Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Out of this World LITERACY Professional Development Inquiries

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6 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -oo

The Sleepover Scoop

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo pattern in context.

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a fictional text containing long and short vowel /OO/ words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RL.4.4 / RL.5.4 / RL.6.4	Determine the meaning of words and phrases as they are used in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words.

Before Reading: "Today we're going to focus on a spelling pattern that can make **two different sounds-oo**. It can say the long sound like in *moon* (/oo/), and sometimes it says the short sound like in *book* (/oo/). As we read, I want you to be flexible readers. When you see **oo**, try one sound and then check: *Does it sound right? Does it make sense?* If not try the other sound. That's what strong readers do-they don't get stuck, they try and check. The story we're reading is about a sleepover that doesn't go as planned. Let's think about what happens, how the characters feel, and how the problem changes from beginning to end."

During Reading: "As we read, keep your eyes on the words and be ready to stop when you see **oo**. When we find one, let's try a sound together-long or short-and then read the word smoothly. If it doesn't sound right, we'll switch the sound and check again. Ask yourself: *Does this make sense in the sentence?* While we read, I also want you to think about the story. Stop and ask yourself: What just happened? Why did it happen? How are the characters feeling? Turn and talk when you have an idea."

After Read ...story, let's think about both the words and the meaning. First, what **/oo/** words did ...d the short sound? How did you figure it out? Now let's think about the ...ge by the end? How did Jess and Georgia handle the situation? ...rstand what's happening in the story. Today you practiced ... text."

...her Notes:

...pctive Notebook: Keep a running list of /oo/ words ...y throughout the week.

...einforcement: Act out vocabulary words (goofy, ...nd have classmates guess and define them.

...on: Ask, When something unexpected happens, is it ...quickly or stop and think first? Why? Students ...se, think, and make a smart choice when ...pected happens."

-OO DIPHTHONGS

Words "oo" like in 'hook' or 'zoo'

Rule: When you see "oo," try stretching the sound like in *moon*. If that doesn't sound right, try making the sound fast like in *book*.

Name: _____ Date: _____

Time To Read

Find the words in bold. Underline the -oo pattern in every bolded word. Read each word out loud. Then read the story.

boohoo	cartoon	foolproof	understood	roomie	scoop
bookcase	doom	goofball	overlook	schmooze	shoo

The Sleepover Scoop

It was the night of the big sleepover, and everything seemed **foolproof**. Snacks? Check. Movies? Check. A stack of funny **cartoon** DVDs? Double check. Jess and her **roomie**, Georgia, were ready for the best night ever.

"Tonight is going to be amazing," Jess said, flopping onto her bed.

Georgia grinned. "Unless something goes terribly wrong... like total **doom**."

Jess laughed. "You're such a **goofball**." Just then—CRASH! A loud noise came from across the room. Everyone froze.

"Did you hear that?" Georgia whispered.

They slowly turned toward the tall **bookcase**... where one shelf had tilted, and something had fallen behind it.

"Uh... I didn't **overlook** anything when I set this up, did I?" Jess said nervously.

"Let's check," Georgia said, grabbing a flashlight. They crept over and p... the bookcase.

"**Boohoo!**" a voice suddenly cried out.

Jess jumped. "What was that?!"

Georgia burst out laughing. "Relax! It's just my little brother tr... care us."

Sure enough, he popped out from behind the bookcase, gigg... ot you!" he ...

Jess crossed her arms. "You really thought you could **schmo**... r way out ... scare?"

He shrugged. "Maybe..."

Georgia shook her head. "You're not getting away that easily. Ti... n up your ...

"Yeah," Jess added, pointing toward the door. "We're going to **shoo** ... The little brother sighed and started picking up the fallen books.

"Okay, okay... I **understood**. No more scaring."

Once everything was cleaned up, Jess and Georgia looked at each other and laughed.

"Well," Jess said, "that didn't go exactly as planned..."

Georgia smiled. "But it definitely made the night more interesting. ...

And just like that, the sleepover turned into a story they would ne...

Out of this World LITERACY

6 PASSAGES

Out of this World LITERACY

3 Fiction 3 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READiNG LESSON PLAN | Diphthongs -oo

How Your Brain and Body React

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo long vowel pattern in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing long vowel /OO/ words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring
RI.4.4 / RI.5.4	Determine the meaning of general academic & domain-specific words or phrases in a text
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary

Before Reading: "Today we're going to read a nonfiction passage about how our brain and body react in different situations. As we read, we're going to focus on a spelling pattern you already know -**oo**. When we see **oo**, we are going to try the long /oo/ sound like in *moon*. As you read, I want you to slow down and notice those words. Try the /oo/ sound and check if it makes sense. If it doesn't you can try another sound, but today our focus is hearing that long /oo/. We're also going to think about the meaning of the text. Good readers don't just read the words—they think about what the author is teaching them. As we read, think about what happens in your body and why."

During Reading: "As we read, keep your eyes open for words with **oo**. When we find one, let's stop and read it together. Stretch the sound-/oo/-and then read the word smoothly. If a word feels tricky, don't skip it. Try the sound, then ask yourself, 'Does that make sense?' That's what strong readers do—they try a sound and check it. While we read, I also want you to stop and think. Ask yourself: What is the author teaching me? What is happening in the body? Why do we react this way? Turn and talk when you have an idea, and be ready to share your thinking."

After Reading: "Now that we've read the passage, let's think about both the words and the meaning. First, let's go back and find some of the **oo** words. What words did you notice? How did you know how to read them? Now let's think about the text. What did the author teach us about our brain and body? Why do we sometimes feel scared, calm, or relaxed? Good readers use both skills—they read the words accurately and understand the message. Today you practiced using a strategy to read tricky words and thinking about what the text means."

