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Lesson 11

/ʊ/ as in book

Pre Test

A. Distinguish the /ʊ/ sound from similar sounds. (3pts) [Instructor reads pairs.]

[Images of pull, pool, look, luck, cook, coke]

Other minimal-pair words are:

<table>
<thead>
<tr>
<th>/ʊ/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>cooed</td>
</tr>
<tr>
<td>look</td>
<td>Luke</td>
</tr>
<tr>
<td>full</td>
<td>fool</td>
</tr>
<tr>
<td>should</td>
<td>shoed</td>
</tr>
<tr>
<td>stood</td>
<td>stewed</td>
</tr>
<tr>
<td>wood</td>
<td>woood</td>
</tr>
<tr>
<td>hood</td>
<td>who'd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʊ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>cud</td>
</tr>
<tr>
<td>look</td>
<td>luck</td>
</tr>
<tr>
<td>put</td>
<td>putt</td>
</tr>
<tr>
<td>book</td>
<td>buck</td>
</tr>
<tr>
<td>stood</td>
<td>stud</td>
</tr>
<tr>
<td>hoof</td>
<td>huff</td>
</tr>
<tr>
<td>took</td>
<td>tuck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ʊ/</th>
<th>/oo/</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>code</td>
</tr>
<tr>
<td>brook</td>
<td>broke</td>
</tr>
<tr>
<td>should</td>
<td>showed</td>
</tr>
<tr>
<td>stood</td>
<td>stowed</td>
</tr>
<tr>
<td>bull</td>
<td>bowl</td>
</tr>
<tr>
<td>hood</td>
<td>hoed</td>
</tr>
<tr>
<td>good</td>
<td>good</td>
</tr>
</tbody>
</table>

B. Identify the /ʊ/ sound in a stressed syllable. Circle the word. (4 pts) [Instructor reads words.]

[Images of foil, full (glass), fool, fall, file, foal, pit, putt, pat, pot, put, pole, wide, woood, wood, wad (of paper), weed, wade]

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Lesson 11

/ʊ/ as in book

19 20 21 22 23 24
fight fought fat feet fit foot

C. Complete the word with the correct spelling for the /ʊ/ sound. (8 pts.)

1. What makes a g____d novel? Excellent writing!
2. It sh____ld p____ll you in and h____k you from the start.
3. It is f____ll of imagery and action.
4. It is something you l____k forward to reading.
5. It is a novel that you c____ld read again and still enjoy it.

D. Find the misspelling. Mark ✔ if correct. Mark ✗ if incorrect and write the correct spelling on the blank. (5 pts.)

1. _______ Abe spent his childhud in the back woods of Indiana.
2. _______ He was very curious child, and he was shure of himself.
3. _______ He tooke great pleasure in reading books and writing.
4. _______ He was not formally educated but understood much from reading.
5. _______ This knowledge woood help him later in his politcal career.

Score _______ /20 To continue, the student should achieve 18/20 (90%) or better.
Lesson 11

/ʊ/ as in book

Common spellings:

11.1 **OO**

<table>
<thead>
<tr>
<th>book</th>
<th>boor</th>
<th>brook</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook-ie</td>
<td>crook</td>
<td>foot</td>
<td>good</td>
</tr>
<tr>
<td>hood</td>
<td>hook</td>
<td>foot</td>
<td>look</td>
</tr>
<tr>
<td>nook</td>
<td>roof</td>
<td>root</td>
<td>hoof</td>
</tr>
<tr>
<td>stood</td>
<td>soot</td>
<td>took</td>
<td>wood</td>
</tr>
<tr>
<td>whoops</td>
<td>wook-ie</td>
<td>wool</td>
<td>gook</td>
</tr>
<tr>
<td>neigh-bor-hood</td>
<td>child-hood</td>
<td>boo-ger</td>
<td></td>
</tr>
</tbody>
</table>

**oo** occurs between consonants in a syllable, mostly before *d, t* and *k*, but not in:
- *food, cool, fool, room, broom*
- *blood*

1. **look** /ʊ/ and **luck** /ʌ/ are pronounced the same in Irish English.

