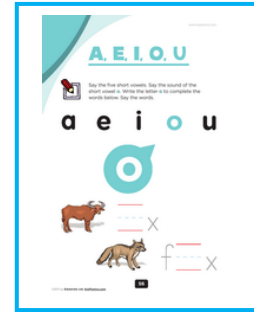


Short Vowels A, E, I, O, U (page 8)



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 8

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

- Show the students a picture card from the short vowel flashcards you used in the review part of the lesson.
 - Teacher: “/o/ /o/ ox”
 - Students will give the teacher a thumbs-up if the vowel sound and the picture card match and will repeat.
 - Teacher: “/e/ /e/ fox”
 - Students will give the teacher a thumbs down if the vowel sound and the picture card do not match and will say the correct vowel sound and word.
- Repeat with other picture cards and vowel sounds.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **short o** side and the not **short o** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Show a flashcard and say /o/ /o/ and the word. Have the students repeat.
 - If the word has the /o/ sound, the students slide to the short o side. If the word doesn't have the /o/ sound, the students slide to the not short o side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

Independent Practice: 5 minutes

- Review the **short vowel o** flashcard and picture cards.
 - Teacher: “O /o/ /o/ /o/”; students repeat
 - Teacher: “/o/ /o/ ox”; students repeat
 - Teacher: “/o/ /o/ fox”; students repeat
- Explain how to do page 8.

- *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 8 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 8, monitor and give guidance/support/correction/praise, as needed.
- Use page 8 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