

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 36 • VOWEL DIGRAPH OO ADVANCED STUDY (ŌŌ VS. ŐŐ)

16-Word Master Review • Sound Classification • Orthographic Contrasts (-ood, -oot, -ook, -oose)

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⌚ PHONICS & SPELLING RULES TO REMEMBER

RULE 1 • LONG OO (ŌŌ /u:/) AS THE STANDARD
Most words spelled with **oo** take the tense **Long oo** /u:/ sound: food, mood, school, root, boot, foot, shoot, goose, noose, loose, choose, poor.

RULE 2 • SHORT OO (ŐŐ /ʊ/) PATTERNS & EXCEPTIONS
Words in **-ook** are reliably short (cook, book). Notice the contrast: boot, shoot take long ōō, but foot takes **short őő**! Food and mood take long ōō (unlike wood/good).

RULE 3 • CONSONANT DIGRAPHS & SIBILANTS
In school, **ch** makes hard /k/ (Greek root). In goose, noose, loose, **-se** makes voiceless /s/; in choose, **-se** makes voiced /z/.

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

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
food	root	cook	foot
hoof	boot	goose	poor
mood	foot	noose	book
school	shoot	loose	choose

2 Put the proper mark over each oo: Check whether each word takes Long oo (ōō /u:/) or Short oo (őő /ʊ/):

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
food ☐ ōō (long) ☐ őő (short)	root ☐ ōō (long) ☐ őő (short)	cook ☐ ōō (long) ☐ őő (short)	foot ☐ ōō (long) ☐ őő (short)
hoof ☐ ōō (long) ☐ őő (short)	boot ☐ ōō (long) ☐ őő (short)	goose ☐ ōō (long) ☐ őő (short)	poor ☐ ōō (long) ☐ őő (short)
mood ☐ ōō (long) ☐ őő (short)	foot ☐ ōō (long) ☐ őő (short)	noose ☐ ōō (long) ☐ őő (short)	book ☐ ōō (long) ☐ őő (short)
school ☐ ōō (long) ☐ őő (short)	shoot ☐ ōō (long) ☐ őő (short)	loose ☐ ōō (long) ☐ őő (short)	choose ☐ ōō (long) ☐ őő (short)

3 Word Contrasts & Dictation: Complete the sound analysis and write the teacher's dictation sentence:

ORTHOGRAPHIC & PHONETIC CONTRASTS

- Foot takes short őő, but boot and shoot take _____ (long ōō / short őő).
- Wood takes short őő, but food and mood take _____ (long ōō / short őő).
- In the word school, the letters **ch** sound like the letter _____ (k / ch).
- The ending **-se** is voiceless in loose, but voiced in _____ (goose / choose).

CLASSROOM DICTATION:

LESSON 36 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

Master Phonetic Analysis of 16 Digraph Words • Dental Stop Shortening • Sibilant Voicing

