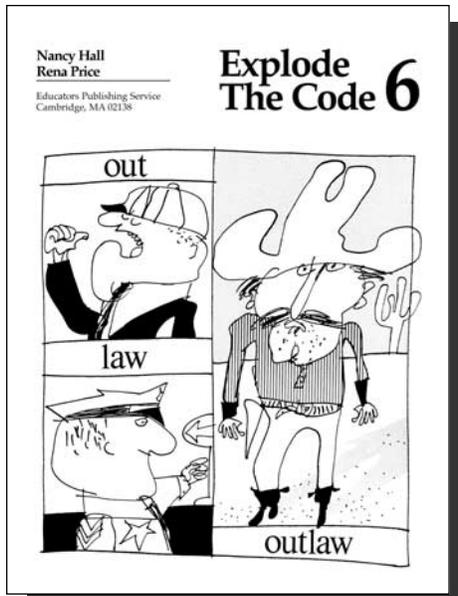


Explode The Code

6

and Teacher's Guide for Books 5 and 6



Nancy M. Hall, Rena Price
Recommended for grades 3–4

Explode The Code Book 6 is the sixth in the popular *Explode The Code* series. *Explode The Code* provides students with experience recognizing and combining sounds to read words, phrases, and sentences. This series helps increase phonological knowledge and decoding skills through reading, writing, blending, and spelling activities.

Use this **sample of Lesson 7** from Book 6 with your students to introduce or reinforce the sounds of the **diphthong oo**. Try this lesson today with an individual student, small group, or the whole class. *Explode The Code* can be easily incorporated into almost any reading curriculum.

Three easy ways to order:

Toll free: 800.225.5750

Fax: 888.440.BOOK (2665)

Online: www.epsbooks.com

Recommended Companion Material

See our *Companion Material* recommendations on page 10 for great materials that complement *Explode The Code*.



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Lesson 7

oo words

Quick Review

Ask students to recall how to spell the word *high* and write the word on the board as they spell it for you. Have them tell you what vowel sound the letters *igh* stand for (long *i*) and which letters are silent (*gh*). Elicit other words that contain *igh* and list them on the board.

Phonemic Awareness

Matching Sounds Tell students to listen as you say groups of three words. Then have them identify the word whose vowel sound is different from the others. As you say each word in the set, emphasize its vowel sound. Model an example: toot, root, nice (nice)

cut, pup, cool (cool)

broke, brook, rope (brook)

loose, lot, lock (loose)

mood, moose, mop (mop)

spun, sun, spoon (spoon)

loose, look, goose (look)

tame, foot, game (foot)

Phonics

Introduce the Skill Bring in or draw pictures of a book and a boot. Have students identify each item, and write its name as a column head on the board. Underline the *oo* in each word, and point out that *oo* makes different sounds in different words. Slowly say each word, drawing out the vowel sound, and have students repeat the words. Explain to students that when they see a new word that contains *oo*, they should try both pronunciations to see which makes a word they recognize.

Then list some *oo* words along the side of the board; examples include *stool*, *goose*, *cook*, *soon*, *foot*, *shook*. Say each one, and have students decide whether the *oo* in the word is the same as in *book* or *boot*. Ask a volunteer to write each word in the correct column.

Vocabulary

Introduce New Vocabulary If students are unfamiliar with lesson words or concepts, provide explanations: **Soot** is the black dust that comes from fires. A **groom** is a man who is about to be or has just gotten married.

Introduce Sight Words Introduce the new sight words used in the lesson: *very* and *some*. Have students make up sentences using each word. Then ask the class to repeat the sight words and spell them aloud. Have them write the letters in the air using their fingers as a pencil. Add these words to the Word Wall or have students add the words to their personal dictionaries.

Completing Student Pages 49–56

For each page, read the directions and complete a sample item with students. Identify any

pictures that may be unfamiliar: *fist* in item 1, *crack* in item 2, *roast* and *raft* in item 6 of page 49. Then have students complete the pages independently, providing assistance as needed.

Fluency

Varying Pitch and Volume Copy expressive sentences from page 55 on the board, such as the second sentences of numbers 4, 5, 6, and 7. Remind students to read with expression by changing the volume (loudness) and pitch (high and low sounds) of their voices as they read aloud. Read the sentences with appropriate expression then have students practice saying each one, using your reading as a model. Check to see that they are varying their pitch and volume as they speak.

Comprehension

On the board, list three phrases that include words from the lesson: a *spooky room*, *cooking good food*, a *foolish goose*. Have students draw and label a sketch that illustrates each phrase.

