

Onestop Phonics: Short vowel sounds

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheets 1 and 2 for each child

Short vowel sounds

Vocabulary

- a** /æ/ *Adam, acrobat, hat, that, ant, apple, bag*
e /e/ *legs, very, incredibly, clever, egg, elephant*
i /ɪ/ *skip, interesting, incredibly, insect, igloo*
o /ɔ/ *orange, hop, ox*
u /ʌ/ *umbrella, run, jump, bus*

Note: We have included the phonemic symbols here for your information. You can also refer to the interactive phonemic chart on onestopenglish: <http://www.onestopenglish.com/phonemicchart>

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially. Some of these words will be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use realia. Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children *will* remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

- **Start by telling the children:** *We are going to learn about a group of sounds called 'short vowels' today.*
- Ask the children if they can remember which five letters are vowels (*a, e, i, o, u*). If they remember, write the vowels on the board as they call them out. If they

can't remember, write the letter *a* on the board then say the alphabet and stop before each of the other vowels so the children can call the vowels out each time (i.e. stop at *d* and wait for the children to call out *e*; stop at *h* and wait for them to call out *i*, etc.). Each time, write the vowel on the board.

- Point to the vowels on the board one at a time. Each time, say the letter as it is in the alphabet, then pronounce it with its short vowel sound (e.g. say *A* as it is said in the alphabet, then say *a* as it is said in *apple*). Ask the children to repeat the sounds after you each time.

- Say the short vowel sounds that are the focus of this lesson one at a time. If you are using the flashcards, you might like to hold up the flashcard for this lesson (or stick it on the board) and say one word for each sound (e.g. *ant* for *a*, *legs* for *e*, *interesting* for *i*, *orange* for *o* and *umbrella* for *u*).

- Say to the children: *We are now going to listen to the new sounds in a rhyme.* Then play the audio file for *Short vowel sounds*. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

Hand out Worksheet 1

- Play the audio again. This time, say to the children: *Look at the worksheet and follow the words in the rhyme with your finger as you listen.*

- Then read the rhyme one line at a time. Each time, ask the children to repeat it.

- For each line of the rhyme, ask the children: *Which short vowel sound(s) did you hear?* and choose children to call out the sounds.

- Then choose children to call out the words from the rhyme that include short vowel sounds. Write the words on the board if you wish.

- For each vowel sound, see if the children can think of any other words with that same vowel sound. If they can, write their suggestions on the board.

- Read the rhyme as a class.

- Suggest that the children take their pictures home to colour them in however they want.

- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

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Transcript:

*Hi, I'm Adam the Acrobat.
And I wear an interesting hat!
I have orange shoes,
An umbrella so blue,
And my legs can run very fast!*

*I am Adam the Acrobat.
I can hop, skip and jump just like that!
I'm an ant, brown and small,
I'm not very tall,
But I am incredibly clever!*

Hand out Worksheet 2

- Ask the children to look at the pictures and think what the word is for each one. They don't call out the words at this stage.
- If there are any pictures the children don't know, tell them the word.
- Explain that the children are going to draw lines to match the correct word to each picture. Show them the example then ask them to match the other words and pictures.
- Walk round as they are working, to check what they are doing.
- When they have all finished, hold up the worksheet and point to the pictures one at a time. The children should call out the word each time.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to clap or stamp their feet along to the rhyme this time.

Fun activity

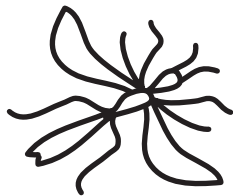
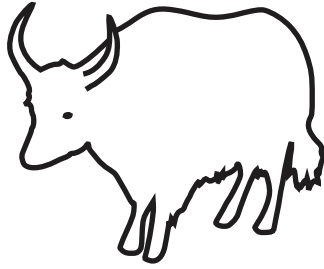
Put the children in pairs. They take turns. One child acts out a word with a short vowel sound. Their partner guesses the word.

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Match, write and say.



 bag
elephant
ox
bus
umbrella
apple
egg
igloo
orange
insect