[illegible] related studen[illegible]ages for phonics, comprehension [illegible]bulary practice.

[illegible]ting Prompt: Describe a time your body reacted to [illegible]thing surprising.

[illegible]ord Work: Stu[illegible]ng /oo/ words in the [illegible]age (ex: *mood*, [illegible]

[illegible]fferentiation and Support: K[illegible]chorally: "See it → [illegible]/ → Read the word"

[illegible]: Students creat[illegible] slide that teaches about [illegible]ed from the passage.

Teacher Notes:

- **Phonics in Context:** Have students locate oo words in the passage, read the sentence aloud, and explain how the word helps them understand the meaning.
- **Comprehension Scaffold:** Turn & Talk: "What happens in your body when you feel scared?" One-Sentence Summa[illegible] "*This passage teaches that _____.*"
- **SEL Connection:** Discuss how how you can calm your [illegible] when you feel stressed?
- **Enrichment:** Have students think of a real-life situat[illegible] where their body reacted strongly (like feeling scared, excited, or calm).

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Words with long "oo" as in 'zoo'

Rule: When you see "oo," try the /oo/ sound like in *moon*, stretch the sound, and then read the word smoothly.

Name: _____ Date: _____

Time To Read

Find the words in bold. Underline the -oo pattern in every bolded word. Read each word out loud. Then read the nonfiction text.

loose	gloom	mooch	doodle	snooze	spook
shoo	mood	kaboom	groove	woozy	doom

How Your Brain and Body React

Have you ever noticed how your body and brain react to different situations? Scientists study how we feel, think, and act—and sometimes those reactions can be surprising.

For example, your **mood** can change quickly depending on what is happening around you. On a rainy day, you might feel a sense of **gloom**, but on a sunny day, you may feel happy and full of energy.

Your body also reacts to sudden sounds. If you hear a loud noise like "**kaboom**," it might **spook** you. Your heart may beat faster, and you might even feel a little **woozy** for a moment. Your brain also helps you relax. When you are tired, you might take a short **snooze** to rest and feel better. Some people like to draw or **doodle** to calm their minds, while others listen to music and find a steady **groove** that helps them feel relaxed.

Sometimes, our actions affect others. For example, it is not kind to **mooch** off others or take things without giving back. It is also important to respect space—if something is in the way or bothering you, you might gently **shoo** it away instead of reacting too strongly.

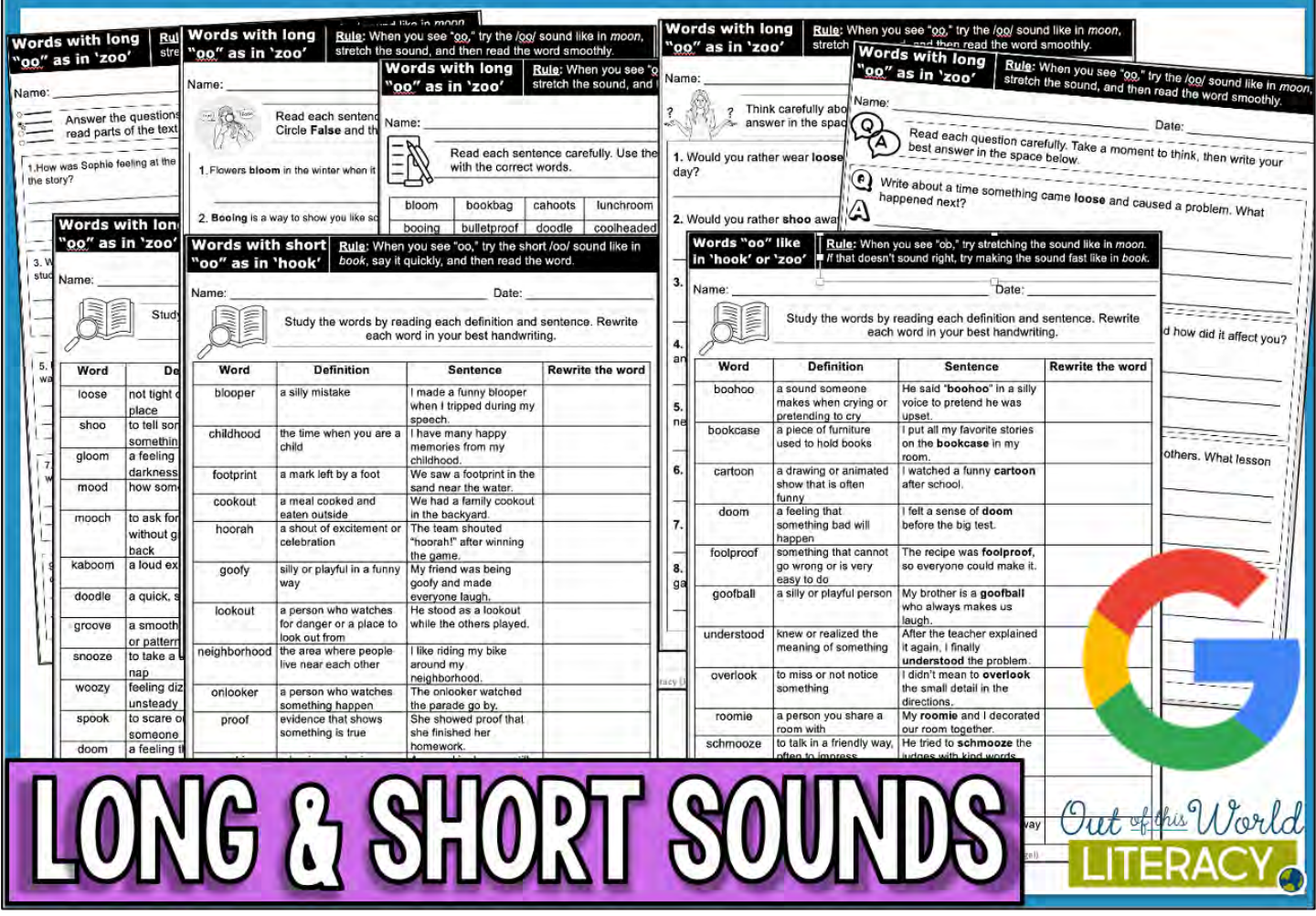
Your body can also send signals when something feels wrong. If your shoelace is **loose**, you might trip, so your brain reminds you to fix it. These small signals help keep you safe.

