

Literacy Skill – Week 3

Day 9 – Short oo Sound (as in book, foot)

30-Minute Plan Summary

Focus: Recognizing and pronouncing the *short oo* sound /ʊ/ (as in *book, foot*).

Class Size: 30 children

Time: 0–5 minutes

Sound Introduction

Teacher says:

“Today we’ll learn a new vowel sound — *short oo!* It makes the sound /ʊ/ — like in *book* or *foot*. It’s a short sound, not long like in *moon*.”

Demonstrate:

Say slowly and clearly:

- book
- cook
- foot
- look
- good

Ask children to repeat each word after you.

Show picture cards or real objects (a book, picture of a foot).

Teacher explains:

“Short oo sounds like the ‘u’ in *put*. Say it softly — /ʊ/.”

Time: 5–15 minutes

Oral & Listening Practice

Step 1: Repeat & Blend

Write on board: *b-oo-k, f-oo-t, l-oo-k, g-oo-d*

Blend the sounds together slowly with children:

/b/-/oo/-/k/ → book

/f/-/oo/-/t/ → foot

Step 2: Sound Sorting Game (Oral)

Teacher says a word → children say “short oo” if it has the sound.

Examples:

- book → yes
 - moon → no
 - foot → yes
 - spoon → no
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Time: 15–25 minutes

Writing Practice

Children copy and write these *short oo* words in their notebooks:

book, cook, foot, look, good

Sentence Practice:

Write one or two short sentences:

- I have a good book.
- Look at my foot.

Encourage neat handwriting and correct spelling.

Time: 25–30 minutes

Activity: “Look for the Book” Game

What to do:

Hide a few small picture cards or real books around the classroom.

Teacher says:

“Let’s play *Look for the Book!* When I say ‘Look!’, find a book or card and bring it here.”

Children look around, find one, and say aloud:

“I found a book!” or “I found a good book!”

Repeat 2–3 rounds so everyone gets a turn.

Teacher Tip:

- Emphasize the difference between short oo (/ʊ/) and long oo (/u:/).
 - Tell them: “Short oo is like a small smile sound — /ʊ/ — not a long one.”
 - Use fun actions like pointing to your eyes for “look” or holding a book to make learning lively.
 - End by saying together:
“Short oo says /ʊ/ — book, cook, look, good!”
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Day 10 – Long oo Sound (as in moon, food)

30-Minute Plan Summary

Focus: Recognizing and pronouncing the *long oo* sound /u:/ (as in *moon, food*).

Class Size: 30 children

Time: 0–5 minutes

Sound Introduction

Teacher says:

“Yesterday we learned the *short oo* sound, like in *book* and *foot*.

Today we’ll learn the *long oo* sound — it goes ooo like when you see something yummy!”

Say and Repeat:

moon – spoon – food – room – zoo

Children repeat:

“oo – oo – moon!”

“oo – oo – food!”

Teacher explains:

“Long oo stretches the sound — /u:/ — like when you say ‘ooh!’”

Time: 5–15 minutes – Oral & Listening Practice

Step 1: Listen and Repeat

Write on board:

m–oo–n

s–oo–n

f–oo–d

r–oo–m

z–oo

Blend each sound slowly and read together.

Step 2: Spot the Sound Game

Teacher says words — children raise hands if they hear *long oo*.

Example words:

moon, book, food, foot, zoo, cook, room.

(Children raise hands for: moon, food, zoo, room.)

Time: 15–25 minutes – Writing Practice

Children write the list in notebooks:

moon, spoon, food, room, zoo

Sentence Practice:

- I see the moon.
- The food is good.
- We went to the zoo.

Encourage children to read what they wrote aloud.

Time: 25–30 minutes

Activity: “Moon & Spoon” Rhyme

Teach a simple rhyme:

“The moon and spoon are friends, you see,
They shine and stir so happily!
Food and zoo are fun to say,
Long oo words make us smile today!”

Children repeat line by line with rhythm and hand actions (pretend to hold a spoon, point to the moon, eat food).

Repeat twice for fun!

Teacher Tip:

- Remind children: “Long oo says /u:/ — we stretch it like this: ooo!”
 - Use facial expressions or actions (like pretending to see the moon) to make the sound memorable.
 - Praise reading and pronunciation efforts:
“Lovely long oo sound — just like the moon!”
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Day 11 – Comparing Short oo and Long oo

30-Minute Plan Summary

Focus: Understanding the difference between *short oo (/ʊ/)* and *long oo (/u:/)* sounds.

