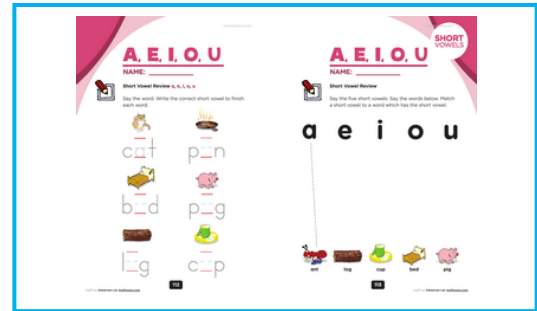


## Short Vowels A, E, I, O, U (pages 10-11)

### Materials:

- short vowel flashcards (**a, e, i, o, u**)
- letter flashcards Aa-Zz
- picture cards (cat, pan, bed, pig, log, cup, ant)
- short vowel letter cards for each student (**a, e, i, o, u**)
- pages 10-11



### Review: 2-3 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.

### Preview: 5-7 minutes

- 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: "/a/ /a/ pan"; students repeat
  - Teacher: "/e/ /e/ bed"; students repeat

- Teacher: “/i/ /i/ pig”; students repeat
- Teacher: “/o/ /o/ log”; students repeat
- Teacher: “/u/ /u/ cup”; students repeat

**Modeling:** 5 minutes

- Give each child a set of individual short vowel letter cards
- Show the students a picture card from the short vowel flashcards you used in the preview part of the lesson.
  - Teacher: “/a/ /a/ ant”; students repeat
- The students find the correct short vowel flashcard that matches the picture and hold it up above their head.
- 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 see if they have the same flashcard as you. If they do not, allow them time to change and hold up the correct one.
- Repeat with other picture cards and vowel sounds.

**Guided Practice:** 5-7 minutes

- Play Five Corners.
  - Place the five short vowel flashcards in different places around the room.
  - Gather the students in the middle of the room.
  - Show a picture card from the ones taught in the Review and Guided Practice parts of the lesson.
    - Teacher: “/a/ /a/ cat”; students repeat
  - Teacher looks around the room to find the correct vowel sound flashcard and moves (walks, hops, crawls, etc.) to that card; students follow.
  - Teacher: “/a/ /a/ cat”; students repeat and check to make sure they are at the correct vowel flashcard.
  - All return to the middle of the room and continue the game using different picture cards.

**Independent Practice:** 5 minutes

- Explain how to do pages 10 and 11.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out pages 10 and 11 to each student.
  - You may want to pass out one at a time. You can check page 10 before you allow them to complete page 11.

**Assessment:** (during Independent Practice)

- As the students are completing pages 10 and 11, monitor and give guidance/ support/correction/praise, as needed.
- Use pages 10 and 11 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: “/a/ /a/ pan”; students repeat
  - Teacher: “/e/ /e/ bed”; students repeat
  - Teacher: “/i/ /i/ pig”; students repeat
  - Teacher: “/o/ /o/ log”; students repeat
  - Teacher: “/u/ /u/ cup”; students repeat