WiTH LESSONS!

48 PHONICS/VOCAB. WORDS

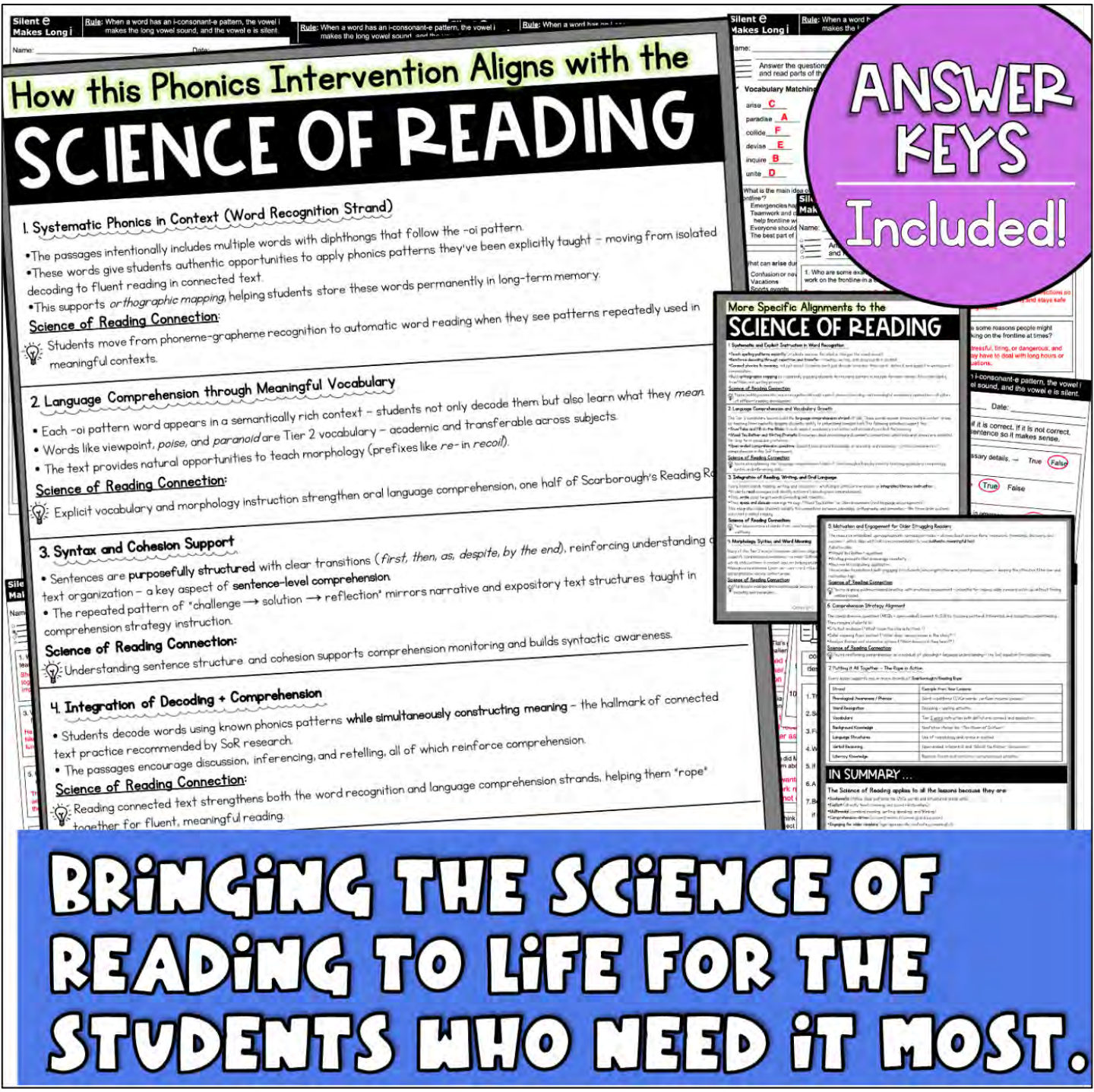
DiPHTHONGS- OO

BUILD VOCABULARY WHILE STUDYING PHONICS



LONG & SHORT SOUNDS

Out of this World LITERACY


How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
•The passages intentionally includes multiple words with diphthongs that follow the -oi pattern.
•These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
•This supports orthographic mapping, helping students store these words permanently in long-term memory.
Science of Reading Connection:
Students move from phoneme-grapheme recognition to automatic word reading when they see patterns repeatedly used in meaningful contexts.
2. Language Comprehension through Meaningful Vocabulary
• Each -oi pattern word appears in a semantically rich context – students not only decode them but also learn what they mean.
• Words like viewpoint, poise, and paranoid are Tier 2 vocabulary – academic and transferable across subjects.
• The text provides natural opportunities to teach morphology (prefixes like re- in recoil).
Science of Reading Connection:
Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading
3. Syntax and Cohesion Support
• Sentences are purposefully structured with clear transitions (first, then, as, despite, by the end), reinforcing understanding
text organization – a key aspect of sentence-level comprehension.
• The repeated pattern of "challenge → solution → reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.
Science of Reading Connection:
Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.
4. Integration of Decoding + Comprehension
• Students decode words using known phonics patterns while simultaneously constructing meaning – the hallmark of connected text practice recommended by SoR research.
• The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.
Science of Reading Connection:
Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.
ANSWER KEYS
Included!
More Specific Alignments to the
SCIENCE OF READING
IN SUMMARY...
BRINGING THE SCIENCE OF READING TO LIFE FOR THE STUDENTS WHO NEED IT MOST.

How this Phonics Intervention Aligns with the SCIENCE OF READING

1. Systematic Phonics in Context (Word Recognition Strand)

- The passages intentionally includes multiple words with diphthongs that follow the -oo pattern.
- These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
- This supports *orthographic mapping*, helping students store these words permanently in long-term memory.

Science of Reading Connection:

Students move from phoneme-grapheme recognition to automatic word reading when they see patterns repeatedly used in meaningful contexts.

2. Language Comprehension through Meaningful Vocabulary

- Each -oo pattern word (long and short sounds) appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like bloom, *doodle*, and *foolish* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (Suffixes like -*ish* in *foolish*).

Science of Reading Connection:

Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Rope.

3. Syntax and Cohesion Support

- Sentences are **purposefully structured** with clear transitions (*first, then, as, despite, by the end*), reinforcing understanding of text organization – a key aspect of **sentence-level comprehension**.
- The repeated pattern of "challenge ⟶ solution ⟶ reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.

Science of Reading Connection:

Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.

4. Integration of Decoding + Comprehension

- Students decode words using known phonics patterns **while simultaneously constructing meaning** – the hallmark of connected text practice recommended by SoR research.
- The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.

Science of Reading Connection:

Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.

5. Motivational and Cognitive Alignment

- The themes appeal to **older struggling readers**, which increases engagement and self-efficacy – essential for sustained practice.
