

# SHORT VOWELS

## LESSON 1

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### OBJECTIVES

- Students will say the short vowel sounds that correspond to specific vowels.
- Students will identify the vowels associated with specific short vowel sounds.

### MATERIALS

- Lesson 1 letter cards (one set each for teacher and students)\*
- Letter-sound practice worksheet\*
- Colored pencils (blue, green, red)
- Picture worksheet\*
- Timer
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Use key words when introducing short vowel sounds—for example, *e, egg, /e/*. The following key words are suggested: *a-apple, e-egg, i-igloo, o-octopus*, and *u-up*.
- Encourage students to refer back to the key word as a clue to the sound of the letter.
- Provide sufficient wait time for student responses. Establish a gesture or cue phrase (e.g., “Ready? Go.”) for choral responses.
- Include previously taught sounds in the daily review and lesson activities.

- Include activities that provide students with practice discriminating among previously taught vowel sounds.
- Do not teach all the short vowel sounds and key words in one lesson.
- The following is the suggested order of instruction: *a, i, o, u, e*.
- Do not include words that have not been previously taught.
- Provide direct feedback on student performance.

## DAILY REVIEW

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### CONSONANT SOUNDS

Review by asking students to produce sounds for specific consonants. Ask for individual and group responses, and randomize the order in which you point to the letters.

**Teacher:** Today, we will review consonant sounds. I will point to a letter, and you will tell me the sound it makes. Be alert, because I will jump around in the alphabet. Remember, the cue that it's time for everyone to repeat is an open palm, like this.

*[Demonstrate.]*

When I say your name, answer aloud. Everyone else, answer silently. Let's try it.

*[Point to m and gesture with an open palm.]*

**Students:** /m/

**Teacher:** That's correct, /m/.

*[Point to t and gesture.]*

**Students:** /tuh/

**Teacher:** Some people said /tuh/. Remember, we have to clip the sound for **t** because it can't be extended. **T** makes the sound /t/.

*[Point to t again and gesture.]*

**Students:** /t/

**Teacher:** Yes, /t/. Excellent clipping!

*[Point to b.]*

LaToya, what sound?

**LaToya:** /b/

**Teacher:** Correct, LaToya, and everyone else did a fabulous job answering silently. Now, we will speed things up!

*[Point to l.]*

Eli, what sound?

**Eli:** /l/

*[Point to k and gesture.]*

**Students:** /k/

**Teacher:** Raise your hand if you can tell me another letter that makes the /k/ sound.

**Carla:** C makes the /k/ sound.

**Teacher:** That's right. The letter *c* also says /k/.

*[Point to n and gesture.]*

**Students:** /n/

Continue until you have reviewed all the desired sounds.

## OPENING

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For the purposes of illustration, this lesson plan cover all of the vowel sounds. In practice, we recommend introducing vowels one or two at a time, intermixed with consonant instruction. Be sure to separate initial instruction in the sounds of *e* and *i* to avoid confusion.

**Teacher:** Let's learn the short vowel sounds. Remember that the vowels are *a*, *e*, *i*, *o*, and *u*. It is important to learn vowel sounds because, in English, every word has at least one vowel. To become good readers, you need to know what sounds vowels make.

## MODEL AND TEACH: ACTIVITY 1

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### LETTER-SOUND CORRESPONDENCE PREPARATION FOR DECODING AND ENCODING

Teach students letter-sound correspondence, using the following general sequence:

1. Show students a letter and introduce its short vowel sound and key word.
2. Say several words that contain the short vowel sound and have students repeat the words.
3. Read a word and have students identify whether it has the target sound.

*[Show the letter **a** or write it on the board.]*

**Teacher:** The short vowel sound for the letter **a** is /aaa/...

*[Stretch out the sound.]*

...as in the word **apple**. We will use the word **apple** as the key word for /a/. We will say, "**a, apple, /a/**" to remind us of the letter name, the key word, and the short vowel sound: **a, apple, /a/**. Repeat, please.

