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

@OutofThisWorldLiteracy @OutofThisWorldLiteracy Jenbengel.com @teachwithjenbengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

PHONICS ACTIVITIES

Diphthongs "OO" *long sound* activities

PHONICS ACTIVITIES

Diphthongs "OO" *short sound* activities

PHONICS ACTIVITIES

Diphthongs "OO" *long and short sound* activities

ANSWER KEYS

LINKS ACTIVE IN PAID VERSION

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

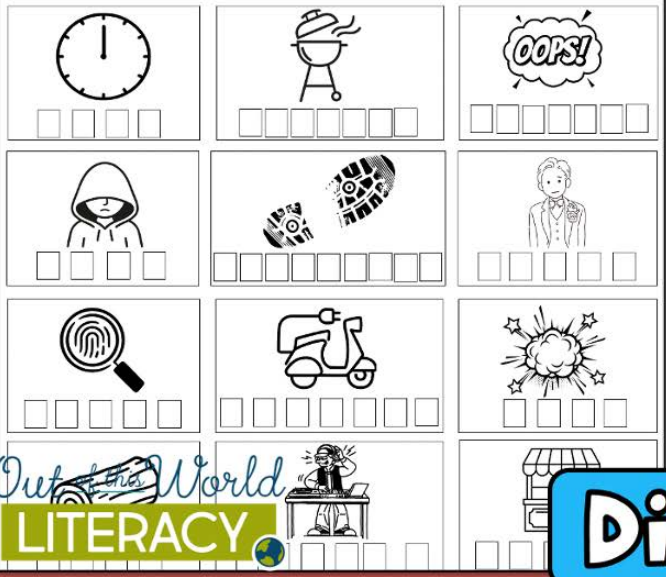
34 PHONICS ACTIVITIES FOR OLDER READERS

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: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

scooter	proof	hood	wood	cookout	groom
booth	footprint	noon	groove	blooper	boom



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: _____

Rewrite each word in the correct word family column. Then, think of **two new words** that also fit each word family pattern and add them to the list.

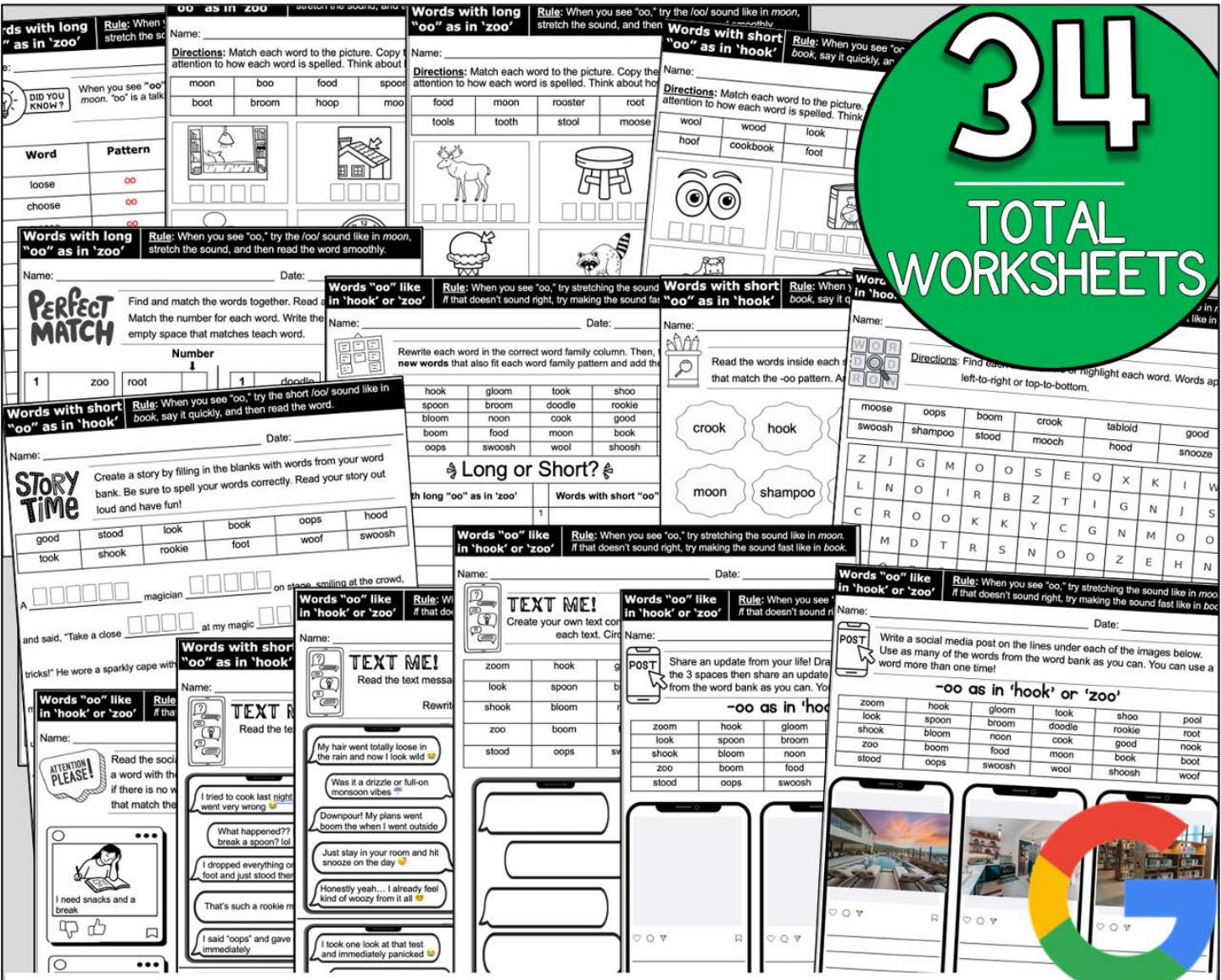
zoom	hook	gloom	took	shoo	pool
look	spoon	broom	doodle	rookie	root
shook	bloom	noon	cook	good	nook
zoo	boom	food	moon	book	boot
stood	oops	swoosh	wool	shoosh	woof

Long or Short?

	Words with long "oo" as in 'zoo'		Words with short "oo" as in 'book'
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

