

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 34 • LONG OO (ōō) & SHORT OO (oo)

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Vowel Digraph Study • moon vs. look • Alternating Rimes (-oon, -ook, -ool, -ood)

🕒 PHONICS & SPELLING RULES TO REMEMBER

RULE 1 • LONG OO SOUND (ōō)

Long **ōō** makes the tense /u:/ sound as in *mōōn, nōōn, sōōn, cōōl, pōōl, stōōl*.

RULE 2 • SHORT OO SOUND (oo)

Short **oo** makes the lax /ʊ/ sound as in *lōok, hōok, tōok, wōod, gōod, stōod*.

RULE 3 • RIME FAMILY CLUES

Words ending in **-ook** take short **oo**; words ending in **-oon** and **-ool** take long **ōō**.

1 Copy these words carefully • Spell orally: Write each word neatly on the handwriting line:

COLUMN 1 • LONG ōō (-OON)

moon _____
noon _____
soon _____
spoon _____

COLUMN 2 • SHORT oo (-OOK)

look _____
nook _____
hook _____
took _____

COLUMN 3 • LONG ōō (-OOL)

cool _____
pool _____
tool _____
stool _____

COLUMN 4 • SHORT oo (-OOD)

wood _____
good _____
hood _____
stood _____

2 Diacritical Classification: Check the proper sound of oo for each word (ōō or oo):

COLUMN 1 • LONG ōō (-OON)

moon ☐ ōō (long) ☐ oo (short)
noon ☐ ōō (long) ☐ oo (short)
soon ☐ ōō (long) ☐ oo (short)
spoon ☐ ōō (long) ☐ oo (short)

COLUMN 2 • SHORT oo (-OOK)

look ☐ ōō (long) ☐ oo (short)
nook ☐ ōō (long) ☐ oo (short)
hook ☐ ōō (long) ☐ oo (short)
took ☐ ōō (long) ☐ oo (short)

COLUMN 3 • LONG ōō (-OOL)

cool ☐ ōō (long) ☐ oo (short)
pool ☐ ōō (long) ☐ oo (short)
tool ☐ ōō (long) ☐ oo (short)
stool ☐ ōō (long) ☐ oo (short)

COLUMN 4 • SHORT oo (-OOD)

wood ☐ ōō (long) ☐ oo (short)
good ☐ ōō (long) ☐ oo (short)
hood ☐ ōō (long) ☐ oo (short)
stood ☐ ōō (long) ☐ oo (short)

3 Word Contrast & Dictation Sentence: Answer the prompts and copy the dictation sentence:

1. Initial blend st-: Long ōō word: _____ Short oo word: _____
2. Final consonant in Column 2: Always the letter _____ making short oo.
3. Rhymes with cool: _____ Rhymes with wood: _____

CLASSROOM DICTATION PRACTICE SENTENCE:

"At noon, the cook stood by the cool pool with a wooden spoon."

LESSON 34 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

Diacritical Analysis (ōō vs. ōō) • Historical Vowel Shortening • Dictation Script

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KEY

Word	Rime	Webster	Sound Value	IPA	Linguistic & Historical Phonology Rationale
moon	-oon	mōōn	Long ōō	/muːn/	High back tense vowel /uː/; nasal coda -n; historic ME /oː/ raised to /uː/.
noon	-oon	nōōn	Long ōō	/nuːn/	Latin nona (ninth hour); nasal onset and coda; long tense /uː/.
soon	-oon	sōōn	Long ōō	/suːn/	Old English sōna; high back tense vowel /uː/ before nasal -n.
spoon	-oon	spōōn	Long ōō	/spuːn/	Initial consonant blend sp-; long tense vowel /uː/.
look	-ook	lōok	Short ōō	/lʊk/	High back lax vowel /ʊ/; Early Modern English shortening before velar stop -k.
nook	-ook	nōok	Short ōō	/nʊk/	Nasal onset n-; regular shortening before voiceless velar stop -k.
hook	-ook	hōok	Short ōō	/hʊk/	Glottal fricative onset h-; lax /ʊ/ sound conditioned by -k coda.
took	-ook	tōok	Short ōō	/tʊk/	Irregular past tense of take; regular vowel shortening before -k.
cool	-ool	cōōl	Long ōō	/kuːl/	Velar stop c- before oo; long tense vowel /uː/ before lateral coda -l.
pool	-ool	pōōl	Long ōō	/puːl/	Bilabial stop p-; long tense vowel /uː/ before lateral coda -l.
tool	-ool	tōōl	Long ōō	/tuːl/	Alveolar stop t-; long tense vowel /uː/ before lateral coda -l.
stool	-ool	stōōl	Long ōō	/stuːl/	Initial consonant blend st-; long tense vowel /uː/ before -l.
wood	-ood	wōod	Short ōō	/wʊd/	High back lax vowel /ʊ/; shortening before alveolar stop -d.
good	-ood	gōod	Short ōō	/ɡʊd/	Voiced stop g-; regular shortening before voiced alveolar stop -d.
hood	-ood	hōod	Short ōō	/hʊd/	Glottal onset h-; lax vowel /ʊ/ before voiced alveolar stop -d.
stood	-ood	stōod	Short ōō	/stʊd/	Blend st-; irregular past tense of stand; shortening before -d.

HISTORICAL PHONOLOGY & TEACHING INSIGHTS:

1. The Great Vowel Shift & Shortening:

In Middle English, digraph oo represented the long close-mid vowel /oː/. During the Great Vowel Shift, this was raised to long tense /uː/ (preserved in moon, cool). In the 16th–17th centuries, words ending in velar stops (-k: look, hook, took) and certain dentals (-d: good, wood, stood) underwent phonetic laxing and shortening to /ʊ/.

2. Diacritical Notation:

Noah Webster introduced the double macron (ōō) for the tense sound /uː/ and the double breve (ōō) for the lax sound /ʊ/ to ensure precise oral reading.

3. Exercise 3 Key:

1. Blend st-: stool (long) & stood (short); 2. Consonant: k; 3. Rhymes: pool/tool/stool & good/hood/stood.

CLASSROOM DICTATION SCRIPT (10 CONTEXTUAL SENTENCES)

moon: The bright silver moon rose slowly over the quiet hill.

noon: The church bell rang twelve times at high noon.

spoon: Eat your warm oatmeal neatly with a silver spoon.

look: Come and look at the little blue eggs in the nest.

took: The carpenter took his favorite measuring tool.

cool: We rested by the cool pool under the shady green tree.

stool: The milkmaid sat patiently on her three-legged stool.

wood: Gather dry pieces of wood to build the evening campfire.

good: Hard work and careful study bring good results.

stood: A lone oak tree stood tall beside the meadow fence.

DIAGNOSTIC SCORING RUBRIC (50 POINTS)

Target Skill	Criteria for Mastery	Pts
Careful Copying	Accurate letter formation & penmanship for all 16 words.	/16
Vowel Discrimination	Correctly classifies long ōō (8 words) and short ōō (8 words).	/16
Rime & Blend Analysis	Accurately answers blend st-, rime patterns, and rhyming pairs.	/10
Dictation Transcription	Accurately transcribes the synthesis dictation sentence.	/8
TOTAL SCORE:		/50

COMMON STUDENT ERRORS:

• Confusing vowel lengths:

Pronouncing look with /uː/ or pool with /ʊ/.

• Spelling slip:

Writing *spud for stood or *gud for good.

• Blend confusion:

Mixing up stool and stood.