2. **root, roof, hoof, soot** are pronounced /ʊ/ or /u/ in some dialects.

11.2 **U**

<table>
<thead>
<tr>
<th>bull</th>
<th>bul-let</th>
<th>bush</th>
<th>butch-er</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>put</td>
<td>push</td>
<td>pull</td>
</tr>
<tr>
<td><strong>pud-ding</strong></td>
<td><strong>su-gar</strong></td>
<td><strong>cush-ion</strong></td>
<td></td>
</tr>
</tbody>
</table>

**u** occurs between consonants in a syllable, and mostly before *t, d, g, t, ll, sh /ʃ/ and ch /tʃ/.

11.3 **OU**

<table>
<thead>
<tr>
<th>could</th>
<th>should</th>
<th>would</th>
<th>tour</th>
</tr>
</thead>
</table>

**ou** occurs in a few words, mostly before *ld.*

3. **tour** /ʊ/ or /u/.

11.4 **Uncommon spellings:**

| wo-man | wolf | bos-um |
Lesson 11

/ʊ/ as in book

A. See and spell the word. Write the spelling for the word with the /ʊ/ sound.

1. c__shion
2. s__gar
3. b__ll
4. h__k
5. w__man
6. p__sh
7. p__ll
8. p__t
9. s__t
10. w__l
11. h__d
12. b__llet
13. cr__ked
14. r__k
15. b__som
16. f__ll moon
17. w__lf
18. b__tcher
19. b__sh
20. p__hpin
Lesson 11

/ʊ/ as in book

B. Complete the word. Use the correct spelling for the /ʊ/ sound.

1. g___dness  2. ins__rance  3. b__lletin  4. c__ckoo
5. f__lfill  6. p__lpit  7. c__ldn‘t  8. p__sh-up
9. underst__d  10. brotherh__d  11. ass__re  12. w__ldn‘t
13. b__lly  14. br__k  15. wh__ps  16. redw__d

C. Complete the words in the paragraph. Use the correct spelling for the /ʊ/ sound.(8)

Chocolate chip c__kies are f__ll of g__d things—chocolate chips, butter, vanilla and s__gar. You can p__t nuts in them too. They sh__ld be crunchy on the outside and soft on the inside and l__k golden-brown. One bite brings back memories of childh__d.

D-1. Exchange the sound of the word with the /u/ sound to a word with the /ʊ/ sound.

/u/ as in blue  ➔  /ʊ/ as in book

1. Luke (n.) ➔ (v.)
2. wooed (v.) ➔ (n.)
3. pool (n.) ➔ (v.)
4. stewed ➔ (v.)
5. who‘d ➔ (n.) noun, (v.) verb
Lesson 11

/ʊ/ as in book

D-1. Exchange the sound (continued).

/u/ as in blue ➔ /ʊ/ as in book

6. shooed (v.) ➔ (v.)

7. fool (n.) ➔ (adj.)

8. suit (n.) ➔ (n.)

D-2. Exchange the sound.

/ʌ/ as in sun ➔ /ʊ/ as in book

9. luck (n.) ➔ (v.)

10. putt (v.) ➔ (v.)

11. bucks (n.) ➔ (n.)

12. stud (n.) ➔ (v.)

13. tuck (v.) ➔ (v.)

14. shuck (v.) ➔ (v.)

(n.) noun, (v.) verb, (adj.) adjective
Lesson 11

/ʊ/ as in book

E. Writing. Write a short story about a picture. Tell what is happening, for example, who, what, where, why, when and maybe how. Underline words with the /ʊ/ sound.

"Bully!"