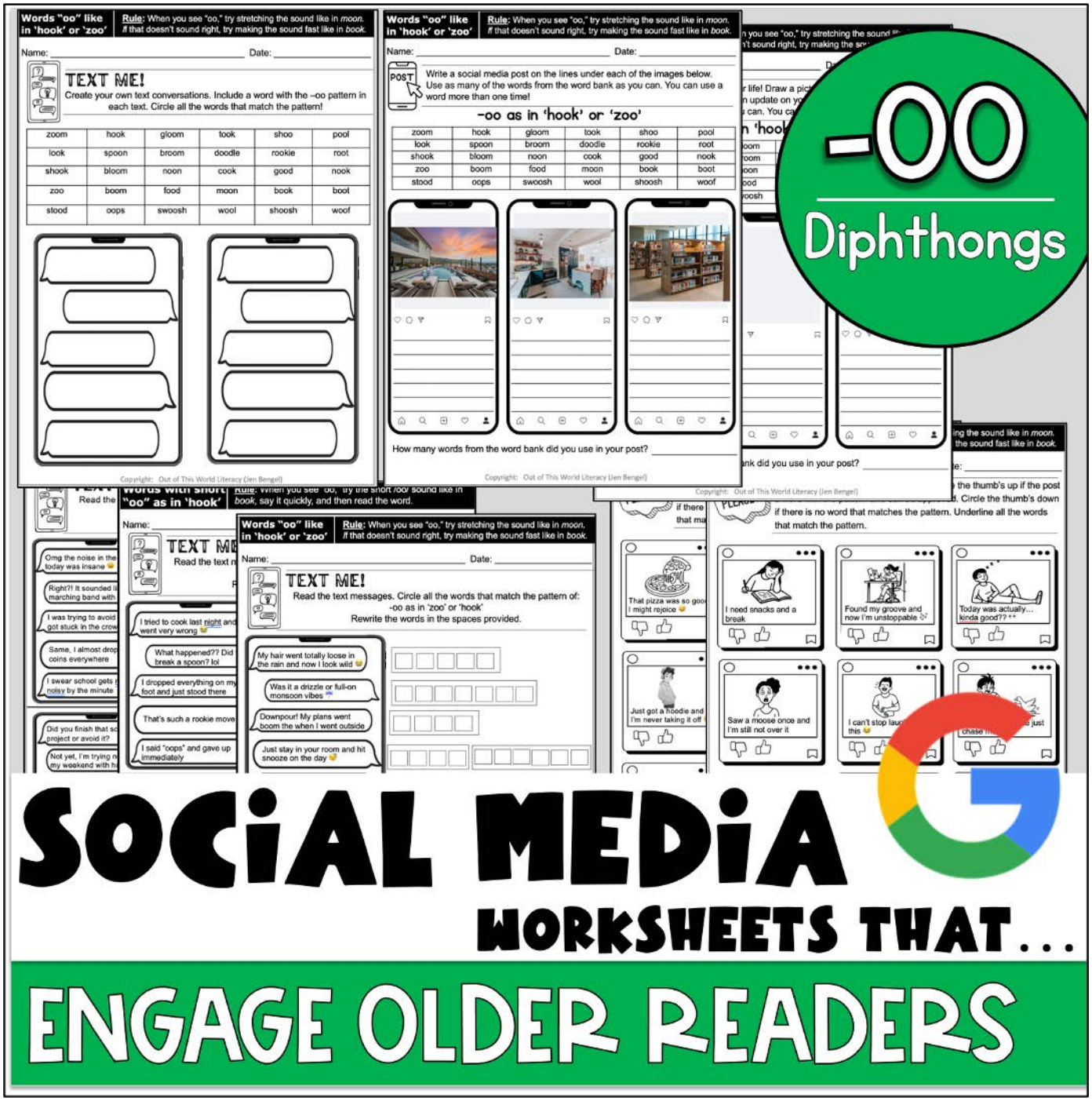
Out of this World LITERACY

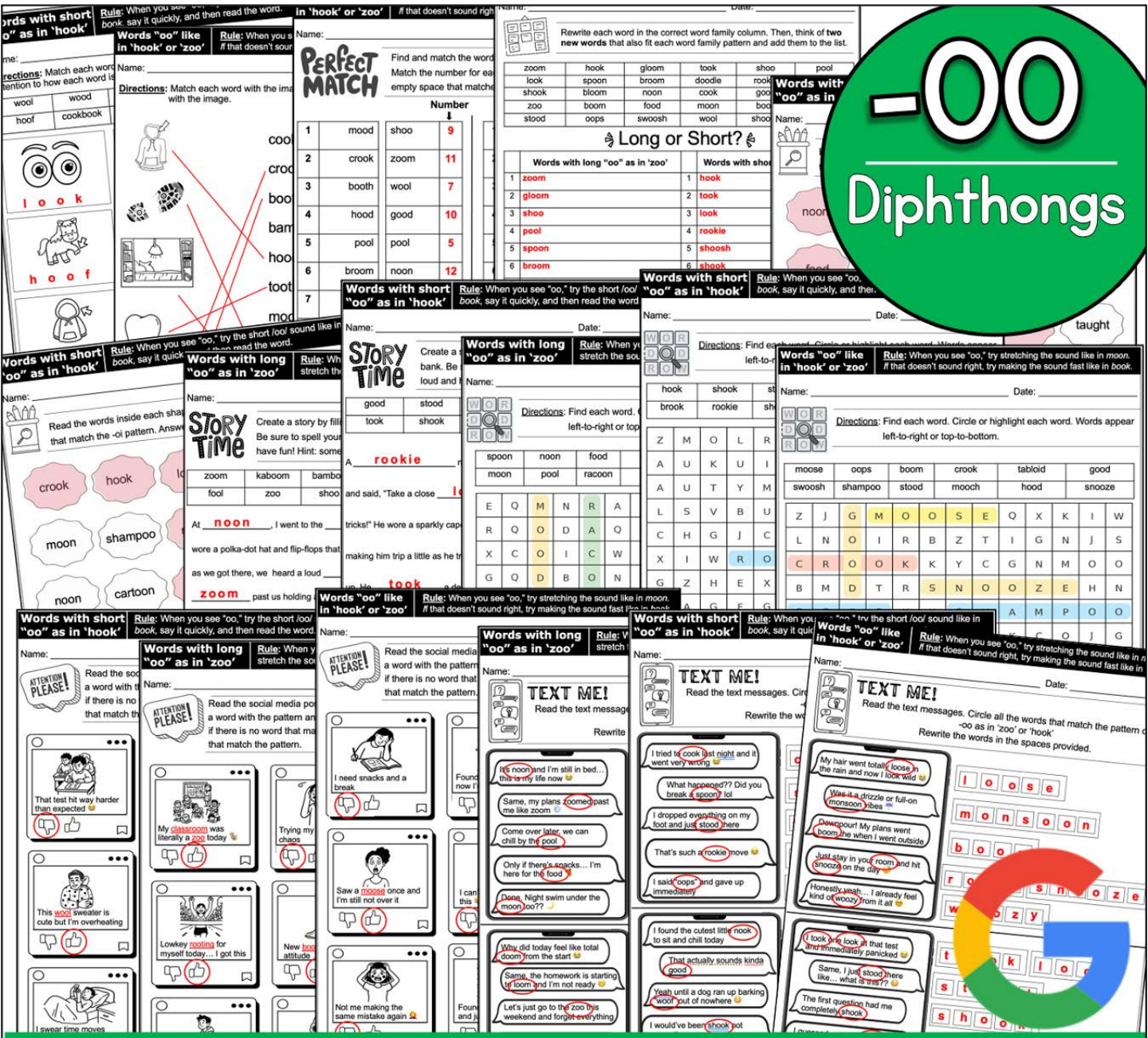
DIPHTHONGS -OO



FOR OLDER READERS

NO BABYISH STUFF HERE!


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:
TEXT ME!
Create your own text conversations. Include a word with the –oo pattern in each text. Circle all the words that match the pattern!
zoom hook gloom took shoo pool
look spoon broom doodle rookie root
shook bloom noon cook good nook
zoo boom food moon book boot
stood oops swoosh wool shoosh woof
Copyright: Out of This World Literacy (Jen Bengel)
POST
Write a social media post on the lines under each of the images below. Use as many of the words from the word bank as you can. You can use a word more than one time!
-oo as in 'hook' or 'zoo'
How many words from the word bank did you use in your post?
Words with short "oo" as in 'hook'
Rule: When you see "oo," try the short /oo/ sound like in book, say it quickly, and then read the word.
Read the text messages. Circle all the words that match the pattern of: -oo as in 'zoo' or 'hook'
Rewrite the words in the spaces provided.
Omg the noise in the today was insane
Right?! It sounded li marching band with
I was trying to avoid got stuck in the crow
Same. I almost drop coins everywhere
I swear school gets r noisy by the minute
Did you finish that sc project or avoid it?
Not yet, I'm trying n my weekend with h
I tried to cook last night and went very wrong
What happened?? Did break a spoon? lol
I dropped everything on my foot and just stood there
That's such a rookie move
I said "oops" and gave up immediately
My hair went totally loose in the rain and now I look wild
Was it a drizzle or full-on monsoon vibes
Downpour! My plans went boom the when I went outside
Just stay in your room and hit snooze on the day
-OO
Diphthongs
if there is no word that matches the pattern. Underline all the words that match the pattern.
That pizza was so goo I might rejoice
I need snacks and a break
Found my groove and now I'm unstoppable
Today was actually... kinda good??
Just got a hoodie and I'm never taking it off
Saw a moose once and I'm still not over it
I can't stop laug this
SOCIAL MEDIA
WORKSHEETS THAT...
ENGAGE OLDER READERS


-OO
Diphthongs
Words with short "oo" as in 'hook'
Words "oo" like in 'hook' or 'zoo'
Words with long "oo" as in 'zoo'
PERFECT MATCH
STORY Time
Long or Short?
TEXT ME!
ATTENTION PLEASE!
ANSWER KEYS INCLUDED

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:

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

...Reinforcement: 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."

