

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 38 • POETRY ANTHOLOGY • VOWEL DIGRAPH OO (ŌŌ VS. ŎŎ)

3-Poet Study (Stevenson, Goodale, McKay) • Rhyme Contrast • Diacritical Marking

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🕒 PHONICS & SPELLING RULES TO REMEMBER

RULE 1 • THE -OOD SHORT SOUND (ŎŎ)

In wood and good, the digraph **oo** makes the **Short oo** /ʊ/ sound (marked **ŏŏ**), rhyming with stood. (Remember: food and mood are long ōō!).

RULE 2 • THE -OOM LONG RHYMES (ŌŌ)

Words in **-oom** (bloom, gloom, room) take the **Long oo** /u:/ sound (marked **ōō**). Charles McKay uses this musical triple rhyme in his classic lullaby.

RULE 3 • DIACRITICAL MARKS OVER OO

Double Macron (**ōō**) indicates long /u:/ (blōom, glōom, rōom).
Double Breve (**ŏŏ**) indicates short /ʊ/ (wŏod, gŏod, noŏk).

1 Read the three classic poetry excerpts carefully, then copy the indicated rhyming lines neatly:

1. ROBERT LOUIS STEVENSON

And now at last the sun
Is going down behind the wood,
And I am very happy,
For I know that I've been good.

— R. L. STEVENSON

COPY RHYMING LINES (WOOD / GOOD):

2. ELAINE GOODALE

Purple asters bloom in crowds
In every shady nook.

— ELAINE GOODALE

COPY COUPLET (BLOOM / NOOK):

3. CHARLES MCKAY

Like the rose of May in bloom,
Like a star amid the gloom,
Like the sunshine in the room,
Baby mine.

— CHARLES MCKAY

COPY TRIPLE RHYME (BLOOM/GLOOM/ROOM):

2 Put the proper mark over each oo: Write each word with its mark (ōō or ŏŏ), then check its sound value:

wood

- ☐ ōō (long)
- ☐ ŏŏ (short)

good

- ☐ ōō (long)
- ☐ ŏŏ (short)

bloom

- ☐ ōō (long)
- ☐ ŏŏ (short)

nook

- ☐ ōō (long)
- ☐ ŏŏ (short)

gloom

- ☐ ōō (long)
- ☐ ŏŏ (short)

room

- ☐ ōō (long)
- ☐ ŏŏ (short)

3 Poetic Rhyme Analysis & Dictation: Complete the sound analysis, then write the teacher's dictation sentence:

POETIC SOUND & RHYME DISCRIMINATION

1. In Stevenson's poem, wood rhymes with _____ — both have (long ōō / short ŏŏ).
2. In Goodale's poem, bloom takes _____, while nook takes _____.
3. In McKay's lullaby, the 3 rhyming words are _____, _____, and _____.

CLASSROOM DICTATION:

LESSON 38 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

Poetic Rhyme Schemes • Phonological Stability of -oom vs. Laxing of -ood • Diacritical Key

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Word	Rime	Webster	Sound Value	IPA	Linguistic & Historical Phonology Rationale
wood	-ood	w ^{oo} od	Short oo	/wud/	OE wudu; early laxing of ME /o:/ before voiced dental stop -d; regular short sound.
good	-ood	g ^{oo} od	Short oo	/gud/	OE gōd; conditioned early vowel shortening before dental -d; rhymes with wood.
bloom	-oom	bl ^{oo} om	Long oo	/blu:m/	ON blóm / ME blome; high back tense vowel /u:/ preserved steadily before bilabial nasal -m.
nook	-ook	n ^{oo} ok	Short oo	/nuk/	ME nok; regular 17th-century pre-velar vowel shortening before voiceless stop -k.
gloom	-oom	gl ^{oo} om	Long oo	/glu:m/	OE glōm ('twilight'); vowel team oo represents sustained tense long vowel /u:/.
room	-oom	r ^{oo} om	Long oo	/ru:m/	OE rūm; tense /u:/ maintained steadily throughout Middle and Modern English.
asters	-aster	ās'tērs	Short a	/'æs.tərz/	Greek astēr ('star'); refers to star-shaped autumnal composite flowers.
shady	-ady	shād'y	Long a	/'ʃeɪ.dɪ/	OE sceadu; open first syllable with long a /eɪ/ + adjectival suffix -y /ɪ/.

HISTORICAL PHONOLOGY & PEDAGOGICAL INSIGHTS:

1. **Stevenson's Bedtime Rhyme ("A Good Boy"):** In Stevenson's poem, wood and good share the short /ʊ/ vowel. This pair provides children with a memorable acoustic anchor for the phonologically shortened dental -ood set (contrasted with food, mood).

2. **Elaine Goodale's Nature Couplet:** Goodale contrasts the tense long vowel of bloom (/u:/) with the lax pre-velar shortened vowel of nook (/ʊ/). Young readers should be guided to hear how the lips remain tense and pursed for bloom, but relax slightly for nook.

3. **Charles McKay's Triple Rhyme in "Baby Mine":** In this famous Scottish lullaby (1850s), McKay links bloom, gloom, and room. The nasal coda /-m/ acts as a phonetic stabilizer across English dialects, preserving the high back tense vowel /u:/ without shortening.

4. **Diacritical Marking Key:** Double macron (ōō) = long /u:/ (bloom, gloom, room); double breve (öö) = short /ʊ/ (wood, good, nook).

CLASSROOM DICTATION SCRIPT (10 CONTEXTUAL SENTENCES)

1. **wood:** The autumn sun set in golden light behind the cedar wood.

2. **good:** A good student listens carefully and writes neatly.

3. **bloom:** Purple asters bloom along the sunny garden stone wall.

4. **nook:** We found a sheltered nook under the spreading willow tree.

5. **gloom:** A bright tallow candle drove the evening gloom from the hall.

6. **room:** Grandfather's quiet study is a pleasant room for reading.

7. **asters:** Clusters of purple asters nodded gently in the autumn breeze.

8. **shady:** The cows rested contentedly in the shady pasture beside the brook.

9. **crowds:** Happy village children gathered in crowds at the harvest fair.

10. **sunshine:** Warm morning sunshine flooded the kitchen through the window.

DIAGNOSTIC SCORING RUBRIC (50 POINTS)

Target Skill	Criteria for Mastery	Pts
Poetry Copying	Neat handwriting of rhyming lines across all 3 poetic cards.	/12
Diacritical Marking	Correct identification and marking of öö (3 words) and ôô (3 words).	/12
Rhyme Discrimination	Accurately answers all 3 fill-in questions in Exercise 3.	/10
Dictation Sentence	Exact transcription of synthesis sentence from teacher dictation.	/10
Oral Articulation	Distinct oral pronunciation of long /u:/ (bloom/gloom) vs. short /ʊ/ (wood/good).	/6
TOTAL SCORE:		/50

EXERCISE 3 KEY: 1. good, short öö; 2. long ôô, short öö; 3. bloom, gloom, room.
COMMON ERRORS: Pronouncing wood or good with long /u:/; placing the diacritical mark on only one letter (e.g. *öö instead of öö).