"Are You Pulling My Leg?"
Lesson 11

/ʊ/ as in book

Post Test

A. Identify and underline words with the /ʊ/ sound in a stressed syllable. (7 pts.)

A bully, male or female, is a person who repeatedly puts down another person. This aggressor (aggressive person) lacks empathy, sympathy for how the other person is feeling. Usually, the victim is not fully able to defend himself. The bully chooses someone who is younger, socially different or personally unsure of himself. He attacks with behavior that is rude and pushy. It may be in the form of words, texts or physical contact. Bullying may occur at home, in workplaces, in schools, on teams or online. It often does not stop until the victim gains strength through the help of friends who come together to help end the behavior.

B. Find the misspellings. Mark ✔ if correct and ✗ if incorrect. Correct the misspelled word. (5 pts.)

1. _______ The school committee put in place anti-bullying laws.
2. _______ The committee included penalties for onloekers of bullying.
3. _______ The laws made it clear that bad behavior would not be overlucked.
4. _______ The committee wanted to reassure students by declaring:
5. _______ "Every person deserves the opportunity to foolfill his or her goals."

C. Complete the words in the paragraph with the correct spellings for the /ʊ/ sound. (8 pts.)

Currently, companies are beginning to hire f___ll-time mediators. A mediator is a person who talks to people who are having disagreements within their work-teams. The hope is that the mediator can settle a problem before it becomes a f___ll-blown battle that c___ld cause the employees to quit. The mediator serves as a c___shion between the two opposing sides and p___shes the individuals to find common ground (ideas or goals). For example, one individual felt she was being attacked for expressing her ideas. The mediator interviewed employees on both sides of the disagreement and underst___d that the w___man w___ld probably fit better into another team within the company.

Score _____18/20 To continue the student should achieve 18/20 (90%) or better.
Lesson 11

/ʊ/ as in book

11.1  oo  before one or more consonants in a stressed syllable

<table>
<thead>
<tr>
<th>booger</th>
<th>brook</th>
<th>foot</th>
<th>neighborhood</th>
<th>took</th>
</tr>
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<tbody>
<tr>
<td>book</td>
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<td>footer</td>
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<td>understood</td>
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<td>childhood</td>
<td>good</td>
<td>onlooker</td>
<td>whoops</td>
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<td>hood</td>
<td>overlook</td>
<td>wood</td>
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<td>hoodie</td>
<td>rook</td>
<td>wood</td>
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<tr>
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<td>crooked</td>
<td>look over</td>
<td>stood</td>
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</table>

11.2  u

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<th>full-blown</th>
<th>fully</th>
<th>pusher</th>
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</thead>
<tbody>
<tr>
<td>bull-ring</td>
<td>bush</td>
<td>full-grown</td>
<td>insurance</td>
<td>pushover</td>
</tr>
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<td>bull's-eye</td>
<td>bushel</td>
<td>full-length</td>
<td>pudding</td>
<td>pushup</td>
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<tr>
<td>bullet</td>
<td>butcher</td>
<td>full-moon</td>
<td>pull</td>
<td>pushy</td>
</tr>
<tr>
<td>bullfight</td>
<td>cushion</td>
<td>full-scale</td>
<td>pullet</td>
<td>put</td>
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<td>bullion</td>
<td>fulcrum</td>
<td>full-stop</td>
<td>pulley</td>
<td>sure</td>
</tr>
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<td>bullock</td>
<td>fulfill</td>
<td>full-time</td>
<td>pulpit</td>
<td>tush</td>
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<tr>
<td>bulrush</td>
<td>full</td>
<td>fullback</td>
<td>push</td>
<td></td>
</tr>
</tbody>
</table>

11.3  ou

<table>
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<tr>
<th>would</th>
<th>should</th>
<th>could</th>
<th>tour</th>
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</thead>
<tbody>
<tr>
<td>wouldn't</td>
<td>shouldn't</td>
<td>couldn't</td>
<td></td>
</tr>
</tbody>
</table>

11.4  o

<table>
<thead>
<tr>
<th>woman</th>
<th>wolf</th>
<th>bosom</th>
</tr>
</thead>
</table>
Lesson 11

/ʊ/ as in book

Answer Key

Pretest

A. Hear the sound. pull /pool, look /luck, cook/coke

B. Identify the sound. 2. full 11. put 15. wood 24. foot

C. Complete the word.

1. What makes a good novel? Excellent writing!
2. It should pull you in and hook you from the start.
3. It is full of imagery and action.
4. It is something you look forward to reading.
5. It is a novel that you could read again and still enjoy it.