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Word	Rime	Webster	Sound Value	IPA	Linguistic & Historical Phonology Rationale
food	-ood	fōōd	Long oo	/fuːd/	OE fōda; tense /uː/ preserved before voiced dental stop -d; contrasts with good/wood.
hoof	-oof	hōōf	Long oo	/huːf/	OE hōf; standard /huːf/; colloquial shortening to /hʌf/ treated as dialectal variation.
mood	-ood	mōōd	Long oo	/muːd/	OE mōd; tense /uː/ retained without shortening; member of small tense -ood set with food.
school	-ool	schōōl	Long oo	/skuːl/	OE scōl / Greek skholē; 'ch' spelling represents Greek chi /k/; tense /uː/ preserved.
root	-oot	rōōt	Long oo	/ruːt/	Late OE rōt from ON rōt; high back tense /uː/; standard orthoepy prescribes long vowel.
boot	-oot	bōōt	Long oo	/buːt/	OF bote / ME bote; tense vowel before voiceless dental stop -t; contrasts with foot.
toot	-oot	tōōt	Long oo	/tuːt/	Imitative echoic origin; tense /uː/ mimicking horn blast; regular long sound.
shoot	-oot	shōōt	Long oo	/ʃuːt/	OE scēotan; palato-alveolar fricative /ʃ/ + tense /uː/ + voiceless stop -t.
cook	-ook	cōōk	Short oo	/kʊk/	OE cōc; regular 17th-century pre-velar vowel shortening before voiceless stop -k.
goose	-oose	gōōse	Long oo	/guːs/	OE gōs; high back tense /uː/ followed by voiceless alveolar fricative /s/.
noose	-oose	nōōse	Long oo	/nuːs/	OF nous / ME nose; tense vowel /uː/ + voiceless sibilant coda /s/.
loose	-oose	lōōse	Long oo	/luːs/	ON lauss / ME loos; voiceless coda /s/ strictly contrasts with voiced verb lose /luːz/.
foot	-oot	fōōt	Short oo	/fʊt/	OE fōt; conditioned Early Modern vowel shortening before dental stop -t; exception to -oot.
poor	-oor	pōōr	Long oo / Rhotic	/puər/ ~ /pɔːr/	OF povre / ME poure; classical Webster marked as pōōr (/puːr/) before rhotic coloring.
book	-ook	bōōk	Short oo	/bʊk/	OE bōc; standard phonological pre-velar shortening before coda -k to lax /ʊ/.
choose	-oose (v.)	chōōse	Long oo	/tʃuːz/	OE cēosan; affricate /tʃ/ + tense /uː/ + voiced sibilant /z/ (contrasts with loose /s/).

HISTORICAL PHONOLOGY & PEDAGOGICAL INSIGHTS:

1. Dental Conditioning Split (boot/root/shoot vs. foot): While Middle English /oː/ regularly became /uː/, words with dental stop codas experienced an irregular split. *Foot* underwent early shortening to /ʊ/, whereas *boot*, *root*, *toot*, and *shoot* maintained the long tense /uː/. Emphasize this critical contrast to prevent overgeneralization.

2. The -ood Phonogram Split (food, mood vs. good, wood, stood): Young spellers often assume words with identical rimes share the same vowel value. Point out that *food* and *mood* maintain the original long tense /uː/, while *good* and *wood* underwent dental laxing to /ʊ/.

3. Sibilant Voicing Contrast (loose vs. choose): In *goose*, *noose*, *loose*, the ending **-se** denotes voiceless /s/. In *choose*, **-se** represents voiced /z/. Contrast with the noun *choice* and verb *lose* (/luːz/).

CLASSROOM DICTATION SCRIPT (10 CONTEXTUAL SENTENCES)

1. **food:** Wholesome food gives us energy to study and play.

2. **hoof:** The pony lifted each iron-shod hoof with great care.

3. **mood:** A pleasant morning song puts everyone in a happy mood.

4. **school:** The town bell rings at eight o'clock for morning school.

5. **root:** The deep root held the great oak firmly in the storm.

6. **boot:** The hunter laced up his sturdy leather boot.

7. **toot:** We heard the distant toot of the steam whistle across the river.

8. **shoot:** A tender green shoot emerged from the rich garden soil.

9. **cook:** The baker and cook prepared fresh honey buns in the kitchen.

10. **choose:** You may choose whichever library book you wish to read.

DIAGNOSTIC SCORING RUBRIC (50 POINTS)

Target Skill	Criteria for Mastery	Pts
Careful Copying	Accurate letter formation & baseline control across all 16 words.	/16
Diacritical Marking	Correct identification of Long ōō (13 words) and Short ȳȳ (3 words).	/16
Phonetic Contrast	Accurately completes the 4 contrast questions in Exercise 3.	/8
Dictation Sentence	Exact transcription of synthesis sentence from teacher dictation.	/10
TOTAL SCORE:		/50

EXERCISE 3 ANSWER KEY: 1. long ōō; 2. long ōō; 3. k; 4. choose.
COMMON ERRORS: Pronouncing *foot* with long /uː/ or *food* with short /ʊ/; confusing voiceless /s/ in *loose* with voiced /z/ in *lose*.