

Zoom Room Adventure

Long oo

(oo, ui, ew, ue, u, ou, oe, u_e)



Build Phonemic Awareness

- **Model Oral Segmenting** Say a whole word: **mushroom**. Ask students to repeat, then model how to segment the word into syllables: **mush-room**. For extra support, say: *Tell me the two syllables you hear in mushroom. Let's clap them together.*
- **Practice** Practice with the following: **toothbrush, suitcase, bedroom, zooming**. Provide corrective feedback (e.g., chin-drop method).
- **Model Substituting Sounds** Say the word: **bat**. Model how to replace the middle (medial) sound with /**oo**/: **boot**. Use letter cards for additional modeling support. Replace the middle spelling in **bat** (a) with **oo**, then blend the new word formed.
- **Practice** Practice with the following, replacing the medial sound with /**oo**/: **hot (hoot), shot (shoot), tub (tube), man (moon), sip (soup)**. Provide corrective feedback.

Introduce the Phonics Skill

- Explicitly introduce the following spellings and words: **oo (room), ui (fruit), ew (new), ue (blue), u (July), ou (soup), oe (shoe), u_e (June)**. Write the word, underline the spelling, point to it, and state the sound. Have students repeat.
- **Articulation** Model articulation.
- **Handwriting** Have students write each spelling several times as they say the /**oo**/ sound.

- **Blend Words** Write the following words: **rot, root, boot, booth, tooth; blue, glue, clue, grew, drew; juice, juicy, June, prune; you, youth, soup, shoes**. Model blending the first two words, then guide students to blend the rest.
- **Provide corrective feedback.** Point to the missed sound-spelling, state the sound, then have students repeat and blend the word again.

Introduce the High-Frequency Words

Use the **Read/Spell/Write Routine** to review: **everything, full, one, some, someone, two, would**.

- **Read:** Read each word, and have students repeat. Then have them say the sounds they hear in the word. (e.g., /w/ /u/ /n/)
- **Spell:** Chorally spell the word. Highlight any unknown or irregular spellings. (e.g., **o** and **e** in **one**)
- **Write:** Have students write the word and say each letter name as they write it.

DRAFT

Read the Accountable Text

Work with a small group of students to read the book. Assign independent activities for the rest of the class, such as having them reread previously read decodable books with partners to build fluency.

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Provide English Language Support

- **Sound-Spelling Transfer** There is a positive sound transfer for /oo/ in Spanish, Mandarin, Farsi, and Arabic, but there is no spelling pattern transfer.
- **Build Vocabulary** Preteach the following words: **zoom, room, stuck, mushroom, suitcase, tree, apples, tube, choose**. Read aloud the word in English and the student's primary language. (Use a translation app as needed.) Provide a brief definition. Demonstrate, act out, pantomime, or use realia (e.g., objects, photos, and drawings). Connect the word to known words (e.g., synonyms and antonyms), then provide sentence starters for students to complete orally.

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students.
- **Say:** *In this book we will go inside a computer game and solve some tasks, or jobs. What might we need to do?*
- Use the **Define/Example/Ask** routine to preteach the word **solve**.
- **Define** *To solve a problem means to find an answer to it.*
- **Example** *We solve math problems every week in class.*
- **Ask** *You paper bag of books just ripped. How can you solve this problem? Discuss with a partner.*

Read and Model Blending

- **Whisper Read** Have students whisper-read the text. Circulate, listen in, and offer corrective feedback.
- **Model Blending** Model for students how to sound out decodable words they misread.
- **Check Understanding** Stop periodically to check on general understanding. Ask questions such as: *How did you **solve** the problem in this room? How is this room different from the others? Which words are you unsure of? Let's look at them together.*

Deepen Comprehension

Revisit the text to deepen understanding. Ask the following questions. Prompt students to answer each question with a partner before calling on volunteers to answer it.

- *What do all the items on pages 6–7 have in common? Point to and name all the blue items named in the text. (Phonics)*
- *Why do you need a suitcase on pages 8–9? Find the sentence that answers the question. (Use Text Evidence)*
- *Go to one of the rooms. Explain to a partner all the steps you took to **solve** the problem and escape the room. (Vocabulary, Higher-Order Thinking)*
- *Which room was your favorite? Why? What other kinds of rooms would you like to go into? (Make Connections)*

Transfer to Writing

Ask students to draw and write clues for their own Zoom Room.