



Short Vowels

a e i o u
/a/ /e/ /i/ /o/ /u/

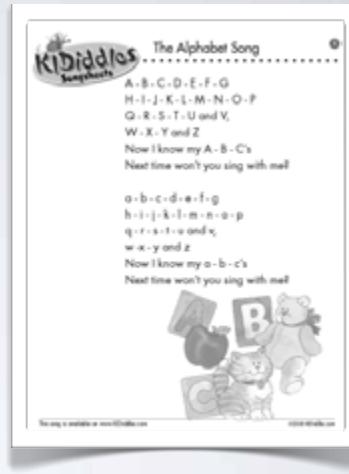
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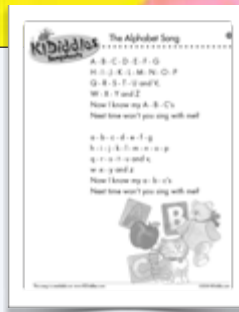
LETTER NAMES

- Before we tackle the vowels, we should teach the NAMES of the letters. Some students will already know the letter names.
- Tell students that they have learned the sounds that letters make. Say that the letters have names as well as sounds.
- Explain that the sound a cat makes is meow, but its name is cat. Say that the sound the letter **b** makes is /b/ but its name is “bee.”



LETTER NAMES

- Go to the KIDdiddles website and have students watch *The Alphabet Song* video.
- Download *The Alphabet Song* songsheet and sing the song to students.
- Get students to sing the song repeatedly until they have learned it.
- Note: the tune is the same as *Twinkle, Twinkle Little Star*.



Letter Names

[Alphabet Song Video](#)

[Alphabet Song Song Sheet](#)



SHORT VOWELS

- We have learned the sounds /a/ /e/ /i/ /o/ and /u/ and the letters that represent the sounds:
aA eE iI oO and **uU**.

Show the Sound/Symbol cards below:

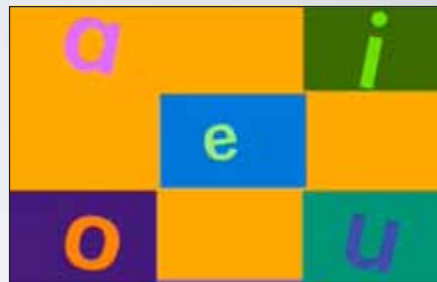


- Tell students these letters are called vowels and are very important as all words need at least one vowel.
- Show that they now also know the names of these letters:
a is **ai**, **e** is **ee**, **i** is **igh**, **o** is **oa** and **u** is **yoo**.

[Sound/Symbol Cards](#)
[Cards](#)

SHORT VOWELS

- Have students watch *The Short Vowels Song* video from LearningUpgrade.
- Hold up each of the Sound/Symbol cards and ask students:
“What is the name of the letter?”
“What is the sound it makes?”



[Short Vowels Song](#)
[LearningUpgrade Video](#)



PHONEMIC AWARENESS

- Randomly hold up one of the short vowel cards.
- Ask students to say the name of the letter, the sound it makes, and name the object or animal on the card.
- For example:
“o says /o/ as in ostrich.”
- Continue showing the cards faster until you are sure that students know the letter names and phonemes.



Sound/Symbol Cards
[Cards](#)

SHORT VOWELS

- We have learned about short vowels, but there are other vowels which use the same letters but have different sounds.
- In the next lesson we will learn about the long vowels.
- We will now show students how to identify if a vowel is a **short** vowel in words they read.
- Rule 1: **When a vowel is followed by only one consonant and nothing else, the vowel will be short.**

met

Word Cards
[Short Vowels rule 1 cards](#)



SHORT VOWELS: RULE 1

- Print out the Words Cards for short vowels-rule 1.
- Show the Word Card for **met**.
- Ask which letters are consonants in the word **met**. **m** and **t**.
- Ask which letter is the vowel in the word **met**. **e**.
- Ask how many consonants follow the vowel. One.
- Remind students that the rule says that **when a vowel is followed by only one consonant and nothing else, the vowel will be short**.
- Say the vowel in this word is short e - /e/



Word Cards

[Short Vowels rule 1 cards](#)

SHORT VOWELS: RULE 2

- We will now show students the second rule which helps identify if a vowel is a **short** vowel in words they read.
- Rule 2: **When a vowel is followed by two consonants and nothing else, the vowel will usually be short.**

melt

Word Cards

[Short Vowels rule 2 cards](#)



SHORT VOWELS: RULE 2

- Print out the Words Cards for short vowels-rule 2.
- Show the Word Card for **melt**.
- Ask which letters are consonants in the word **melt**. **m**, **l** and **t**.
- Ask which letter is the vowel in this word. **e**.
- Ask how many consonants follow the vowel. Two.
- Remind students that the rule says that **when a vowel is followed by two consonants and nothing else, the vowel will usually be short.**
- Say the vowel in this word is short e - **/e/**



Word Cards

[Short Vowels rule 2 cards](#)

NEXT LESSONS

- In the next four lessons we will be covering the long vowels.
- Make sure that students have mastered the short vowels before proceeding to the next lesson.

Long vowels

a e i o u
/ai/ /ee/ /igh/ /oa/ /yoo/