**Students:** *A, apple, /a/.*

**Teacher:** Say it one more time.

**Students:** *A, apple, /a/.*

**Teacher:** The sound for **a** is /aaa/. Say the sound.

**Students:** /aaa/

**Teacher:** I will say some words with /a/. Please repeat after me.

*[Present these words orally to help students focus on the /a/ sound. Stretch out the /a/ into /aaa/ when presenting.]*

**Teacher:** /aaafter/

*[Gesture with an open palm now and after every word presented.]*

**Students:** /aaafter/

**Teacher:** /aaad/

**Students:** /aaad/

**Teacher:** /saaad/

**Students:** /saaad/

**Teacher:** What is the short vowel sound for *a*?

*[Point to a on the board.]*

**Students:** /a/

**Teacher:** *A, apple, /a/.*

**Students:** *A, apple, /a/.*

**Teacher:** Now, listen for /a/ in words that I say. Some will have /a/, and some will not. If the word has /a/, show me a thumbs-up. If it does not have /a/, show me a thumbs-down. Remember to wait for my hand sign. *Hat.*

*[Gesture. Students show thumbs-up.]*

**Teacher:** Good job. You all showed me a thumbs-up because *hat* has the /a/ sound. *Admit.*

*[Gesture. Students show thumbs-up.]*

Continue with other words; for example, *mad, lip, happy, nap, stop, dad*, etc. After each word, gesture for students to show you a thumbs-up or thumbs-down.

### ERROR CORRECTION

Use guiding questions to correct students who make an error, such as in the following example script.

**Teacher:** What sound are you listening for?

**Student:** /a/

**Teacher:** Do you hear /a/ in *lip*?

## TIPS

- Create a poster for each vowel, showing its key word and a picture of the key word (e.g., the word *apple* and a picture of an apple for *a*).
- When introducing vowel sounds, scaffold by stretching out the sounds.
- Keep a brisk pace.

GUIDED PRACTICE: ACTIVITY 1 

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## WHAT SOUND?

## DECODING

Spread out letter cards in front of students. Point to a letter. Have students say its sound. Focus on the sounds you are teaching, but include previously introduced sounds as well.

**Teacher:** I will point to a letter. When I give you the cue, everyone say the sound.

*[Point to a and gesture with an open palm.]*

**Students:** /a/

*[Point to f and gesture.]*

**Students:** /f/

*[Point to b.]*

Eli?

**Eli:** /b/

## ERROR CORRECTION

Tell students who make an error the correct sound. Then point to the letter again and have students say the sound.

## TIPS

- Keep a brisk pace.
- Point to target sounds at least twice for extra practice.

## GUIDED PRACTICE: ACTIVITY 2

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### FLASHCARD DRILL

#### DECODING

Display a letter card and, on your cue, have students say the sound. The cue is important because it gives students time to think and prevents them from blurting out or guessing. Randomly elicit group and individual responses.

**Teacher:** I will show one card at a time. Say the sound in your head, and when I give the hand sign, say the sound aloud. Even if you know the sound right away, wait for the sign. Let's practice.

*[Turn over the top card, **m** in this example, and gesture.]*

**Students:** /m/

Nicely done! Pay close attention because sometimes, I might say a person's name. That person should say the sound aloud while everyone else reads silently. Ready?

*[Turn over next card, **p** in this example.]*

Eli?

**Eli:** /p/

**Teacher:** Great. Did everyone notice how Eli clipped the sound? He said /p/, not /puh/. Good work, Eli. Let's speed it up quite a bit now.

*[Show next card, **i**, and gesture.]*

**Students:** /i/

Continue turning over cards. As students gain proficiency, use a more rapid pace.

#### ERROR CORRECTION

Tell students who make an error the key word (e.g., **o**, *octopus*, /o/). Have the students repeat.

#### TIP

Use extra cards of target sounds, so students have multiple opportunities to practice the sounds.

## GUIDED PRACTICE: ACTIVITY 3

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### WHAT SAYS...

#### ENCODING

Spread out letter cards in front of students. Follow the steps below. Focus on the sounds being taught, but include previously introduced sounds as well.