Writing Ask students to think of a favorite book they think others would enjoy. Have them write a book report entitled "A Cool Book" to "sell" the book, telling why they like it. Encourage them to include other oo words in their report.

Differentiating Instruction

Learning Styles (Auditory) As you work with auditory learners, precede each sentence with the appropriate pronunciation of the exclamation *Oops!* Pronounce it with the oo sound in *book* when focusing on /oŏ/ words, and with the oo sound in *boot* when focusing on /oō/ words. For example:

Oops! I put the *cookbook* on my *foot*! [pronounce "oops" with the short sound]

Oops! The *foolish goose* is *loose*! [pronounce "oops" with the long sound]

Work with students to make additional sentences, preceding each one with an appropriately pronounced *Oops!*

ELL The oŏ sound does not exist in languages including Spanish, Hmong, and Haitian Creole. Give students additional practice with this sound. Have them repeat the following sentences: *The cook stood up and put the cookbook on the bookshelf. Look! His foot shook in the chilly brook.*

Challenge Remind students that a compound word is made up of two smaller words that often point to the word's meaning. Direct them to list all compounds and their definitions from the lesson, using a dictionary if necessary. You may want to challenge students to create and illustrate "new" compound words that use smaller oo words from the lesson, such as *moonfoot* and *woodfood*.

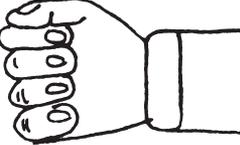
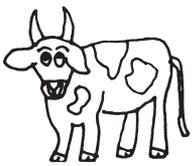
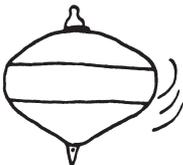
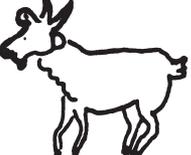
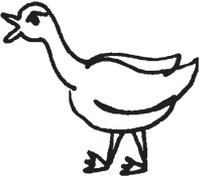
Computer-based Reinforcement Give students additional practice with oo words on *ETC Online*, Units 6.7.2 to 6.7.7.

Lesson 7

oo says two things:
 Sometimes oo says /oo/ as in boot.
 Sometimes oo says /oo/ as in book.



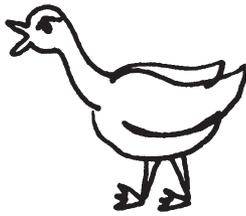
Read, write, and  it.

foot _____			
cook _____			
broom _____			
moon _____			
spoon _____			
roof _____			
goose _____			

oo says /oo/ as in *boot*.
oo says /oo/ as in *book*.



the word that matches the picture.



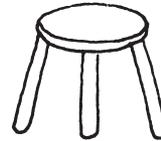
good or goose?



hook or shook?



food or foot?



stool or stoop?



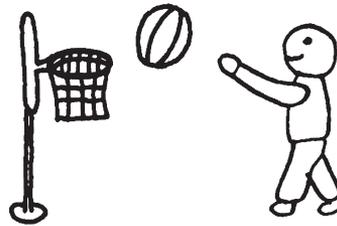
tooth or troop?



mood or moose?



booth or boot?



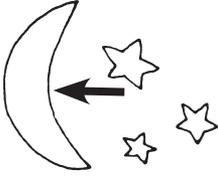
soot or shoot?

Spell.

Write.



b d oo oa g k



n m oo oi n m



st sp ea oo k n



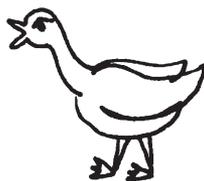
br dr oo oe k m



g f o oo t d



r gr u oo t f

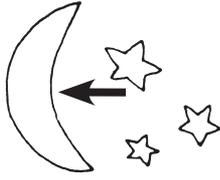


g j or oo t se

Yes or no?

	Yes	No
Does sandpaper feel smooth in the morning?	<input type="checkbox"/>	<input type="checkbox"/>
Can a poodle catch a football in the dark?	<input type="checkbox"/>	<input type="checkbox"/>
Will a woolly hood keep you warm in winter?	<input type="checkbox"/>	<input type="checkbox"/>
Is it spooky in a dark, wooded forest?	<input type="checkbox"/>	<input type="checkbox"/>
Are you foolish to ride home on a broomstick?	<input type="checkbox"/>	<input type="checkbox"/>
Is a spoonful of root beer a good cure for a sick hamster?	<input type="checkbox"/>	<input type="checkbox"/>
Have you understood this lesson so far?	<input type="checkbox"/>	<input type="checkbox"/>

○ the word that matches the picture.