- By using age-appropriate content, students feel competent and respected, aligning with the SoR principle that emotional engagement supports cognitive growth.

Science of Reading Connection:

Motivation and relevance are key for transfer – older students need materials that let them practice foundational skills *without embarrassment*.

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More Specific Alignments to the SCIENCE OF READING

1. Systematic and Explicit Instruction in Word Recognition

- **Teach spelling patterns explicitly** (students see how the pattern -oo sounds like long /oo/ as in *moon* or short /oo/ as in *'hoot'*).
- **Reinforce decoding through repetition and transfer** – reading, writing, and using words in context.
- **Connect phonics to meaning**, not just sound. Students don't just decode "*kahoots*," they *use* it, *define* it, and *apply* it in writing and conversation.
- Build **orthographic mapping** by repeatedly exposing students to the same pattern in multiple formats: stories, fill-in-the-blanks, true/false, and writing prompts.

Science of Reading Connection:

You're building automatic word recognition through explicit phonics, decoding, and meaningful vocabulary application – all pillars of efficient reading development.

2. Language Comprehension and Vocabulary Growth

The Tier 2 vocabulary lessons build the **language comprehension strand** of SoR. These words appear across multiple content areas, so teaching them explicitly deepens students' ability to understand complex text. The following activities support this:

- **True/False and Fill-in-the-Blank:** Provide explicit vocabulary instruction and immediate context for meaning.
- **Would You Rather and Writing Prompts:** Encourage *deep processing* and *semantic connections*, which research shows are essential for long-term vocabulary retention.
- **Open-ended comprehension questions:** Support background knowledge, inferencing, and reasoning – critical components of comprehension in the SoR framework.

Science of Reading Connection:

You're strengthening the "language comprehension" side of Scarborough's Rope by directly teaching vocabulary, morphology, syntax, and inferencing skills.

3. Integration of Reading, Writing, and Oral Language

Every lesson blends reading, writing, and discussion – which aligns with SoR's emphasis on **integrated literacy instruction**.

- Students **read** passages and identify patterns (decoding and comprehension).
- They **write** using target words (encoding and transfer).
- They **speak and discuss** meanings through "Would You Rather" or class discussions (oral language and pragmatics).

This integration helps students solidify the connections between *phonology, orthography, and semantics* – the three brain systems activated in skilled reading.

Science of Reading Connection:

Your lessons move students from *word recognition* → *meaning* → *application*, strengthening every part of the reading brain pathway.

4. Morphology, Syntax, and Word Meaning

Many of the Tier 2 words include **prefixes, roots, and suffixes**. This supports morphological awareness – a major SoR-aligned practice for upper-elementary students. When you explicitly teach these words and use them in context, you are helping students: *Recognize morphemes (*pro-, de-, con-, re-*). * Decode multisyllabic words efficiently. *Build academic vocabulary that supports comprehension across content areas.

Science of Reading Connection:

The lessons incorporate morphological analysis – a critical step for older students transitioning from basic phonics to advanced decoding and vocabulary.

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5. Motivation and Engagement for Older Struggling Readers

The resource embedded *age-appropriate, non-babyish* tasks – stories about science fairs, teamwork, friendship, discovery, and success – which align with SoR's recommendation to use **authentic, meaningful text**.