D. Find and correct it. (6)

1. X childhood Abe spent his childhud in the back woods of Indiana.
2. X sure He was very curious child, and he was shure of himself.
3. X took He tooke great pleasure in reading books and writing.
4. ✔ He was not formally educated but understood much from reading.
5. ✔ This knowledge would help him later in his political career.

Lesson 11

A. See and spell the word.

1. cushion 2. sugar 3. bull 4. hook
5. woman 6. push 7. pull 8. put
9. soot 10. wool 11. hood 12. bullet
13. crooked 14. rook 15. bosom 16. full moon
17. wolf 18. butcher 19. bush 20. pushpin

B. Complete the word.

1. goodness 2. insurance 3. bulletin 4. cuckoo
5. fulfill 6. pulpit 7. couldn't 8. push-up
9. understood 10. brotherhood 11. assure 12. wouldn't
13. bully 14. brook 15. whoops 16. redwoods

C. Complete the words in the paragraph.

Chocolate chip cookies are full of good things—chocolate chips, butter, vanilla and sugar. You can put nuts in them too. They should be crunchy on the outside and soft on the inside and look golden-brown. One bite brings back memories of childhood.

D. Exchange the sound /u/ to /ʊ/.

1. Luke ➔ look
2. wood ➔ wood
3. pool ➔ pull
4. stewed ➔ stood
5. who'd ➔ hood
6. shoed ➔ should
7. fool ➔ food
8. suit ➔ soot

D. Exchange the sound /ʌ/ to /ʊ/.

9. luck ➔ look
10. putt ➔ put
11. bucks ➔ books
12. stud ➔ stood
13. tuck ➔ took
14. shuck ➔ shook
Lesson 11

/ʊ/ as in book

E. Write a short description. ................................................................. 10
(Answers will vary.)
1. A chef is plating a fish dish that he has cooked.
2. A fisherman has hooked a large ocean fish.
3. A butcher is butchering a lamb or an Easter meal.
4. A doctor is looking after (at) a patient in the hospital.
5. A coach is telling a little girl how to do push-ups.
6. A strongman is pulling a truck with a rope.
7. A fireman is putting out a fire.
8. A student is graduating after fulfilling his requirements.
9. An travel agent is ready to book a trip for customers.

F. Writing. Write a short story about the picture. (Answers will vary.) ........................................ 11

Post Test ............................................................. 12

A. Identify words with the sound.
A bully, male or female, is a person who repeatedly puts down another person. This aggressor (aggressive person) lacks empathy, sympathy for how the other person is feeling. Usually, the victim is not fully able to defend himself. The bully chooses someone who is younger, socially different or personally unsure of himself. He attacks with behavior that is rude and pushy. It may be in the form of words, texts or physical contact. Bullying may occur at home, in workplaces, in schools, on teams or online. It often does not stop until the victim gains strength through the help of friends who come together to help end the behavior.

D. Find and correct it. (6)
1. ✔ childhood The school committee put in place anti-bullying laws.
2. × onlookers The committee included penalties for onlookers of bullying.
3. × overlooked The laws made it clear that bad behavior would not be overlooked.
4. ✔ The committee wanted to reassure students by declaring:
5. × fulfill “Every person deserves the opportunity to fulfill his or her goals.”

C. Complete the words.
Currently, companies are beginning to hire full-time mediators. A mediator is a person who talks to people who are having disagreements within their work-teams. The hope is that the mediator can settle a problem before it becomes a full-blown battle that could cause the employees to quit. The mediator serves as a cushion between the two opposing sides and pushes the individuals to find common ground (ideas or goals). For example, one individual felt she was being attacked for expressing her ideas. The mediator interviewed employees on both sides of the disagreement and understood that the woman would probably fit better into another team within the company.

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