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 try... 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...

-OO DIPHTHONGS

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."

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).

Copyright: Out of This World Literacy (Jen Bengel)

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.

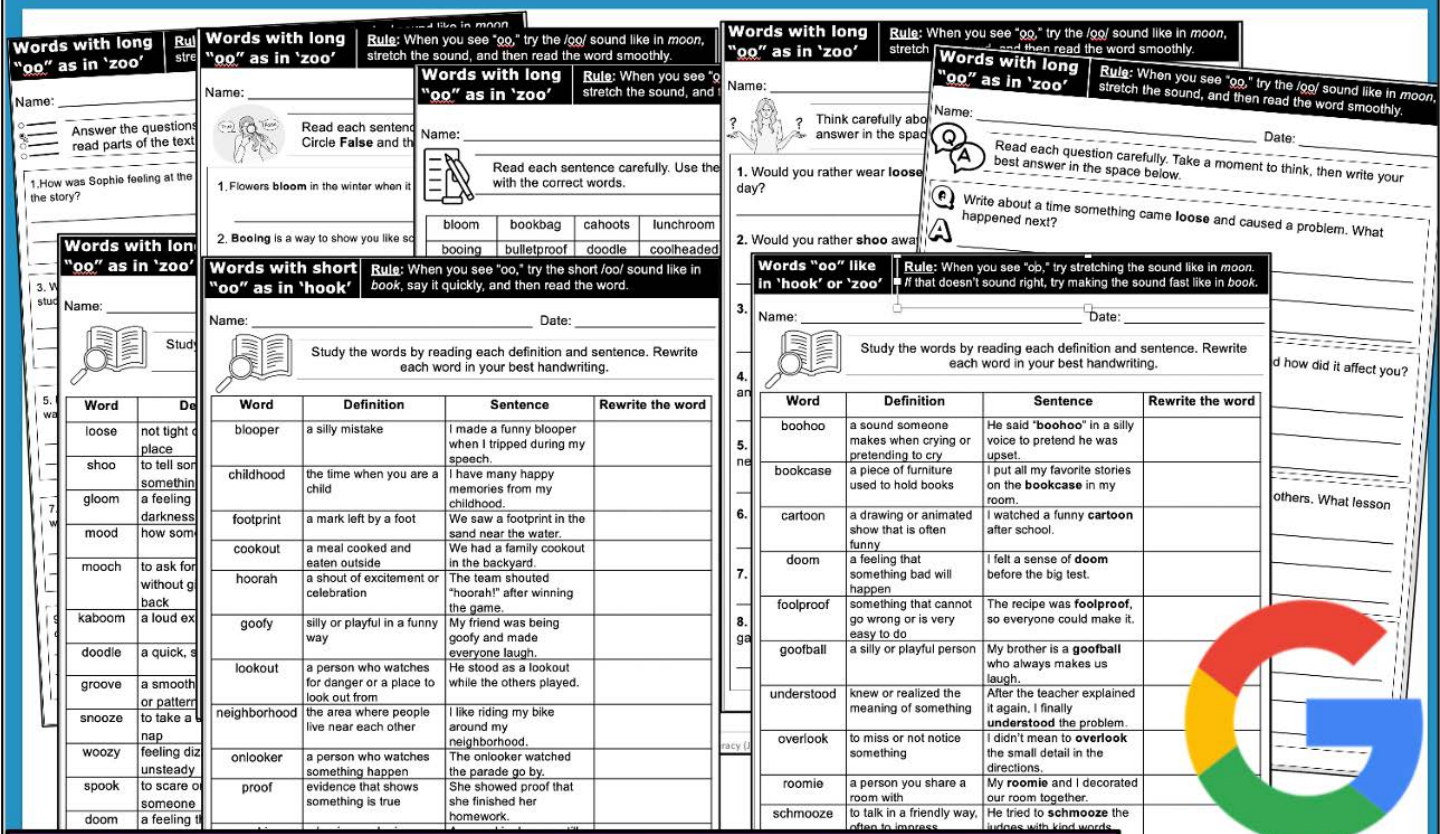
Your body can also send signals when something feels wrong. If your shoelace is **loose**, you might trip, so your brain reminds you to fix it. These small signals help keep you safe.

WiTH LESSONS!