Activities like:

- "Would You Rather" questions
- Writing prompts that encourage creativity
- Real-world vocabulary application

These make foundational skills engaging for students who might otherwise resist phonics work – keeping the affective filter low and motivation high.

Science of Reading Connection:



You're aligning evidence-based practice with emotional engagement – essential for helping older readers catch up without feeling embarrassed.

6. Comprehension Strategy Alignment

The comprehension questions (MCQs + open-ended) connect to SoR by focusing on literal, inferential, and evaluative understanding. They require students to:

- Cite text evidence ("What made the character feel…")
- Infer meaning from context ("What does 'revoked' mean in this story?")
- Analyze themes and character actions ("What lesson did they learn?")

Science of Reading Connection:



You're reinforcing comprehension as a product of *decoding + language understanding* – the SoR equation for skilled reading.

7. Putting it All Together – The Rope in Action

Every lesson supports one or more strands of **Scarborough's Reading Rope**:

Strand	Example from Your Lessons
Phonological Awareness / Phonics	Diphthongs patterns (-oo words: *hooray, rookie, goofy*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"The Day the Space Mission Changed"*
Language Structures	Use of morphology and syntax in context
Verbal Reasoning	Open-ended, inferential, and "Would You Rather" discussions
Literacy Knowledge	Realistic fiction and nonfiction comprehension practice

IN SUMMARY …

The Science of Reading applies to all the lessons because they are:

- **Systematic** (follow clear patterns with diphthongs -oo words and structured vocab sets)
- **Explicit** (directly teach meaning and sound relationships)
- **Multimodal** (combine reading, writing, speaking, and thinking)
- **Comprehension-driven** (connect words to meaning and purpose)
- **Engaging for older readers** (age-appropriate, motivating, meaningful)

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

LESSON PLANS FOR ALL 6 PASSAGES

The Lunchroom Doozie
Fiction Passage

How Your Brain and Body React
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Cookout Surprise
Fiction Passage

The Mystery in the Neighborhood
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Sleepover Scoop
Fiction Passage

Why We Laugh
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

READING LESSON PLAN | Diphthongs -oo

The Lunchroom Doozie

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L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today, we are going to be word detectives and readers. When we see the letters **oo**, we are going to try the long /oo/ sound like in *moon*. As we read, I want you to slow down and notice those words. If a word doesn't sound right, you can try the other sound–but today, we are really focusing on hearing that long /oo/. We're also going to read a story about Sophie and Kyan. As we read, think about how the characters are feeling and how their choices change what happens. Good readers don't just read the words–they think about the story as they go."

During Reading: "As we read, I want you to track the words and be ready to stop when you see a word with **oo**. When we come to one, let's pause and try it together. Stretch the sound–/oo/–and read the word smoothly. If it doesn't sound right, we'll try it another way, but first, always try the long /oo/. That's what strong readers do–they try a sound and check if it makes sense. While we read, I also want you to be thinking: What is happening? How are Sophie and Kyan feeling? Why are the other students acting the way they are? Be ready to share your thinking."

After Reading: "Now that we've read the story, let's think about what we learned. First, let's go back and find some of the **oo** words we read. What words did you notice? How did you know how to say them? Now let's think about the story. How did Sophie help Kyan? How did things change from the beginning to the end? Good readers use both skills–they read the words correctly and think deeply about what's happening. Today you practiced both. You used a strategy to figure out tricky words, and you thought about the characters and their actions."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Sort and write 5 words with the *oo* pattern from the story.
- **Writing Prompt:** Write about a time you helped someone like Sophie did. Use as many *OO* words in your story as you can.
- **Art Connection:** Draw the most important moment in the story and label it.
- **Differentiation Support:** Pre-highlight /oo/ words or read together in a small group. See it → Say /oo/ → Read the word

Teacher Notes:

- **Phonics in Context:** Students highlight *oo* words in the story and reread the paragraph smoothly to build automaticity.
- **SEL Link:** Think about how Sophie helped Kyan in the story. Then think about a time when someone felt left out, embarrassed, or upset. What happened?
- **Comprehension Scaffold:** Provide sentence stems like "Kyan felt ___ because ___" and "The message of the story is ___"
- **Enrichment:** Change the ending. What if Sophie didn't help Kyan? What would have happened next?
Students write a short alternate ending and explain how the story would be different.

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READING LESSON PLAN | Diphthongs -oo

How Your Brain and Body React

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Before Reading: "Today we're going to read a nonfiction passage about how our brain and body react in different situations. As we read, we're going to focus on a spelling pattern you already know–**oo**. When we see **oo**, we are going to try the long /oo/ sound like in *moon*. As you read, I want you to slow down and notice those words. Try the /oo/ sound and check if it makes sense. If it doesn't, you can try another sound, but today our focus is hearing that long /oo/. We're also going to think about the meaning of the text. Good readers don't just read the words–they think about what the author is teaching them. As we read, think about what happens in your body and why."

During Reading: "As we read, keep your eyes open for words with **oo**. When we find one, let's stop and read it together. Stretch the sound–/oo/–and then read the word smoothly. If a word feels tricky, don't skip it. Try the sound, then ask yourself, 'Does that make sense?' That's what strong readers do–they try a sound and check it. While we read, I also want you to stop and think. Ask yourself: What is the author teaching me? What is happening in the body? Why do we react this way? Turn and talk when you have an idea, and be ready to share your thinking."

