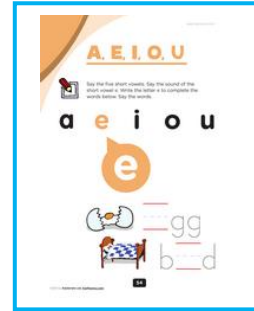


Short Vowels A, E, I, O, U (page 6)



Materials:

- short vowel flashcards (a, e, i, o, u)
- letter flashcards Aa-Zz
- picture cards (ant, cat, egg, bed, igloo, fish, ox, fox, up, bug)
- page 6

Review: 7-10 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- Show the **short vowel a, e, i, o and u** flashcards while saying the letter name and letter sound and have the students repeat
 - Teacher: “A, /a/ /a/ /a/” Students: “A, /a/ /a/ /a/”
 - Teacher: “E, /e/ /e/ /e/” Students: “E, /e/ /e/ /e/”
 - Teacher: “I, /i/ /i/ /i/” Students: “I, /i/ /i/ /i/”
 - Teacher: “O, /o/ /o/ /o/” Students: “O, /o/ /o/ /o/”
 - Teacher: “U, /u/ /u/ /u/” Students: “U, /u/ /u/ /u/”
- Show the picture cards for the words that have the short vowel sounds and say the name of the picture, emphasizing the short vowel sound and have the students repeat
 - Teacher: “/a/ /a/ ant”; students repeat
 - Teacher: “/a/ /a/ cat”; students repeat
 - Teacher: “/e/ /e/ egg”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
 - Teacher: “/i/ /i/ igloo”; students repeat
 - Teacher: “/i/ /i/ fish”; students repeat
 - Teacher: “/o/ /o/ ox”; students repeat
 - Teacher: “/o/ /o/ fox”; students repeat

- Teacher: “/u/ /u/ up”; students repeat
- Teacher: “/u/ /u/ bug”; students repeat

Modeling: 5 minutes

- Put students into groups of 3.
- Show the students a picture card from the short vowel flashcards you used in the review part of the lesson.
 - Teacher: “/e/ /e/ egg”; students repeat
- The students need to work together and use their bodies to make the short vowel letter that they hear in each word.
 - *Hint:* If they hear the /e/ sound the group of 3 need to figure out how they can use their bodies and make the letter e, either an uppercase or lowercase.
- The teacher then holds up the correct short vowel flashcard and the students can check to see if they are correct.
 - Give them time to check if they made the correct letter. If they did not, allow them time to change and make the correct one.
- Repeat with other picture cards and vowel sounds.

Guided Practice: 5-7 minutes

- Scatter the picture cards out at one end of the room (ant, cat, egg, bed, igloo, fish, ox, fox, up, bug)
- Play Relay Game.
 - Call two students to stand at the opposite end of the room as the picture cards.
 - The students will listen and repeat the short vowel sound the teacher says.
 - Teacher says go and the students leap (hop, jump, gallop, tiptoe, etc.) to the end of the room with the cards.
 - The student picks up a card with the vowel sound that matches what the teacher said, and brings the word back to the other side of the room to show the teacher. The student should say the correct vowel sound and name of the picture card.
 - Put the card back with the other picture cards.
- Continue play until each student has had a turn.

Independent Practice: 5 minutes

- Review the **short vowel e** flashcard and picture cards.
 - Teacher: “E /e/ /e/ /e/”; students repeat
 - Teacher: “/e/ /e/ egg”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
- Explain how to do page 6.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 6 to each student.
 - Students may not all be ready to write the letters without dotted lines. You can draw your own dotted lines for them to trace if it is needed.

Assessment: (during Independent Practice)

- As the students are completing page 6, monitor and give guidance/support/correction/praise, as needed.
- Use page 6 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/a/ /a/ ant”; students repeat
 - Teacher: “/a/ /a/ cat”; students repeat
 - Teacher: “/e/ /e/ egg”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
 - Teacher: “/i/ /i/ igloo”; students repeat
 - Teacher: “/i/ /i/ fish”; students repeat
 - Teacher: “/o/ /o/ ox”; students repeat
 - Teacher: “/o/ /o/ fox”; students repeat
 - Teacher: “/u/ /u/ up”; students repeat
 - Teacher: “/u/ /u/ bug”; students repeat