48 PHONICS/VOCAB. WORDS

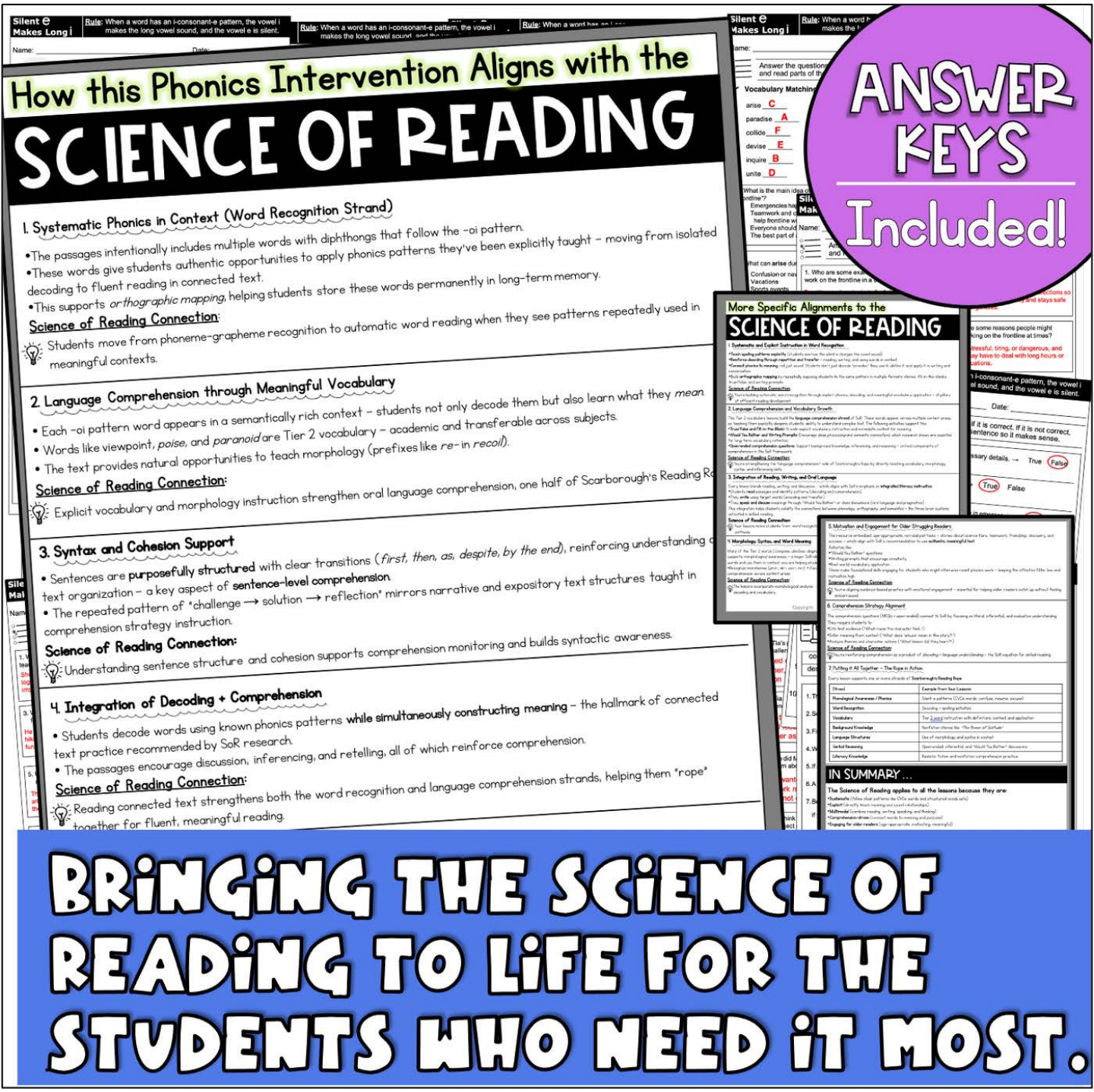
DIPHTHONGS- OO

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)
2. Language Comprehension through Meaningful Vocabulary
3. Syntax and Cohesion Support
4. Integration of Decoding + Comprehension
ANSWER KEYS Included!
More Specific Alignments to the
SCIENCE OF READING
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*.

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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)

Copyright: Out of This World Literacy (Jen Bengel)

READING LESSON PLAN | Diphthongs -oo

The Lunchroom Doozie

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

Copyright: Out of This World Literacy (Jen Bengel)

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."

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).

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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?"

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

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.

Copyright: Out of This World Literacy (Jen Bengel)

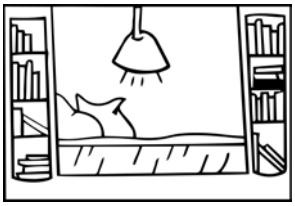
Words with long "oo" as in 'zoo'

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

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

moon	boo	food	spoon	room	balloon
boot	broom	hoop	moo	noon	roof



r o o m



r o o f



s p o o n



b o o



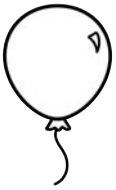
n o o n



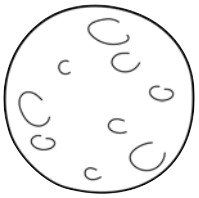
b r o o m



h o o p



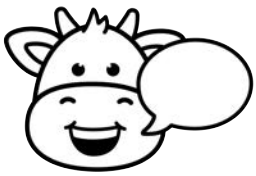
b a l l o o n



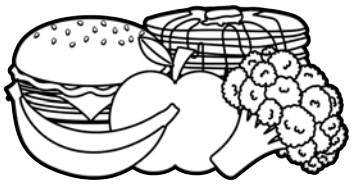
m o o n



b o o t



m o o



f o o d

The pattern I found in each word is Every word includes the pattern –oo and makes the long sound.

Copyright: Out of This World Literacy (Jen Bengel)

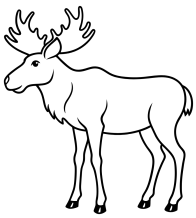
Words with long "oo" as in 'zoo'

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

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

food	moon	rooster	root	scoop	spoon
tools	tooth	stool	moose	racoon	bamboo



m o o s e



s t o o l



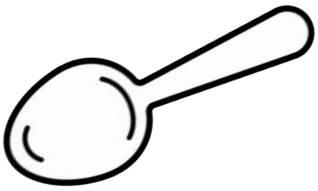
t o o t h



s c o o p



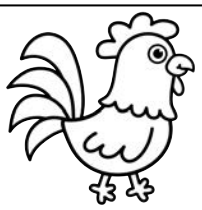
r a c o o n



s p o o n



t o o l s



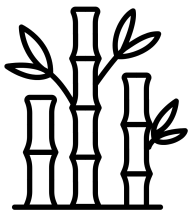
r o o s t e r



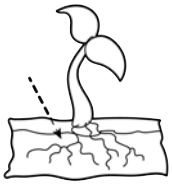
m o o n



f o o d



b a m b o o



r o o t

The pattern I found in each word is **Every word includes the pattern –oo and makes the long sound.**.

Copyright: Out of This World Literacy (Jen Bengel)

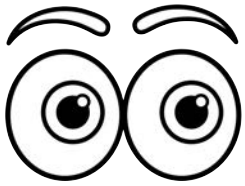
Words with short "oo" as in 'hook'

Rule: When you see "oo," try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

wool	wood	look	hood	hook	crook
hoof	cookbook	foot	cookie	cook	bookmark



l o o k



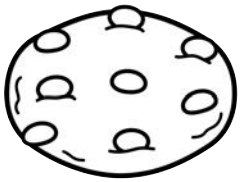
c o o k b o o k



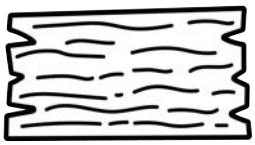
w o o l



h o o f



c o o k i e



w o o d



h o o d



c r o o k



h o o k



f o o t



b o o k m a r k



c o o k

The pattern I found in each word is Every word includes the pattern –oo and makes the short sound.

Copyright: Out of This World Literacy (Jen Bengel)

Words with short “oo” as in ‘hook’

Rule: When you see “oo,” try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

cook	wool	book	hook	brook	hoop
took	crook	shook	hood	look	stood



h o o k



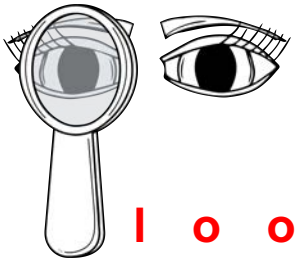
s t o o d



c o o k



h o o d



l o o k



b r o o k



t o o k



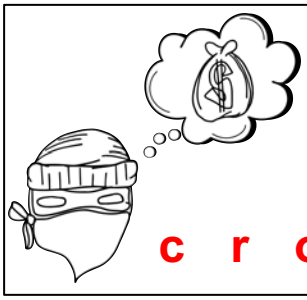
s h o o k



w o o l



c o o k



c r o o k



b o o k

The pattern I found in each word is Every word includes the pattern –oo and makes the short sound.

Copyright: Out of This World Literacy (Jen Bengel)

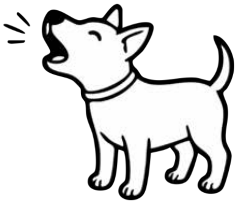
Words "oo" like in 'hook' or 'zoo'

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: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

kangaroo	zoo	choose	pool	brook	shook
hoop	zoom	bloom	woof	hook	good



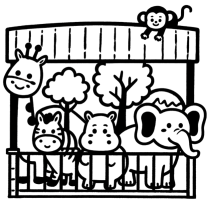
w o o f



b r o o k



c h o o s e



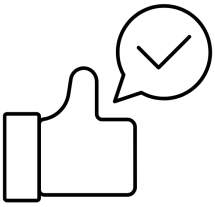
z o o



k a n g a r o o



h o o k



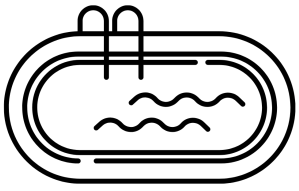
g o o d



s h o o k



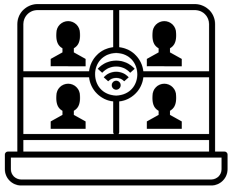
h o o p



p o o l



b l o o m



z o o m

The pattern I found in each word is Every word includes the pattern –oo and makes the long or short sound.