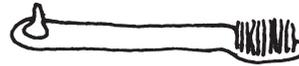
moon
meet
moose



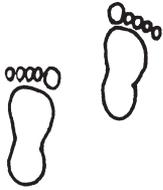
rooky
rootless
rooftop



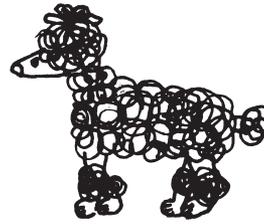
teaspoon
teasing
harpoon



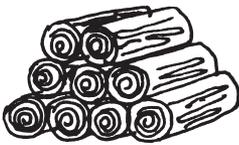
toolbox
toothbrush
tooting



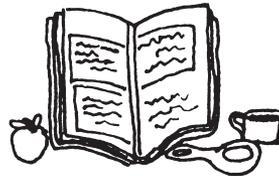
football
foolish
footprints



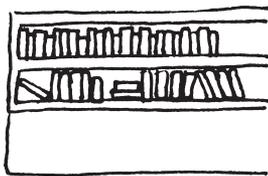
poodle
puddle
poolside



woolly
woodpile
wedding



cooling
crooked
cookbook



booklet
bookshelf
brooding



footloose
football
foothill

Pick the best word to finish each sentence.

moose

playroom

toolbox

rooftop

cookbook

understood

toothbrush

goodness

pool

When you are fixing supper, you may need to use a _____ .

The foolish _____ is eating grass behind the woodpile.

On a hot summer day, swimming in a _____ cools me off.

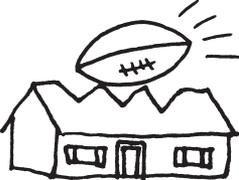
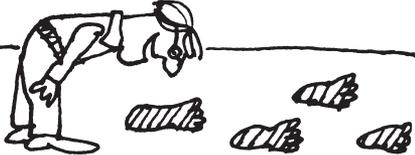
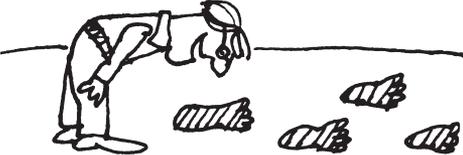
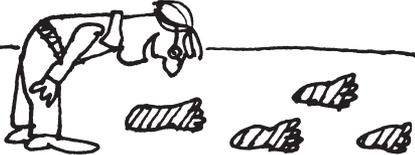
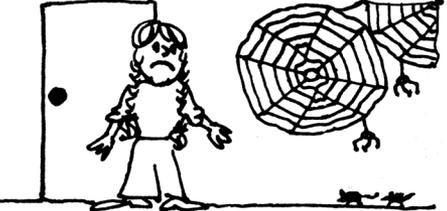
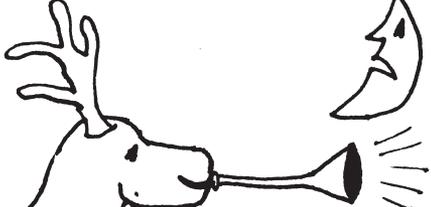
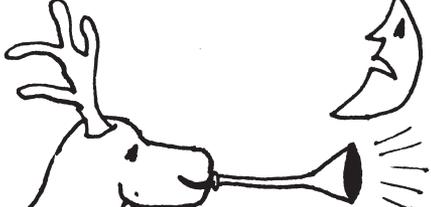
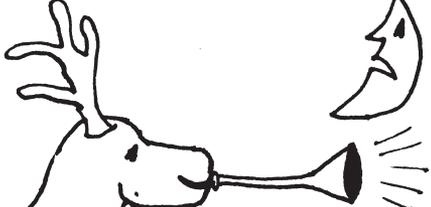
The repair person came with a _____ to fix the TV.

To keep your teeth clean you must use your _____ after every meal.

The snow on the _____ shines in the bright moonlight.

Put the toys in the _____ .

X it.

<p>The hungry football player is looking for some French food.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The French cook is reading the cookbook.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The football fell on the crooked rooftop.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The goose stood on the crooked bookshelf.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>Mike is snooping into the chicken coop.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>Mike is stooping to look at the footprints.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The woolly poodle has a boot on its right foot.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The frightened poodle stood and shook as I read the book.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>Betsy understood the textbook.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The foolish groom has a loose tooth.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The food falls in the pool.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The moose is tooting its horn in the moonlight.</p> <input type="checkbox"/>	<input type="checkbox"/>	
<p>The raccoon is barking at the moose.</p> <input type="checkbox"/>	<input type="checkbox"/>	

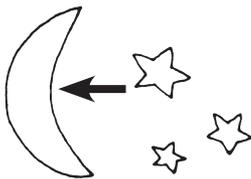
Write it, using a word with oo.