After Reading: "Now that we've read the passage, let's think about both the words and the meaning. First, let's go back and find some of the **oo** words. What words did you notice? How did you know how to read them? Now let's think about the text. What did the author teach us about our brain and body? Why do we sometimes feel scared, calm, or relaxed? Good readers use both skills–they read the words accurately and understand the message. Today you practiced using a strategy to read tricky words and thinking about what the text means."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Writing Prompt:** Describe a time your body reacted to something surprising.
- **Word Work:** Students highlight or circle **long /oo/** words in the passage (ex: *mood, mooch, snooze, groove*)
- **Differentiation and Support:** Read words chorally: **"See it → Say /oo/ → Read the word"**
- **Challenge:** Students create a poster or slide that teaches about the **long /oo/** sound and what they learned from the passage.

Teacher Notes:

- **Phonics in Context:** Have students locate *oo* words in the passage, read the sentence aloud, and explain how the word helps them understand the meaning
- **Comprehension Scaffold:** Turn & Talk: "What happens in your body when you feel scared?" One-Sentence Summary: *"This passage teaches that _____."*
- **SEL Connection:** Discuss how how you can calm your body when you feel stressed?
- **Enrichment:** Have students think of a real-life situation where their body reacted strongly (like feeling scared, excited, or calm).

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READING LESSON PLAN | Diphthongs -oo

The Cookout Surprise

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo short vowel sound in context.

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a fictional text containing short vowel /OO/ words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RL.4.4 / RL.5.4 / RL.6.4	Determine the meaning of words and phrases as they are used in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today we are going to focus on a tricky spelling–**oo**. Sometimes **oo** says the long sound like in *moon*, but today we are focusing on the **short /oo/** sound like in *book*. It's a quick sound–/oo/–not stretched out. As we read, I want you to look closely for words with **oo** and try that short sound first. If it sounds right and makes sense, keep going. That's what strong readers do–they try a sound and check it. We're also going to read a story about Diego and Mia. As we read, think about what happens, how the characters feel, and how the problem changes from the beginning to the end."

During Reading: "As we read, keep your eyes on the words and be ready to stop when you see **oo**. When we find one, let's try the short /oo/ sound together–quick and relaxed–and then read the word smoothly. If the word doesn't sound right, we can try another sound, but always check: *Does this make sense?* While we read, I also want you to think about the story. Ask yourself: What is happening right now? Why are the characters acting this way? What might happen next? Turn and talk when you have an idea."

After Reading: "Now that we've read the story, let's go back and think about both the words and the meaning. First, what **/oo/** words did you notice? Which ones used the short /oo/ sound? How did you know? Now let's think about the story. How did Diego feel at the beginning? How did things change by the end? What helped change the situation? Good readers use both skills–they figure out tricky words and think deeply about the story. Today you practiced using a strategy to read short /oo/ words and understanding how the characters and events changed."

Extension Ideas:

- **Word Work:** Have students highlight short **/oo/** words in the text (ex: *took, stood, book, foot*). Choral practice: "See it → Say /oo/ (short) → Read the word"
- **Art Connection:** Have students create a **3-4 panel comic strip** showing how the story changes from beginning to end.
- **Writing Prompt:** Write about a time something unexpected happened.
- **Differentiation Support:** Pre-highlight /oo/ words, read in small group, model the sound. *Challenge:* Have students explain why the short /oo/ sound works in a word

Teacher Notes:

- **Phonics in Context:** Give students a few sentences pulled from the story and have them: Read the sentence aloud, stop at the **oo** word, try the sound, explain why it works
- **Vocabulary Reinforcement:** Use quick gestures for meaning – e.g., "show me *scoot*." Physical movement helps retention.
- **SEL Connection:** Say this together… *"I can choose to be kind and supportive, even when others are not."* Connect it to the story (How did Mia show this?) Share one way they can use it in real life
- **Enrichment:** Have students write a short alternate ending to the story using at least three vocabulary words and explain how the change affects the outcome.

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READING LESSON PLAN | Diphthongs -oo

The Mystery in the Neighborhood

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo short vowel sound in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing short vowel /oo/ words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RI.4.4 / RI.5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to focus on a tricky spelling–**oo**. Sometimes it makes a long sound like in *moon*, but today we're focusing on the **short /oo/** sound like in *book*. It's a quick, relaxed sound–/oo/. As we read, I want you to pay close attention to words with **oo**. When you see it, try the short /oo/ sound first and then ask yourself, 'Does that sound right? Does it make sense?' That's what strong readers do–they try a sound and check it in the sentence. We're also reading a nonfiction passage about a mystery in a neighborhood. As we read, think about what the author is teaching us and what evidence we have about what really happened."

During Reading: "As you read, underline or notice words with the **oi pattern** to help your brain recognize them automatically. "As we read, keep your eyes on the text and be ready to stop when you see a word with **oo**. When we find one, we'll try the short /oo/ sound together and read it smoothly. If it doesn't sound right, we'll try another sound, but always check for meaning. While we read, I also want you to think about the information. Ask yourself: What is happening? What clues are we given? What do we know for sure, and what are we still wondering? Turn and talk to share your thinking."