Class Size: 30 children

Time: 0–5 minutes

Sound Review

Teacher says:

“Today we’ll learn that both short oo and long oo have the same letters — oo — but they sound different!”

Say and Repeat:

- Short oo: *book, foot, look*
- Long oo: *moon, food, zoo*

Teacher demonstrates:

“Short oo is small — /ʊ/ — like in *book*.

Long oo is stretched — /u:/ — like in *moon*.”

Children repeat both sounds slowly.

Time: 5–15 minutes

Oral Practice

Step 1: Listening Comparison

Teacher says two words:

“book – moon”

“foot – food”

“look – zoo”

Ask children:

“Which one has short oo?”

“Which one has long oo?”

Children answer aloud:

“Book has short oo!” “Moon has long oo!”

Step 2: Sound Actions

Make a fun action for each sound:

- Short oo: tap shoulders (short sound)
 - Long oo: stretch arms wide (long sound)
- Repeat words while doing actions.
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Time: 15–25 minutes

| Short | Long |
|-------|------|
| oo | oo |

| | |
|------|------|
| book | moon |
|------|------|

| | |
|------|------|
| cook | food |
|------|------|

| | |
|------|-----|
| foot | zoo |
|------|-----|

| | |
|------|------|
| look | room |
|------|------|

| | |
|------|-------|
| good | spoon |
|------|-------|

Extension (optional):

Write one sentence each using both sounds.

- “I read a good book.”
 - “The moon is bright.”
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Time: 25–30 minutes

Activity: “Sound Sorting Chart”

Material: Picture cards (book, moon, foot, food, zoo, look, spoon, cook).

Instructions:

1. Mix all picture cards on a table.
2. Label two sides — *Short oo* and *Long oo*.
3. Children take turns picking a card and pasting or placing it under the correct column.

Encourage class to say each word aloud as it's placed:

"Book — short oo!"

"Zoo — long oo!"

Teacher Tip:

- Reinforce that both have "oo" but the **sound changes** — one is short, one is long.
 - Keep repeating pairs like *book–moon* and *foot–food* for clarity.
 - End with cheerful chant:
"Short oo – quick and good!
Long oo – smooth like food!"
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Day 12 – Reading & Sentence Practice

30-Minute Plan Summary

Focus: Reading and writing short *oo* and long *oo* words in simple sentences.

Class Size: 30 children

Time: 0–5 minutes

Warm-Up & Recall

Teacher says:

“Let’s remember our *oo* sounds!”

Say together:

Short oo – book, foot, look

Long oo – moon, food, zoo

Now ask:

- “Which *oo* is short?” (children reply “book!”)
- “Which *oo* is long?” (children reply “moon!”)

Encourage a fun echo:

“oo – short and quick!”

“oo – long and smooth!”

Time: 5–15 minutes

Oral Reading Practice

Step 1: Read Aloud Together

Write sentences on the board and read slowly:

1. The cook took a book.
2. The moon is big.
3. We went to the zoo.
4. The food is good.

Teacher says:

“Let’s find the *oo* words in each sentence!”

Underline or circle: cook, book, moon, zoo, food, good.

Children repeat after teacher with hand gestures:

- Point to mouth for oo sound.
- Act like reading a book or looking at the moon.

Step 2: Blending & Fluency Practice

Blend words slowly on the board:

c-oo-k

m-oo-n

f-oo-d

z-oo

Children say: "Let's read it fast now!" and read each full word confidently.

Repeat with rhythm:

"Cook – book – moon – zoo – food – good!"

Time: 15–25 minutes

Writing Practice

Teacher says:

"Now let's write our oo sentences neatly in notebooks."

Children copy:

- The cook took a book.
- The moon is big.
- The food is good.

Once done, teacher reads aloud and asks children to repeat each sentence after her.

Optional:

Children underline oo in each word using color pencils.

Time: 25–30 minutes

Activity: "Draw & Label"

Activity Name: "My oo Word Picture"

Each child draws two pictures —

- One for short oo (book, foot, cook)
- One for long oo (moon, food, zoo)

Label them underneath.

Example:

- “book” under the picture of a book
- “moon” under the picture of a moon

Display drawings on the classroom board as a “oo Sound Wall.”

Teacher Tip

Link this lesson with sight words **come** and **some**.

Explain: “These words sound like ‘uhm’ even though they look like oo! English can be tricky but fun!”

Encourage children:

“You’re reading oo words just like real readers — great job!”