Copyright: Out of This World Literacy (Jen Bengel)

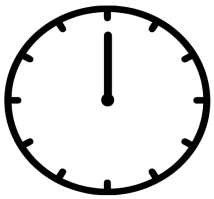
Words "oo" like in 'hook' or 'zoo'

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: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

scooter	proof	hood	wood	cookout	groom
booth	footprint	noon	groove	blooper	boom



n o o n



c o o k o u t



b l o o p e r



h o o d



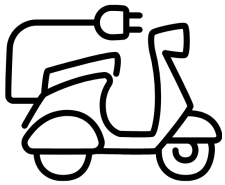
f o o t p r i n t



g r o o m



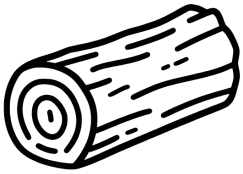
p r o o f



s c o o t e r



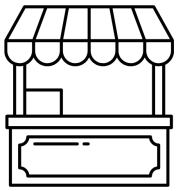
b o o m



w o o d



g r o o v e



b o o t h

The pattern I found in each word is **Every word includes the pattern –oo and makes the long or short sound.**.

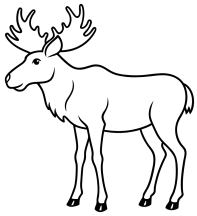
Copyright: Out of This World Literacy (Jen Bengel)

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.

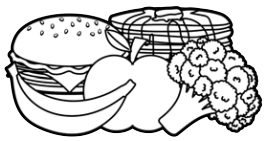
Name: _____ Date: _____

Directions: Match each word with the image by drawing a line to connect the word with the image.

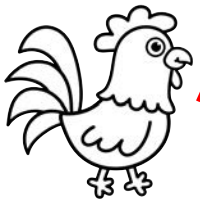












tools

goose

spoon

food

rooster

moose

shampoo

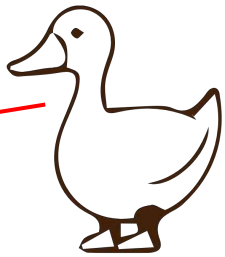
room

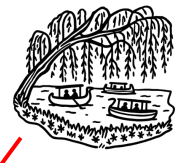
lagoon

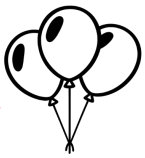
stool

noon

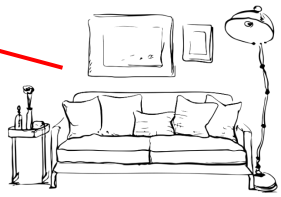
balloons

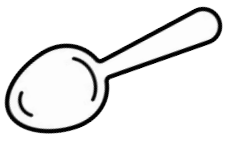












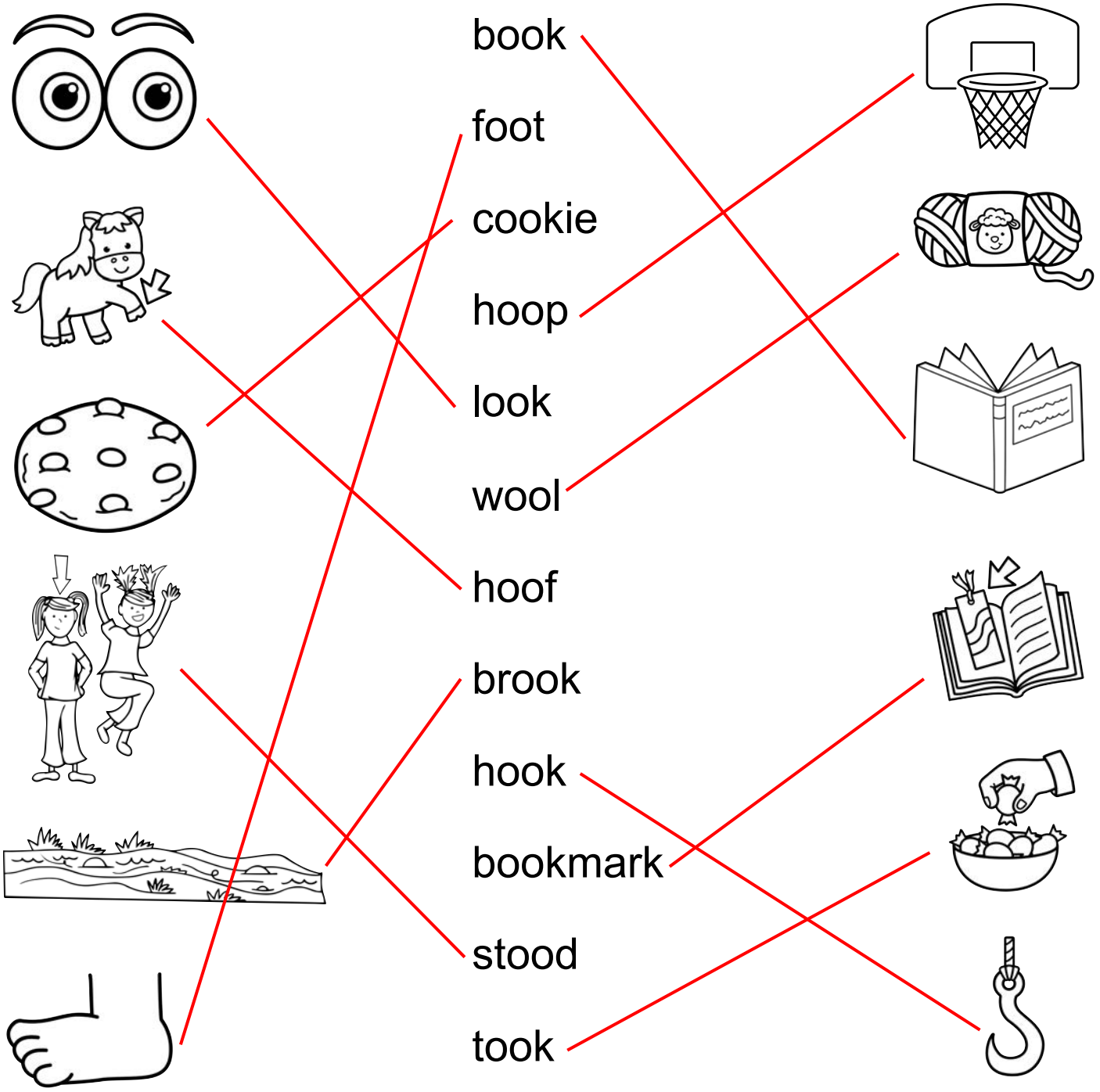
Copyright: Out of This World Literacy (Jen Bengel)

Words with short “oo” as in ‘hook’

Rule: When you see “oo,” try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____

Directions: Match each word with the image by drawing a line to connect the word with the image.