1. Dictate a sound.
2. Have a student repeat the sound (listen for accuracy).
3. Have the student point to the corresponding letter card.

**Teacher:** I will say a sound. You will then repeat the sound and point to the letter card that makes the sound. What says /a/?

**Students:** /a/

*[Students point to a.]*

**Teacher:** What says /f/?

**Students:** /f/

*[Students point to f.]*

**Teacher:** Nice job. /b/?

*[Students point to b.]*

Continue dictating sounds. Give students plenty of opportunities with the target sound.

#### ERROR CORRECTION

Correct students who point to the incorrect card, such as in the following example script.

**Teacher:** F makes the /f/ sound. What says /f/?

*[Point to the letter as you say /f/.]*

#### ADAPTATION

Instead of letter cards, use a form with letters printed on it.



## GUIDED PRACTICE: ACTIVITY 4

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### WHITEBOARD DICTATION

#### ENCODING

Dictate sounds and have students write the corresponding letters on a whiteboard. Dictate sounds either in isolation (e.g., /o/), or as part of a word (e.g., “the middle sound in the word *log*”). Focus on the target sounds and trouble spots, but include previously taught sounds.

**Teacher:** I will dictate a sound. You will repeat the sound and then write the letter that makes the sound on your whiteboard. After you write the sound, hold your whiteboard up so I can see it. /e/

*[Gesture so that students repeat the sound.]*

**Students:** /e/

*[Students write on boards and hold them up.]*

**Teacher:** Nice job, everyone. Next sound: the first sound in the word *hum*. Say the word *hum*.

**Students:** *hum*

**Teacher:** Write the letter that makes the first sound in *hum*.

Continue, providing students with many opportunities to practice the target sounds.

#### ERROR CORRECTION

If students make an error with an individually dictated sound, model the correct response and have the students repeat, such as in the following example script.

**Teacher:** *N* makes the /n/ sound. What says /n/?

**Students:** *n*

If the error is with a sound within a word, use language similar to the following example script.

**Teacher:** *H* makes the first sound in *hum*. What letter?

**Students:** *h*

## INDEPENDENT PRACTICE: ACTIVITY 1

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### BEAT THE CLOCK: LETTER SOUNDS

#### DECODING

This activity increases automaticity in letter-sound correspondence. Students read the letter-sound practice worksheet three times, with the goal of increasing speed and accuracy with each reading. The three rounds are referred to as the cold round, warm round, and hot round. Each round consists of the following sequence:

1. Student A is the Reader; Student B is the Listener.
2. The Reader says the sounds on the sheet (going from left to right, top to bottom) as quickly and correctly as possible for 30 seconds.
3. The Listener monitors, marking incorrect responses on the sheet with a blue pencil for the cold round, green pencil for the warm round, and red pencil for the hot round.
4. At the end of the 30 seconds, the Listener circles the last response and calculates the number of correct responses.
5. The Listener gives the Reader positive and corrective feedback.
6. Switch roles: Student A becomes the Listener, and Student B becomes the Reader.
7. Follow steps 2–5 again.

Prior to giving directions, distribute the letter-sound practice worksheet, divide students into pairs and designate a person in each pair as Student A or Student B.

**Teacher:** This activity will help you say sounds quickly and correctly. It's fun because you race against yourself. There are many steps; pay attention, so that we can go quickly. Each of you has a letter-sound practice worksheet and colored pencils.

Write your name on the worksheet.

Exchange sheets with your partner. Yes, that means the paper in front of you will have your partner's name on it.

If you are Student A, raise your hand.

Student As, you are Readers, for now. You may put your hands down.

If you are Student B, raise your hand.

Student Bs, you are Listeners, for now. Please put your hands down.

When I start the timer, Readers will say the sounds for the letters on the sheet as quickly and correctly as possible. Read left to right, top to bottom, just like reading a book. Use your finger to keep track of where you are. If you get to the bottom of the page, go back to the beginning and start again. When the timer rings, I will say, "Stop," and the Reader will stop reading.