After Reading: "Now that we've read the passage, let's think about both the words and the meaning. First, what **/oo/** words did you notice? Which ones used the short /oo/ sound? How did you know? Now let's think about the text. What was the mystery? What evidence did the group find? Did they have proof of what made the footprints? Good readers use both skills–they figure out tricky words and think about what the text is teaching them. Today you practiced using a decoding strategy and thinking deeply about a nonfiction text."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Students highlight or circle **short /oo/** words in the passage (ex: *footprint, took, look*)
- **Character Reflection:** Describe the workers using 2-3 traits
- **Writing Prompt:** Explain what you think made the footprints using evidence.
- **Evidence Detective:** Students list clues from the text and decide: *Real or not real?* (cite evidence)
- **Bigfoot News Report:** Students act as reporters and give a short "breaking news" update about the sighting
- **Create the Creature:** Draw what they think made the footprint and label features using text clues

Teacher Notes:

- **Phonics Reinforcement:** Students locate *oo* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Write the Missing Scene:** What happened before or after the footprint was found?
- **Reader's Theater:** Act out the scene at the cookout with expression and dialogue
- **Vocabulary in Action:** Write a short paragraph using 3-5 vocabulary words correctly
- **Compare & Contrast:** Bigfoot vs. real animals (bear, human, etc.)
- **SEL Connection:** "What should you do when something feels mysterious or scary–react quickly or stop and think first?"

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READING LESSON PLAN | Diphthongs -oo

The Sleepover Scoop

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo pattern in context.

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a fictional text containing long and short vowel /OO/ words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RL.4.4 / RL.5.4 / RL.6.4	Determine the meaning of words and phrases as they are used in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today we're going to focus on a spelling pattern that can make **two different sounds-oo**. It can say the long sound like in *moon* (/oo/), and sometimes it says the short sound like in *book* (/oo/). As we read, I want you to be flexible readers. When you see **oo**, try one sound and then check: *Does it sound right? Does it make sense?* If not, try the other sound. That's what strong readers do-they don't get stuck, they try and check. The story we're reading is about a sleepover that doesn't go as planned. Let's think about what happens, how the characters feel, and how the problem changes from beginning to end."

During Reading: "As we read, keep your eyes on the words and be ready to stop when you see **oo**. When we find one, let's try a sound together-long or short-and then read the word smoothly. If it doesn't sound right, we'll switch the sound and check again. Ask yourself: *Does this make sense in the sentence?* While we read, I also want you to think about the story. Stop and ask yourself: What just happened? Why did it happen? How are the characters feeling? Turn and talk when you have an idea."

After Reading: "Now that we've read the story, let's think about both the words and the meaning. First, what **/oo/** words did you notice? Which ones used the long sound and which used the short sound? How did you figure it out? Now let's think about the story. What was the problem at the beginning? How did it change by the end? How did Jess and Georgia handle the situation? Good readers use both skills-they figure out tricky words and understand what's happening in the story. Today you practiced trying both sounds, checking for meaning, and thinking deeply about the text."

Extension Ideas:

- **Word Work:** Find and list all the *oo* words in the passage. Sort into two categories. Give mixed-up letters and have students build /oo/ words, then read and sort them.
- **Context Clues Challenge:** Students explain how they figured out the meaning of a word using clues in the sentence.
- **Writing Prompt:** Write about a time something did not go as planned.
- **Word Swap:** Replace a word in a sentence and discuss how it changes meaning.

Teacher Notes:

- **Sound Detective Notebook:** Keep a running list of /oo/ words found in reading throughout the week.
- **Vocabulary Reinforcement:** Act out vocabulary words (goofy, scoot, boohoo) and have classmates guess and define them.
- **SEL Connection:** Ask, When something unexpected happens, is it better to react quickly or stop and think first? Why? Students learn: *"I can pause, think, and make a smart choice when something unexpected happens."*
- **Enrichment:** Create a mini book using at least 4 /oo/ words correctly.

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READING LESSON PLAN | Diphthongs -oo

Why We Laugh

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oo pattern in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing long and short vowel /OO/ words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RI.4.4 / RI.5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to focus on a spelling pattern that can make **two different sounds–oo**. Sometimes it says the long sound like in *moon*, and sometimes it says the short sound like in *book*. Good readers don't get stuck–they try one sound, check if it makes sense, and if it doesn't, they try the other sound. As we read today's passage, I want you to pay close attention to words with **oo**. Try a sound, then ask yourself, *Does that sound right? Does it make sense in the sentence?* We're also reading a nonfiction text about how our brain and emotions work. As we read, think about what the author is teaching us and how the examples help us understand that idea."

During Reading: "As we read, keep your eyes on the text and be ready to stop when you see a word with **oo**. When we find one, we'll try reading it with one sound, and if it doesn't sound right, we'll switch it. That's what flexible readers do–they try and check. While we read, I also want you to ask yourself: What is the author teaching me? What examples are being used? Why are they important? Turn and talk to your partner when you have an idea, and be ready to explain your thinking."

After Reading: "Let's think about both the words and the meaning. First, what **/oo/** words did you notice? Which ones used the long sound and which used the short sound? How did you figure it out? Let's think about the text. What is the main idea? What did you learn about how the brain and emotions work? Why is it important to understand how we feel? Good readers use both skills–they figure out tricky words and understand what the text is teaching."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Students highlight all **oo words** in the passage Sort into: **Long /oo/** (*boohoo, roomie*) **Short /oo/** (*bookcase*) Practice routine: **"See it → Try it → Check it → Read it"**
- **Word Ladder:** Students change one letter at a time to build new /oo/ words (ex: *look → book → boom*)
- **Writing Prompt:** Describe a time your emotions changed quickly.
- **Differentiation: Support:** Pre-highlight /oo/ words, model both sounds, guided reading **Challenge:** Have students explain why a word uses long vs. short /oo/ using context

Teacher Notes:

- **Phonics Reinforcement:** Students locate *oo* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Sentence Detective:** Find a sentence in the text and explain how the /oo/ word helps the meaning.
- **Emotion Connection Chart:** Match emotions in the text to real-life situations.
- **Text Feature Add-On:** Add a heading, caption, or diagram to the nonfiction text.
- **Partner Quiz Creator:** Students write 3 questions to quiz a partner on the passage.
- **Real vs. Imagined:** Sort ideas from the text into real facts vs. imagined thoughts.