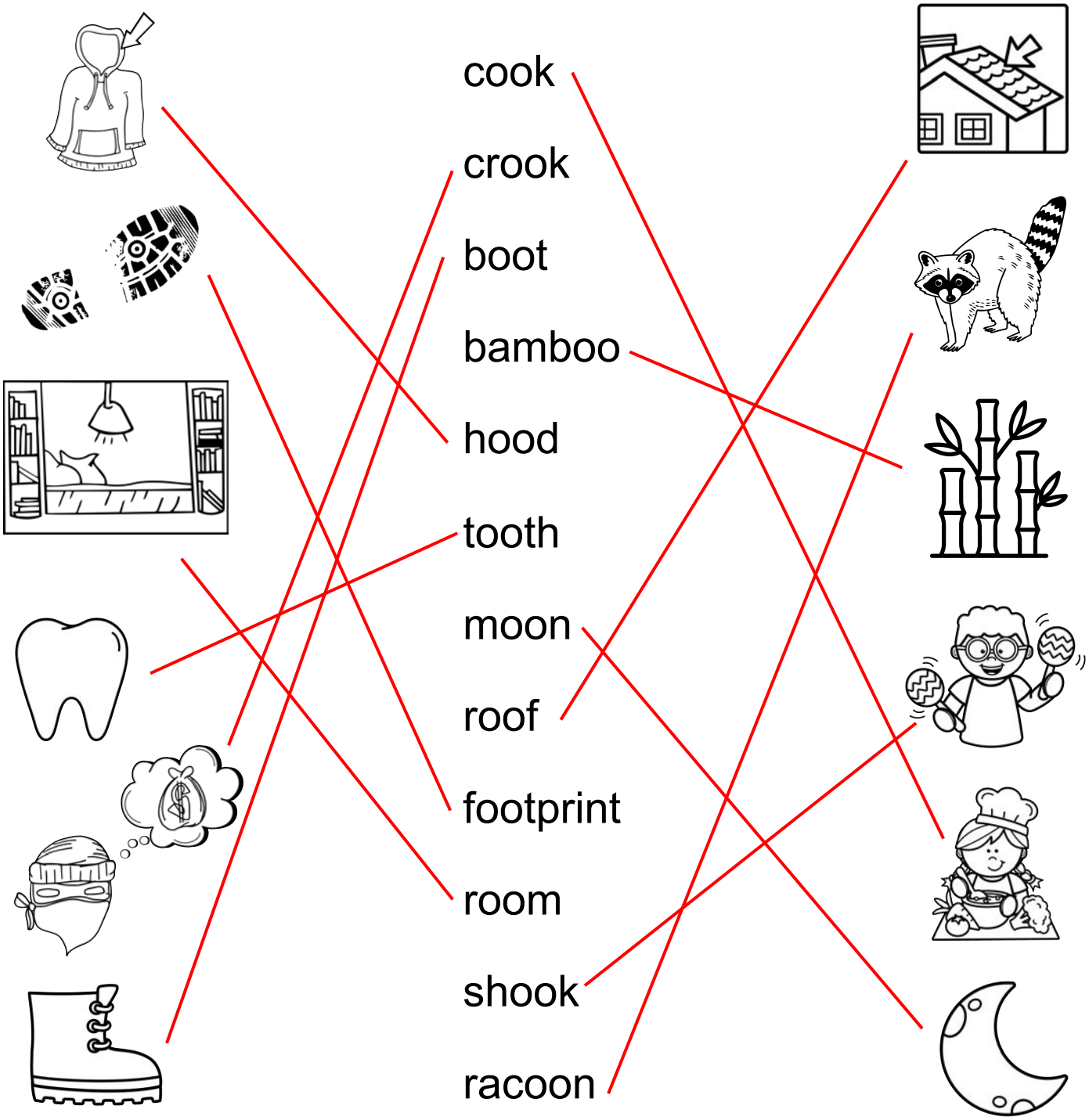
Copyright: Out of This World Literacy (Jen Bengel)

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: _____

Directions: Match each word with the image by drawing a line to connect the word with the image.



Copyright: Out of This World Literacy (Jen Bengel)

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: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number
1	zoo	root	10
2	spoon	noon	12
3	soon	loom	6
4	boot	pool	8
5	hoop	boom	9
6	loom	moon	11
7	groom	zoo	1
8	pool	soon	3
9	boom	groom	7
10	root	spoon	2
11	moon	boot	4
12	noon	hoop	5

			Number
1	doodle	cartoon	10
2	monsoon	proof	12
3	bamboo	bamboo	3
4	shampoo	racoon	8
5	lagoon	balloon	11
6	kaboom	choose	9
7	groove	kaboom	6
8	racoon	shampoo	4
9	choose	monsoon	2
10	cartoon	doodle	1
11	balloon	lagoon	5
12	proof	groove	7

Copyright: Out of This World Literacy (Jen Bengel)

Words with short "oo" as in 'hook'

Rule: When you see "oo," try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number ⬇
1	book	wood	9
2	foot	foot	2
3	stood	took	6
4	good	hood	10
5	look	cook	7
6	took	stood	3
7	cook	oops	11
8	wool	book	1
9	wood	look	5
10	hood	wood	9
11	oops	good	4
12	shook	wool	8

			Number ⬇
1	bookcase	childhood	11
2	swoosh	lookout	10
3	brook	scoot	6
4	rookie	onlooker	12
5	cookout	bookcase	1
6	scoot	rookie	4
7	footprint	footprint	7
8	blooper	brook	3
9	hoorah	cookout	5
10	lookout	swoosh	2
11	childhood	blooper	8
12	onlooker	hoorah	9

Copyright: Out of This World Literacy (Jen Bengel)

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: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number
1	mood	shoo	9
2	crook	zoom	11
3	booth	wool	7
4	hood	good	10
5	pool	pool	5
6	broom	noon	12
7	wool	booth	3
8	mooch	broom	6
9	shoo	mooch	8
10	good	crook	2
11	zoom	mood	1
12	noon	hood	4

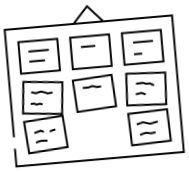
			Number
1	kangaroo	woof	9
2	kaboom	gloom	10
3	shoosh	woof	9
4	swoosh	kaboom	2
5	bloom	rookie	7
6	broom	broom	6
7	rookie	choose	8
8	choose	kangaroo	1
9	woof	bloom	5
10	gloom	spook	11
11	spook	snooze	12
12	snooze	shoosh	3

Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Rewrite each word in the correct word family column. Then, think of **two new words** that also fit each word family pattern and add them to the list.

zoom	hook	gloom	took	shoo	pool
look	spoon	broom	doodle	rookie	root
shook	bloom	noon	cook	good	nook
zoo	boom	food	moon	book	boot
stood	oops	swoosh	wool	shoosh	woof

Long or Short?

	Words with long "oo" as in 'zoo'		Words with short "oo" as in 'book'
1	**zoom**	1	**hook**
2	**gloom**	2	**took**
3	**shoo**	3	**look**
4	**pool**	4	**rookie**
5	**spoon**	5	**shoosh**
6	**broom**	6	**shook**
7	**doodle**	7	**cook**
8	**bloom**	8	**good**
9	**noon**	9	**nook**
10	**zoo**	10	**book**
11	**boom**	11	**woof**
12	**food**	12	**stood**
13	**moon**	13	**oops**
14	**root**	14	**swoosh**
15	**boot**	15	**wool**

Copyright: Out of This World Literacy (Jen Bengel)

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 the words inside each shape carefully. Color the shapes with words that match the -oi pattern. Answer the challenge question.

noon	moose	goose	spoon	hot
food	wood	would	moon	proud
balloon	gloom	pool	broom	taught
boot	good	shoosh	destroy	pause
hoop	could	would	fold	cloud
mood	found	book	poem	brown

CHALLENGE

What letter do the colored in shapes spell? P



Copyright: Out of This World Literacy (Jen Bengel)

Words with short "oo" as in 'hook'

Rule: When you see "oo," try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____



Read the words inside each shape carefully. Color the shapes with words that match the -oi pattern. Answer the challenge question.

crook	hook	look	brook	shook
moon	shampoo	nook	bamboo	should
noon	cartoon	book	boot	doodle
boil	loom	wool	food	today
coin	told	good	would	could
wool	wood	stood	swoosh	oops

CHALLENGE

What letter do the colored in shapes spell? I



Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Read the words inside each shape carefully. Color the shapes with words that match the -oi pattern. Answer the challenge question.

out	spoon	would	could	moose
proud	boom	thought	about	balloon
point	root	wool	book	lagoon
understand	hoop	okay	crowd	hook
come	boom	idea	should	look
void	shoosh	spoil	pause	rookie

CHALLENGE

What letter do the colored in shapes spell? H



Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun! Hint: some words may be used more than one time.

zoom	kaboom	bamboo	pool	noon	soon
fool	zoo	shoo	broom	spoon	doom

At **noon**, I went to the **zoo** with a very silly **fool** who wore a polka-dot hat and flip-flops that squeaked every time he walked. As **soon** as we got there, we heard a loud **kaboom** and saw a monkey **zoom** past us holding a shiny **spoon** like it was treasure. He was also wearing sunglasses and a tiny backpack filled with bananas! "**Shoo**! Get back here!" the zookeeper shouted, chasing him with a giant **broom** while slipping on banana peels. Soon, the monkey climbed up some tall **bamboo**, did three flips in the air, and jumped straight into the **pool**, making the biggest splash ever. Water went everywhere—even into the fool's squeaky shoes! "Oh no, this is **doom**!" the fool cried as he slipped and landed with a SPLAT… but then he started laughing so hard he couldn't get up. By the end, the monkey was calmly sitting by the pool, using the **spoon** to eat a banana like soup—and honestly, it was the funniest trip to the zoo ever.

