

Short Vowel o (page 28)



Materials:

- letter flashcards Aa-Zz
- **short vowel o** flashcard
- picture cards (fox, dog, mop, frog, log, pot, pig and any other picture cards that do not have the **short vowel o** sound)
- music of your choice
- page 28

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 o** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: "O, /o/ /o/ /o/" Students: "O, /o/ /o/ /o/"
- Show the picture cards for the words that have the **short vowel o** sound and say the name of the picture, emphasizing the **short vowel o** sound and have the students repeat
 - Teacher: "/o/ /o/ fox"; students repeat
 - Teacher: "/o/ /o/ dog"; students repeat
 - Teacher: "/o/ /o/ mop"; students repeat
 - Teacher: "/o/ /o/ frog"; students repeat
 - Teacher: "/o/ /o/ log"; students repeat
 - Teacher: "/o/ /o/ pot"; students repeat

Modeling: 5 minutes

- Show the students a picture card that has the **short vowel o** sound.
 - Teacher: "/o/ /o/ fox." Since the word has the short vowel /o/ sound, hop up and down.
- Show the students a picture card that doesn't have the **short vowel o** sound.
 - Teacher: "/o/ /o/ pig". Since the word doesn't have the short vowel /o/ sound, sit in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture cards from this lesson and other picture cards that do not have the short vowel /o/ sound.
 - Have each child stand next to a picture card.
 - *Hint:* Make sure you talk about walking next to the picture cards and not on the picture cards.
 - Play music and have the students walk around the circle, next to the different picture cards.
 - When the music stops the students stop next to card they are by. If the card they are by has the short vowel /o/ sound, they stay standing up. If the card they are by does not have the short vowel /o/ sound, they sit down.
 - Have the students standing up say the picture card they are standing by.
- Continue playing as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 28.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 28 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 28, monitor and give guidance/support/correction/praise, as needed.
- Use page 28 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: “/o/ /o/ fox”; students repeat
 - Teacher: “/o/ /o/ dog”; students repeat
 - Teacher: “/o/ /o/ mop”; students repeat
 - Teacher: “/o/ /o/ frog”; students repeat
 - Teacher: “/o/ /o/ log”; students repeat
 - Teacher: “/o/ /o/ pot”; students repeat