

We're looking for things with a long 'oo' sound.

u u_e oo ew ui ue oe

ue



queue

oo



poodle

ui



suitcase

u_e

salute



oe



shoe

ue



glue

oo



rooster

u

canoe



oe

u_e



parachute

ew

crew



ew

jewellery



oo



kangaroo

supermarket



Teacher's Notes



Did you find these pictures that have a long 'oo' inside the word?

ruler, supermarket, parachute, salute, poodle, rooster, jewellery, suitcase, prunes, boots, hoof, hoop, pool, roots, tools, booth, goose, moose, scooter, stool, school, tooth, baboon, cocoon, bedroom, harpoon, racoon, snooker cue, bathroom, classroom, suit, cashew nuts

Did you find these pictures that have a long 'oo' at the end of the word?

kangaroo, crew, queue, glue, shoe, canoe, zoo, cockatoo, port-a-loo, bamboo, tattoo, cuckoo

Many things can have more than one name—canoe could also be called a boat for example. You might find other words that contain the long 'oo' too!

Oral Language Skills

1. Vocabulary development: description

The zoo gate is open. Do you think some of the animals in this picture have escaped? If so, which ones?

There is a lady walking with two suitcases. What do you think is inside them? Do you think she is catching the plane?

Why do you think the dog is dribbling?

2. Comparison

What is the same about a newspaper and a magazine? What is different about them?

What is the same about a shoe and a boot? What is different about them?

What is the same about a salute and a wave? What is different about them?

What is the same about a suitcase and a handbag?

What is different about them?

3. Categorisation skills

Name all the things the people in this picture are doing.

Name all the creatures you can find in this picture.

What other creatures do you know of?

Name all the things you might buy at a supermarket.

Name all the different kinds of clothes people are wearing in this picture. What other clothes do you know of?

4. Visualisation

Give one clue at a time.

What is it?

It has two wheels. It has handles. People travel round on it. You hold the handles to steer it. You use your feet and legs to make it move. If you stop pushing, it will stop moving. You use one leg to push it along and the other to stand on it. **A scooter!**

This has four legs. It is not alive. People sit on it. Only one person can sit on it at a time. It usually has a round seat. It has no back. **A stool!**

This is an animal with four legs and a tail. It has back legs that are bigger than its front legs. It uses its tail to help it move around. It can move very fast. It hops to move around. **A kangaroo!**

Visual Discrimination Skills

Some children find it easy to find individual objects in a busy picture. You can set them the task of finding all the things that we can play with, that we can use, that we can eat or drink, that are alive etc.

For children who find it difficult to find objects buried in a busy picture, ask them to search for items in the border. You may need to give these children suggestions about strategies to use.

For example: 'Here is a kangaroo. Can you find the kangaroo in the picture that looks just like this? Start in this corner (top left) and use your finger to move across the page, backwards and forwards, to help you find the kangaroo in the picture.'

Phonological Awareness Skills

1. Identifying sounds

Search the picture for all the things that contain a long 'oo'.

2. Making new words

What new words would we get if we swapped the 'sh' in shoe for 'b', 'd', 'h', 'm', 's', 't', 'y', 'z'?

What new words would we get if we swapped the 'h' in hoop for 'k', 'l', 's'?

What new words would we get if we swapped the 's' in suit for 'b', 'h', 'l', 'r', 't', 'sh'?

What new words would we get if we swapped the 'p' in hoop for 'f', 'm', 'n', 't', 'z'?

What new words would we get if we swapped the 't' in root for 'd', 'f', 'l', 'm', 'th'?

What new words would we get if we swapped the 't' in suit for 'n', 'p'?

Extension

What new words would we get if we swapped the long 'oo' in boot for a short 'a', 'e', 'i', 'u'; long 'a', 'e', 'i', 'o'; 'or', 'ar', 'er'?

What new words would we get if we swapped the long 'oo' in pool for a long 'a', 'i', 'e'; short 'a', 'i', 'oo'; 'er', 'or'?

What new words would we get if we swapped the long 'oo' in moose for a short 'a', 'i', 'o', 'e'; long 'i'; 'or', 'ow'?

What words would we get if we said the sounds in these words backwards?

zoo ('z' 'oo') - ooze

pool ('p' 'oo' 'l') - loop

tool ('t' 'oo' 'l') - loot

Alphabet Knowledge and Handwriting Links

Once students have mastered letter formation for the letters of the alphabet, you can use the spelling patterns that are scattered around the borders during handwriting practice to help children recognise and write the spelling patterns for particular vowel sounds. You can make a vowel sound the focus of a handwriting lesson and students can practise writing various spelling patterns for this sound.

'Today we are going to practise writing some of the spelling patterns for the long 'oo'. Let's see how many different spelling patterns we can find on this poster (there are seven—u, oo, ew, u_e, ui, oe, ue).' Choose two or three patterns you wish to use for handwriting practice and write a word that contains each spelling pattern.

Ideas for Story Writing

The poster can be used to generate ideas for children to write their own stories. You can discuss the picture as a whole class or send students off to work in small groups with different posters. Their discussions can generate ideas for stories.