Let's check your listening. Who can tell me what a Reader does? LaToya?

**LaToya:** When the timer starts, the Reader says the sounds as fast as she can until you say, "Stop."

**Teacher:** What do you do if you get to the bottom before I say stop? Andre?

**Andre:** You start again from the beginning.

**Teacher:** Excellent! Listeners, you will follow along with the Reader. If the Reader makes a mistake, draw a line through that letter on the sheet in front of you. You also should use your finger to keep track.

When I say, "Stop," the Listener circles the last response, counts the total number of correct responses, and writes it at the top of the sheet.

The Listener gives the Reader feedback, just like a teacher. The Listener gives positive feedback, like, "You did a great job on the vowels" or "You were faster that time." Also like a teacher, the Listener gives corrective feedback on items the Reader missed, like "This says /m/, but you said /n/" or "The vowel sound for *i* is /i/."

Let's practice. Andre, what might you say to encourage your partner after they finish the letter sheet?

*[Andre gives an example of his response.]*

Eli, if your partner misses a sound, what might you say to help them?

*[Eli gives an example of his response.]*

OK, who can tell me two parts of the Listener's job? Carla?

**Carla:** The Listener marks what the Reader got wrong and then adds up how many he got right and writes it on the paper.

**Teacher:** Very good. Those are important tasks. Eli, can you tell us more about what a Listener does?

**Eli:** He tells the Reader, “Good job” and stuff like that. And he says what the Reader did wrong, but he has to be nice about it.

**Teacher:** Yes, those are the jobs of the Listener.

You will trade jobs back and forth with your partner, so each of you will be a Reader and a Listener. I said earlier that you race against yourself. That’s because you will read the same thing three times. The first time is called the cold round because you’re reading it “cold,” or without practice. The Listener uses the blue pencil for marking during the cold round. The warm round is next because you have warmed up a bit. Listeners use the green pencil for the warm round. The last round is the hot round. You use the red pencil during the hot round. You’re trying to get better with each round, so you’re racing against yourself. Which round do you think will probably be your best round, when you are fastest and most accurate?

**Students:** The hot round because you get better from practice.

**Teacher:** I agree with you. Now that you know how it works, let’s play. Listeners, this is the cold round, so what color pencil should you be using?

**Students:** Blue.

## COLD ROUND

**Teacher:** Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Take a moment to give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the blue pencil. Student B, you are now a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your partner positive and corrective feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great! That was the end of the cold round. Let's move on to the warm round.

## WARM ROUND

**Teacher:** Time to switch roles again. Student A, you're a Reader. Student B, you're a Listener. Because it's the warm round, Listeners will use the green pencil.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet next to the blue number. Give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the green pencil. Student B, now you are a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great! Who was faster during the warm round? Now, let's move on to the hot round.

## HOT ROUND

**Teacher:** Switch roles again, please. Student A, you're a Reader. Student B, you're a Listener. Because it's the hot round, Listeners will use the red pencil.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give positive and corrective feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Time to switch roles. Student A, now you are a Listener, so pick up the red pencil. Student B, now you are a Reader.

Readers and Listeners, get ready. Begin!

*[Start the timer.]*

*[Readers and Listeners do their respective tasks. After 30 seconds, say:]*

Stop! Listeners, circle the last response, count the number of correct responses, and write it at the top of the sheet. Give your partner feedback.

*[Listeners give feedback for no more than 30 seconds.]*

Great job, everyone!

## ERROR CORRECTION

Most error correction is done during the peer-led feedback time. If you notice that a Listener has not addressed an error, model the correct response and have the student repeat. When appropriate, use the key word.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### FILL IN THE BLANK

#### ENCODING

Distribute the picture worksheet. Have students identify a picture and write the missing letters.

**Teacher:** Look at the picture and segment its sounds. Write the missing letters in the blanks beneath the picture. We will do the first two together. LaToya, what is the picture?

