

Short Vowel o (page 30)



Materials:

- letter flashcards Aa-Zz
- **short vowel o** flashcard
- picture cards (clock, log, frog, stop, ham and any other picture cards that do not have the **short vowel o** sound)
- 2 flyswatters
- page 30

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/ clock"; students repeat
 - Teacher: "/o/ /o/ log"; students repeat
 - Teacher: "/o/ /o/ frog"; students repeat
 - Teacher: "/o/ /o/ stop"; students repeat

Modeling: 5 minutes

- Show the students a picture card that has the **short vowel o** sound.
 - Teacher: "/o/ /o/ clock." Since the word has the short vowel /o/ sound, run to a clock in the room.
- Show the students a picture card that doesn't have the **short vowel o** sound.
 - Teacher: "/o/ /o/ ham." 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

- Spread all the picture cards out from this lesson and any other picture cards on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the pictures that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out one of the words from the picture cards on the floor. The students search for the card and then hit it with their flyswatters, saying the word as they do.
 - Give the flyswatters to two new students and start again.
- Continue play until all the cards have been swatted or all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 30.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 30 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 30, monitor and give guidance/support/correction/praise, as needed.
- Have the students read the sentence on the bottom of page 30 to you as you walk around and check on their progress.
- Use page 30 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/ clock”; students repeat
 - Teacher: “/o/ /o/ log”; students repeat
 - Teacher: “/o/ /o/ frog”; students repeat
 - Teacher: “/o/ /o/ stop”; students repeat