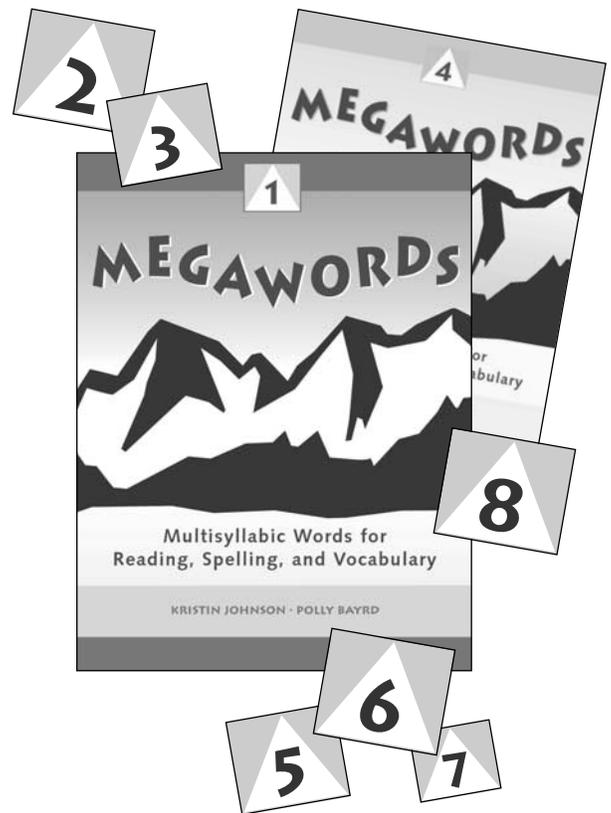
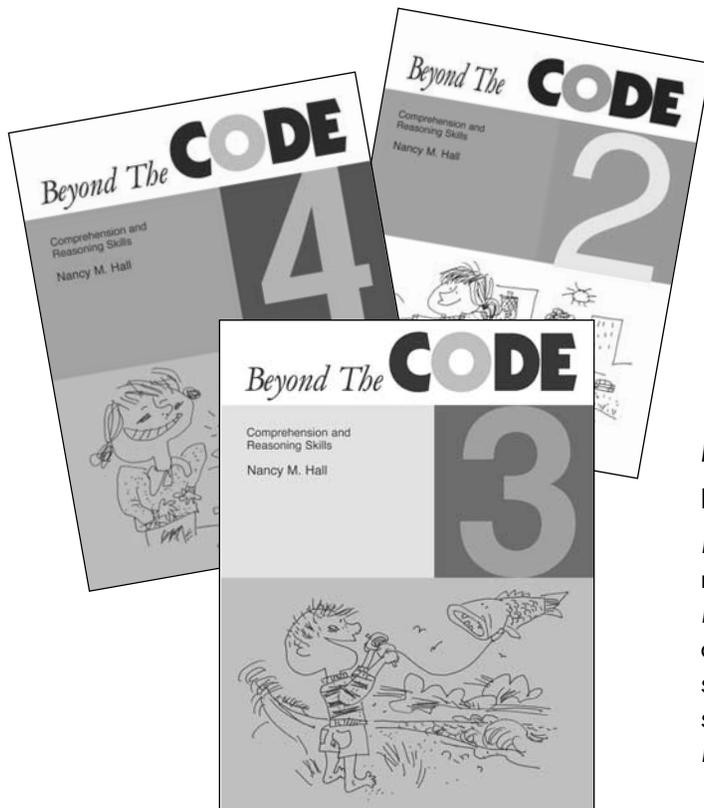
Recommended Companion Material

EPS offers a wide range of products that complement the decoding and phonics skills in *Explode The Code*. We recommend the following series to help early or struggling readers develop essential literacy skills.

Megawords

Recommended for grades 4–adult

Megawords provides a systematic approach to more complex words and word patterns encountered in the later grades. *Megawords* helps reinforce decoding and spelling skills through reading and writing exercises on affixes and roots, multisyllabic words, and parts of speech.



Beyond The Code

Recommended for grades 2–4

Beyond The Code gives students the opportunity to read phonetically controlled text according to the *Explode The Code* sequence. Comprehension skills are reinforced through literal questions, vocabulary, sight words, and critical thinking exercises. This series can be used independently or as part of the *Explode The Code* series.

For more information about these series or to place an order, visit www.epsbooks.com or call 800.225.5750 to speak to a customer service representative.



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