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Words with long "oo" as in 'zoo'

Rule: When you see "oo," try the /oo/ sound like in *moon*, stretch the sound, and then read the word smoothly.

Name: _____ Date: _____

Answer the questions from the story, How Your Brain and Body React. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. gloom **D**
2. mooch **F**
3. doodle **A**
4. mood **C**
5. kaboom **B**
6. groove **E**

A. A quick, simple drawing.
B. A loud explosion sound.
C. How someone feels.
D. A feeling of sadness or darkness.
E. A smooth, steady rhythm.
F. To take or ask for things without giving back.

1. What can affect a person's mood?

(a) Only what they eat
(b) Only their friends
(c) What is happening around them
(d) Nothing at all

2. How might someone feel on a rainy day?

(a) Gloomy
(b) Sleepy
(c) Excited
(d) Angry

3. What can happen when you hear a loud "kaboom"?

(a) You feel hungry
(b) You might feel scared or spooked
(c) You fall asleep
(d) You start laughing

4. What is one way people can relax?

(a) Running very fast
(b) Yelling loudly
(c) Taking a snooze or doodling
(d) Ignoring their feelings

5. Why is it not kind to mooch?

(a) It makes you tired
(b) It means taking without giving back
(c) It is too noisy
(d) It takes too long

6. What is the main idea of the passage?

(a) Loud noises are dangerous
(b) Only adults can make changes
(c) Speaking up can help create change
(d) Newspapers always tell the truth

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Words with long "oo" as in 'zoo'

Rule: When you see "oo," try the /oo/ sound like in *moon*, stretch the sound, and then read the word smoothly.

Name: _____ Date: _____

Answer the questions from the story, How Your Brain and Body React. Go back and read parts of the text for help!

1. What is the main idea of the passage?

The main idea of the passage is that our brain and body react to help us understand and handle different situations.

2. How can the weather affect a person's mood?

The weather can affect a person's mood because a rainy day may make someone feel gloomy, while a sunny day can make them feel happy.

3. What might happen to your body when you hear a loud sound like "kaboom"?

When you hear a loud sound like "kaboom," your body might react by making your heart beat faster and causing you to feel spooked.

4. Why might someone feel woozy?

Someone might feel woozy if their body reacts quickly to something surprising or if they become dizzy for a moment.

5. What are two ways people can relax according to the passage?

Two ways people can relax are by taking a snooze or by doodling.

6. Why is it important not to mooch?

It is important not to mooch because it means taking from others without giving anything back, which is not kind.

7. What should you do if something is bothering you?

If something is bothering you, you should gently shoo it away instead of reacting too strongly.

8. How does your brain help keep you safe?

Your brain helps keep you safe by sending signals, such as noticing when something is loose or dangerous.

9. What does the passage suggest you can do when you feel a sense of doom?

The passage suggests that even when you feel a sense of doom, your brain is working to protect you and help you stay calm.

10. How can understanding your reactions help you in everyday life?

Understanding your reactions can help you stay calm, make better choices, and understand your feelings more clearly.

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Words with long “oo” as in ‘zoo’

Rule: When you see “oo,” try the /oo/ sound like in *moon*, stretch the sound, and then read the word smoothly.

Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. Flowers **bloom** in the winter when it is very cold. → True (False)

   False — Flowers bloom in the spring when the weather is warmer.

2. **Booing** is a way to show you like something. → True (False)

   False — Booing is a way to show you do not like something.

3. A **bookbag** is used to carry school supplies. → (True) False

4. **Bulletproof** means something is very strong and can resist harm. → (True) False

5. **Cahoots** means working together in a secret plan. → (True) False

6. A **coolheaded** person stays calm in a stressful situation. → True (False)

7. A **doodle** is a long, detailed painting. → True (False)

   False — A doodle is a quick, simple drawing.

8. A **doozie** is something small and boring. → True (False)

   False — A doozie is something surprising or unusual.

9. **Foolish** means making smart and careful choices. → True (False)

   False — Foolish means not using good judgment.

10. **Gloomy** means bright and cheerful. → True (False)

    False — Gloomy means dark or sad.

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Words with long “oo” as in ‘zoo’

Rule: When you see “oo,” try the /oo/ sound like in *moon*, stretch the sound, and then read the word smoothly.

Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

loose	gloom	mooch	doodle	snooze	spook
shoo	mood	kaboom	groove	woozy	doom

1. When my favorite song started playing, I found my ___groove___ and began dancing.
2. I felt a sense of ___doom___ when I realized I had forgotten to study for the test.
3. While waiting for class to start, I drew a silly ___doodle___ in the corner of my paper.
4. I had to ___shoo___ the birds away because they kept trying to steal my food.
5. After spinning around too many times, I felt ___woozy___ and had to sit down.
6. He tried to ___mooch___ snacks during lunch instead of bringing his own food.
7. The fireworks lit up the night sky and went ___kaboom___, making everyone cheer.
8. Dark clouds covered the sky, filling the air with ___gloom___ as everyone hurried inside.
9. After a long day at school, I took a quick ___snooze___ on the couch to rest my body.
10. My shoe felt ___loose___ while I was running, so I stopped to tie it tighter.
11. The sudden crash of thunder was loud enough to ___spook___ me.
12. My ___mood___ changed from sad to happy when my friend surprised me.

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