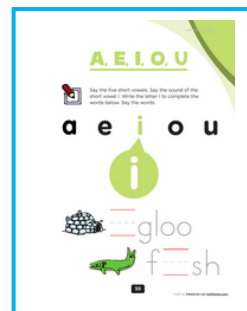


## Short Vowels A, E, I, O, U (page 7)



### 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)
- string or hula hoops
- page 7

### 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 5 groups and assign each group a short vowel sound.
  - *Hint:* You may want to give the group a flashcard so they remember their specific vowel sound. You may also want to give them each a flashcard with their specific vowel sound so that there is not arguing over who holds the flashcard.
- Show the students a picture card from the short vowel flashcards you used in the review part of the lesson.
  - Teacher: “/i/ /i/ igloo”; students repeat
- The students who are assigned that specific vowel sound stand up as a group and do a cheer.
  - Students: “1 /i/ /i/ /i/ Yeah”
- The teacher then holds up the correct short vowel flashcard and the students can check to see if the correct group stood up and cheered.
  - Allow for corrections if the wrong group stood up and cheered or if more than one group did.
- Repeat with other picture cards and vowel sounds.

## Guided Practice: 5-7 minutes

- Make five rings in different locations around the room.
  - *Hint:* You can use string or hula hoops to make the rings.
- Label one ring a, one ring e, one ring i, one ring o and one ring u.
- Play Short Vowel Sort
  - Have the students sit on the floor in the center of the room.
  - Give each student a picture card from the selection you have been practicing during the short vowel lessons.
    - *Hint:* You may need to make multiple copies of the flashcards so that each student can have one. You can also pair up students and have them work together.
  - Teacher says go and the students move and find their short vowel ring and put the card inside it.
  - The teacher will go to each ring and hold up the cards one at a time asking what sound and picture it is. The students will answer.
    - Teacher: “What is this?”      Students: “/i/ /i/ igloo”
- Continue until all of the cards have been shown.

## Independent Practice: 5 minutes

- Review the **short vowel i** flashcard and picture cards.
  - Teacher: “/i/ /i/ /i/”; students repeat
  - Teacher: “/i/ /i/ igloo”; students repeat
  - Teacher: “/i/ /i/ fish”; students repeat
- Explain how to do page 7.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 7 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 7, monitor and give guidance/ support/correction/praise, as needed.
- Use page 7 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