**LaToya:** It's an umbrella.

**Teacher:** Underneath I see a blank, then *m-b-r-e-l-l-a*. The first letter is blank, so I need to ask myself, "What is the first sound in *umbrella*?" Carla, can you please tell me?

**Carla:** /u/

**Teacher:** Correct. What letter makes the /u/ sound?

**Carla:** *u*

**Teacher:** That's right, so I will write *u* in the blank space. Let's look at an example when the blank is in the middle of the word. What is the next picture, Eli?

**Eli:** It's a picture of a clock.

**Teacher:** Underneath, I see *c-l*, then a blank, then *-k*. The middle letter is blank, so I ask myself, "What is the middle sound in *clock*?"

**Eli:** /o/, so it is the letter *o*.

**Teacher:** Yes, *o* makes the /o/ sound, so I write *o* in the blank space.

## MONITOR LEARNING

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Monitor students' vowel pronunciation, directing them to the key words. Check students' work on Beat the Clock, Whiteboard Dictation, and Fill in the Blank. Note trouble spots for future lessons.

## GENERALIZATION

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Explain to students that knowing how to read short vowel sounds, and recognizing vowel sounds for spelling, is essential because all words have at least one vowel.

### LETTER CARDS

CONSONANTS

b	c	d	f
g	h	j	k
l	m	n	p
q	r	s	t
v	w	x	y
z			
















### LETTER-SOUND PRACTICE

e	u	c	o	y
t	s	p	d	i
a	v	h	a	x
g	e	i	w	o
b	k	e	c	r
h	l	b	i	m
n	o	v	p	a
d	z	u	i	s
o	a	q	j	b
r	e	g	f	e

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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First of 2 pages:  
Consonants, vowels and blank cards included

### PICTURE WORKSHEET

 __mbrella	 cl__ck	 __pple
 c__t	 c__p	 f__sh
 b__x	 dr__m	 p__n
 __gg	 __gloo	 m__p
 __lbow	 __nt	 b__ll

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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# LESSON 1

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## SHORT VOWELS

Lesson 1 Letter Cards

### **Independent Practice: Activity 1**

Letter-Sound Practice Worksheet

### **Independent Practice: Activity 2**

Picture Worksheet

# LETTER CARDS

## CONSONANTS

b

c

d

f

g

h

j

k

l

m

n

p

q

r

s

t

v

w

x

y

z

# LETTER CARDS

## VOWELS

a

a

a

a

e

e

e

e

i

i

i

i

o

o

o

o

u

u

u

u

y

y

y

y

# LETTER-SOUND PRACTICE

e	u	c	o	y
t	s	p	d	i
a	v	h	a	x
g	e	i	w	o
b	k	e	c	r
h	l	b	i	m
n	o	v	p	a
d	z	u	i	s
o	a	q	j	b
r	e	g	f	e

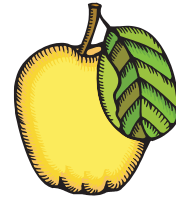
# PICTURE WORKSHEET



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cl\_\_ck



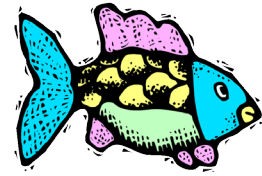
\_\_pple



c\_\_t



c\_\_p



f\_\_sh



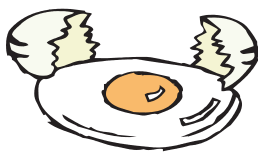
b\_\_x



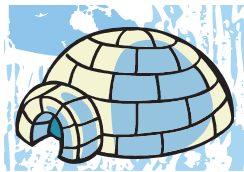
dr\_\_m



p\_\_n



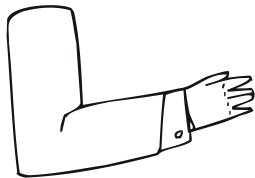
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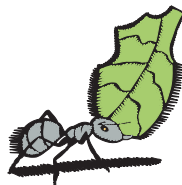
\_\_gloo



m\_\_p



\_\_lbow



\_\_nt



b\_\_ll