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is \_\_\_\_\_. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.

Proofreading the sentence:

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now. Wait for us to check the second word.

This brood will  
 . . . . .  
 roost in the room.

Go through all of the words in the sentence, checking spelling one word at a time. When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentence.

**GOAL** Students accurately write and proofread sentences containing pattern and contrast words.

| Passage 2 Sentences                 |
|-------------------------------------|
| This brood will roost in the room.  |
| The troop stood as the broom fell.  |
| He will scoop the mess in the coop. |

Transfer to Text

Progress Monitoring: Cold Read

Instructions for teachers:

**MATERIALS** Teacher copy Passage 3, Student copy Passage 3

Listen to each student read Passage 3 for one minute. Calculate words read correctly and accuracy percentage for each student.

**GOAL** Students identify and read pattern words in a text.

Passage Fluency: Cold Read

**MATERIALS** Student copy Passage 3, 1 Progress Monitoring Table and Graph

- In a moment I'll give you a copy of the passage you just read to me. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading the passage to your partner.
- Your goal is to read for one minute at a quick, yet comfortable, pace so that you get as many words correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of words read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

**Crime of the Hen's Foot**

A crook took eggs from the hen's roost. While the hen was peck, peck, pecking in the grass, a crook stood near the roost. The crook came out of the woods near the brook. It was a long walk for the crook. He stood on his left foot and then on his right foot. He shook his hat and sat down on a roost to snoop on the hen.

The crook looked to all and wait. He wanted to get a loath into one of those eggs in the roost. He wanted to zoom out of the woods and scoop up the hen's eggs. The crook saw the hen hoop up and down in the hen pen.

The hen stopped and pecked under a roost for a bit to eat. The crook was so close to the hen! Just as the crook was about to rush into the hen roost and scoop up some eggs, a broom went swoosh right by his nose!

It was a man with a broom! "Shoo, fox, I see you! You are a snoopy! Shoo, Shoo!" yelled the man as he shook the broom. The fox scooted back into the woods. The fox did not get to be a crook that day!

7-4.3.1

**Progress-Monitoring Table and Graph**

Lesson Number: \_\_\_\_\_  
Student Name: \_\_\_\_\_

| Words               | Progress-Monitoring Table |        |                      | Bar Graph |    |    |    |     |
|---------------------|---------------------------|--------|----------------------|-----------|----|----|----|-----|
|                     | Words Read                | Errors | Words Read Correctly | 0         | 25 | 50 | 75 | 100 |
| Words               |                           |        |                      |           |    |    |    |     |
| Phrases (2-3 words) |                           |        |                      |           |    |    |    |     |
| Phrases (4+ words)  |                           |        |                      |           |    |    |    |     |
| Sentences           |                           |        |                      |           |    |    |    |     |
| Paragraphs          |                           |        |                      |           |    |    |    |     |

**CCSS Reading Standard 5 for Literature**

1. Describe how the first paragraph of the passage introduces the story.
2. What problem is presented in the middle of the story?
3. Describe how the ending concludes the action in the story.

**GOAL** Students accurately and fluently read pattern and contrast words in a text.

# Word Lists

## Skill 7.4: Vowel Teams, Two Sounds of oo

| PASSAGE 1     |                          |                |                |
|---------------|--------------------------|----------------|----------------|
| Passage Words | Additional Pattern Words | Contrast Words | Contrast Pairs |
| 1. boo        |                          | back           | boo/bow        |
| 2. book       |                          | bow            | book/back      |
| 3. cook       |                          | cake           | cook/cake      |
| 4. cool       |                          | coal           | cool/coal      |
| 5. good       |                          | goad           | good/goad      |
| 6. goop       |                          | hock           | hook/hock      |
| 7. hook       |                          | hunt           | hoot/hunt      |
| 8. hoot       |                          | kick           | kook/kick      |
| 9. kook       |                          |                |                |
| 10. moon      |                          |                |                |
| 11. took      |                          |                |                |
| 12. wood      |                          |                |                |

**NOTE:** Words in shaded boxes above are the words on the 20 word cards for each passage.

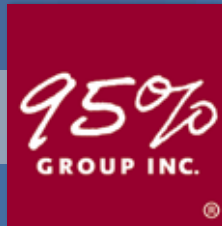
| PASSAGE 2     |                          |                |                |
|---------------|--------------------------|----------------|----------------|
| Passage Words | Additional Pattern Words | Contrast Words | Contrast Pairs |
| 1. brood      |                          | broke          | brook/broke    |
| 2. brook      |                          | hole           | hood/hole      |
| 3. broom      |                          | roam           | room/roam      |
| 4. hood       |                          | roast          | roost/roast    |
| 5. room       |                          | scope          | scoop/scope    |
| 6. roost      |                          | shake          | shook/shake    |
| 7. scoop      |                          | stand          | stood/stand    |
| 8. shook      |                          | teeth          | tooth/teeth    |
| 9. snoop      |                          |                |                |
| 10. stood     |                          |                |                |
| 11. tooth     |                          |                |                |
| 12. troop     |                          |                |                |

**NOTE:** Words in shaded boxes above are the words on the 20 word cards for each passage.

| PASSAGE 3 ("cold read" words) |       |        |
|-------------------------------|-------|--------|
| crook                         | scoot | swoosh |
| foot                          | shoo  |        |

| Additional Pattern Words* (no cards) |
|--------------------------------------|
| coop                                 |
| doom                                 |
| food                                 |
| fool                                 |
| gloom                                |
| goo                                  |
| hoop                                 |
| look                                 |
| loom                                 |
| loon                                 |
| mood                                 |
| poof                                 |
| pool                                 |
| proof                                |
| roof                                 |
| rook                                 |
| soot                                 |
| toot                                 |
| woof                                 |
| wool                                 |
| zoom                                 |

\* Use of pseudowords is not practical for words with unpredictable vowel teams.



**Skill 7.4:** Vowel Teams,  
Two Sounds of oo

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