Copyright: Out of This World Literacy (Jen Bengel)

Words with short "oo" as in 'hook'

Rule: When you see "oo," try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun!

good	stood	look	book	oops	hood
took	shook	rookie	foot	woof	swoosh

A rookie magician stood on stage, smiling at the crowd, and said, "Take a close look at my magic book—it's full of amazing tricks!" He wore a sparkly cape with a floppy hood that kept sliding over his eyes, making him trip a little as he tried to bow. "Oops," he whispered, pushing it back up. He took a deep breath, raised his wand, and shouted, "Swoosh!" but instead of magic, his hat flew off and landed right on his foot. The audience gasped, and the loud thump shook the stage just as a dog ran out from behind the curtain barking, "Woof!" like it was part of the act. The magician paused, then gave a big grin and said, "Well… it may not be perfect, but it's still a good show!"

Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun!

scoot	boom	took	good	shoo	shook
loose	racoon	look	oops	broom	hook

One **good** morning, I went outside and saw a silly **racoon** trying to fish in a bucket with a bent **hook**. I gave it a confused **look** and said, "**Shoo**! That doesn't belong to you!" but instead of leaving, it started to **scoot** closer like it wanted to show me something. I carefully **took** a step back when suddenly—**boom**!—a trash can tipped over and **shook** the ground, sending wrappers and crumbs everywhere. "**Oops**," I said, grabbing a **broom** to clean it up, but the lid was already **loose**, and the racoon was happily digging through the mess. It grabbed the hook again, looked at me like it had won a prize, and scooted away, leaving me laughing at the silliest morning ever.

Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

spoon	noon	food	room	groom	hoop
moon	pool	racoon	loose	kaboom	mood

E	Q	M	N	R	A	F	H	V	R	E	U	X
R	Q	O	D	A	Q	L	P	C	S	L	G	H
X	C	O	I	C	W	F	A	I	P	I	C	B
G	Q	D	B	O	N	Z	R	L	O	I	A	K
W	B	U	O	O	R	J	R	K	O	W	N	X
W	I	M	N	N	K	R	N	M	N	E	M	M
Y	M	N	K	Z	E	U	N	O	O	N	O	A
H	T	Q	A	I	W	H	O	O	P	T	O	X
M	H	G	B	V	P	D	C	T	G	Z	N	B
W	F	O	O	D	O	B	M	W	R	R	K	V
U	O	R	O	V	O	K	O	L	O	O	S	E
S	A	P	M	X	L	U	P	Q	O	K	S	R
M	H	U	R	O	O	M	Z	X	M	M	L	W

Copyright: Out of This World Literacy (Jen Bengel)

Words with short “oo” as in ‘hook’

Rule: When you see “oo,” try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

hook	shook	stood	woof	took	oops
brook	rookie	shoosh	book	wood	swoosh

Z	M	O	L	R	W	N	B	D	F	F	X	S
A	U	K	U	I	K	S	H	O	O	S	H	A
A	U	T	Y	M	V	T	L	W	O	O	D	W
L	S	V	B	U	S	P	O	M	I	Y	P	D
C	H	G	J	C	T	P	L	U	H	V	I	B
X	I	W	R	O	O	K	I	E	N	O	G	P
G	Z	H	E	X	O	U	S	H	O	O	K	Q
E	A	G	F	G	D	R	F	H	I	O	D	H
B	V	H	O	O	K	Y	I	B	R	O	O	K
C	L	J	V	S	S	F	P	G	P	P	M	T
M	U	W	O	O	F	B	O	O	K	S	Y	O
B	K	S	W	O	O	S	H	I	G	L	S	O
E	K	Y	B	U	X	Y	A	I	D	D	M	K

Copyright: Out of This World Literacy (Jen Bengel)

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: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

moose	oops	boom	crook	tabloid	good
swoosh	shampoo	stood	mooch	hood	snooze

Z	J	G	M	O	O	S	E	Q	X	K	I	W
L	N	O	I	R	B	Z	T	I	G	N	J	S
C	R	O	O	K	K	Y	C	G	N	M	O	O
B	M	D	T	R	S	N	O	O	Z	E	H	N
O	O	P	S	Y	X	S	H	A	M	P	O	O
K	A	B	O	O	M	Q	K	K	C	O	J	G
M	Z	H	O	O	D	J	L	S	T	O	O	D
O	O	C	S	S	T	A	B	L	O	I	D	I
O	E	F	G	J	G	W	S	W	O	O	S	H
C	Y	X	P	E	B	G	Z	X	S	U	D	J
H	H	U	S	C	B	O	E	Y	N	Z	C	U
M	N	F	M	S	Q	V	G	U	Q	P	U	Y
Y	A	I	Z	H	V	J	X	K	P	F	L	B

Copyright: Out of This World Literacy (Jen Bengel)

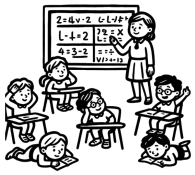
Words with long “oo” as in ‘zoo’

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

Name: _____ Date: _____

ATTENTION PLEASE!

Read the social media posts carefully. Circle the thumb’s up if the post a word with the pattern and can be approved. Circle the thumb’s down if there is no word that matches the pattern. Underline all the words that match the pattern.



My classroom was literally a zoo today



Trying my best… it’s still chaos



I’m just here for the drama honestly



Lowkey rooting for myself today… I got this



New boots, new attitude



Why does everything happen at once



I’ll do it soon… probably… maybe



That actually made my day



Hit snooze 5 times… no regrets

Copyright: Out of This World Literacy (Jen Bengel)

Words with short “oo” as in ‘hook’

Rule: When you see “oo,” try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____

ATTENTION PLEASE!

Read the social media posts carefully. Circle the thumb’s up if the post a word with the pattern and can be approved. Circle the thumb’s down if there is no word that matches the pattern. Underline all the words that match the pattern.



That test hit way harder than expected 😭



That song had me hooked after 5 seconds



Why am I this tired for no reason 😅



This wool sweater is cute but I’m overheating



I tried… that’s what matters right 😬



Knock on wood nothing goes wrong today 🪵



I swear time moves faster at night



Sent the text to the wrong person… oops 😳



I need a reset and maybe a snack

Copyright: Out of This World Literacy (Jen Bengel)

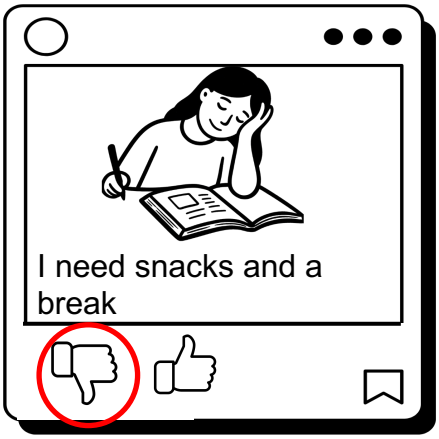
Words "oo" like in 'hook' or 'zoo'

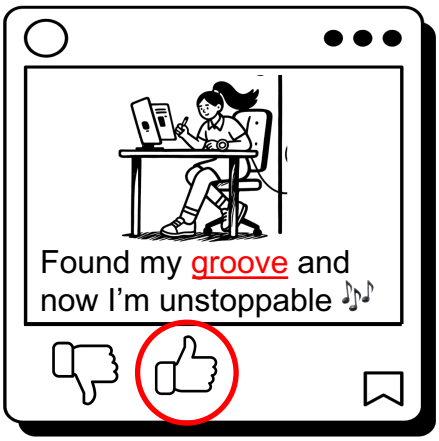
Rule: When you see "oo," try stretching the sound like in *moon*. If that doesn't sound right, try making the sound fast like in *book*.

