

Short Vowels A, E, I, O, U (page 60)

Materials:

- short vowel flashcards (a, e, i, o, u)
- letter flashcards Aa-Zz
- picture cards (pig, pin, cat, dog, bed, sun, cup, pen, log)
- short vowel letter cards for each student (a, e, i, o, u)
- pages 60



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: 1-2 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/"

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: "/i/ /i/ pig"; students repeat
- The students find the correct short vowel flashcard that matches the picture and hold it up above their head.
- The teacher then writes the word on the board, pointing out the vowel in the word and the students can check to see if they are correct.

- Give them time to see if they have the same flashcard as the vowel sound in the word. 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 page 60.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 60 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 60, monitor and give guidance/ support/correction/praise, as needed.
- Use page 60 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Write the following words on the board: pig, cat, dog, bed, sun
- Point at each letter, saying the individual sounds, and then blending all the sounds together to read the word; have the students say the sounds and read the words with you.