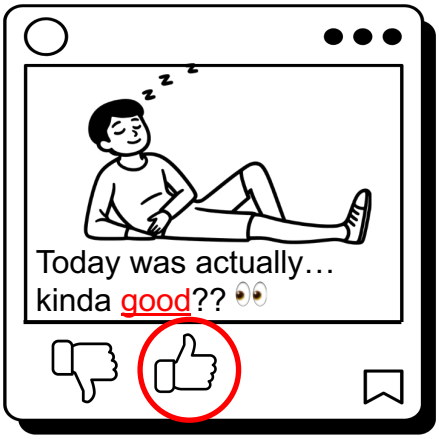
Name: _____ Date: _____

ATTENTION PLEASE!

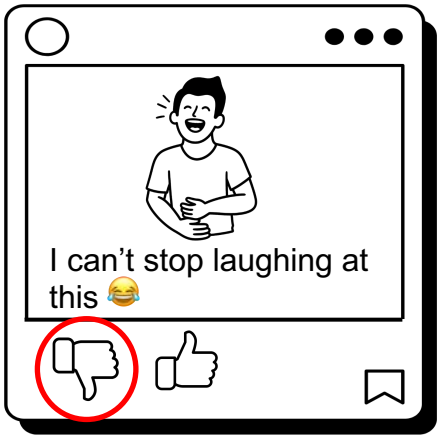
Read the social media posts carefully. Circle the thumb's up if the post a word with the pattern and can be approved. Circle the thumb's down if there is no word that matches the pattern. Underline all the words that match the pattern.

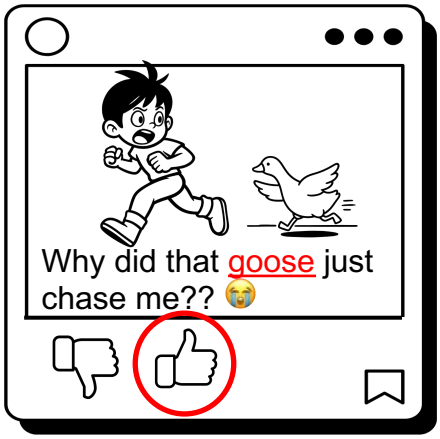


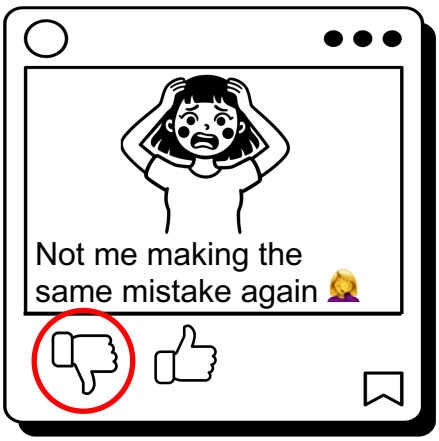


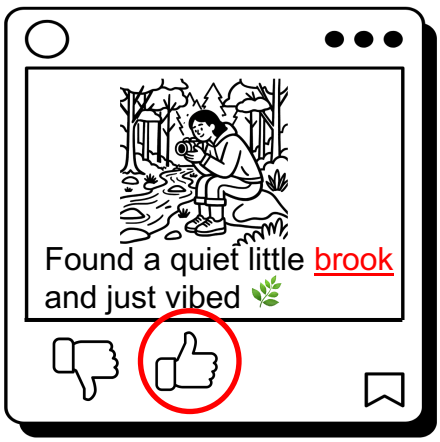


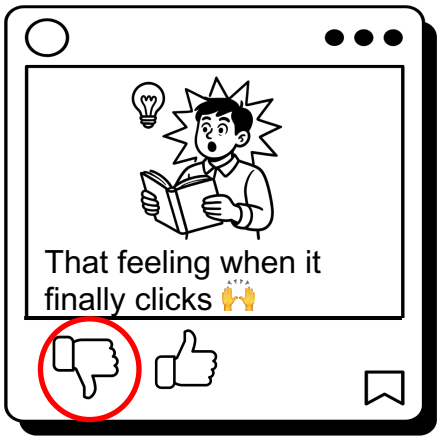










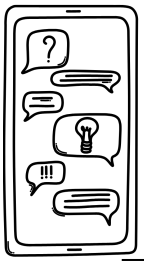


Copyright: Out of This World Literacy (Jen Bengel)

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: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
-oo as in 'zoo'
Rewrite the words in the spaces provided.

It's noon and I'm still in bed… this is my life now 😭

n o o n

Same, my plans zoomed past me like zoom 💨

z o o m e d

Come over later, we can chill by the pool

p o o l

Only if there's snacks… I'm here for the food 🍕

f o o d

Done. Night swim under the moon too?? 🌙

m o o n

Why did today feel like total doom from the start 😭

d o o m

Same, the homework is starting to loom and I'm not ready 😬

l o o m

Let's just go to the zoo this weekend and forget everything

z o o

Only if we stop for food after… priorities 🍟

f o o d

Deal, that plan already improved my mood 😉

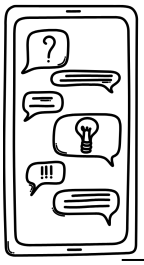
m o o d

Copyright: Out of This World Literacy (Jen Bengel)

Words with short "oo" as in 'hook'

Rule: When you see "oo," try the short /oo/ sound like in *book*, say it quickly, and then read the word.

Name: _____ Date: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
-oo as in 'hook'
Rewrite the words in the spaces provided.

I tried to cook last night and it went very wrong 😭

What happened?? Did you break a spoon? lol

I dropped everything on my foot and just stood there

That's such a rookie move 😂

I said "oops" and gave up immediately

c o o k

s p o o n

f o o t

s t o o d

r o o k i e

o o p s

I found the cutest little nook to sit and chill today

That actually sounds kinda good

Yeah until a dog ran up barking "woof" out of nowhere 😳

I would've been shook not gonna lie

I tried to act calm but did a full panic swoosh exit 😭

n o o k

g o o d

w o o f

s h o o k

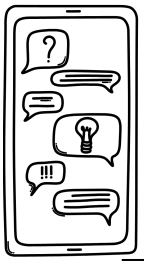
s w o o s h

Copyright: Out of This World Literacy (Jen Bengel)

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: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
-oo as in 'zoo' or 'hook'
Rewrite the words in the spaces provided.

My hair went totally loose in the rain and now I look wild 😭

l o o s e

Was it a drizzle or full-on monsoon vibes ☔

m o n s o o n

Downpour! My plans went boom the when I went outside

b o o m

Just stay in your room and hit snooze on the day 😴

r o o m

s n o o z e

Honestly yeah… I already feel kind of woozy from it all 😩

w o o z y

I took one look at that test and immediately panicked 😭

t o o k

l o o k

Same, I just stood there like… what is this?? 😳

s t o o d

The first question had me completely shook

s h o o k

I guessed and said "oops" in my head the whole time 😅

o o p s

If I somehow did good, it'll be a miracle 🙏

g o o d

Copyright: Out of This World Literacy (Jen Bengel)