



Short Vowel Sounds

K-1

Language Arts/Drama

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Core Curriculum,

Reading: Foundational Skills Standard 2

Kindergarten: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

1st grade: a. Distinguish long from short vowel sounds in spoken single-syllable words.

Art Area,

Standard K-1.T.CR.4:

Define roles and responsibilities and participate in group decision making.

Standard K.T.P.9:

Share dramatic play and guided drama experiences within the classroom or with invited guests.

Standard K.T.R.1:

Demonstrate audience skills of observing attentively and responding appropriately.

Standard K.T.CO.2:

Identify connections to other content areas in dramatic play or guided drama experiences.

Objective: Students will recognize short vowel sounds by acting out CVC words. They will work together with a partner to create a short play where they use but do not say the word. The audience will then figure out which word they are acting out.

Materials:

You will need a drum. Make a poster, or write on the board, a list of words that contain the short vowel sound you are focusing on. Print off a list of the same words. Cut the list up so that you can hand each partnership a word to act out. Have ready, a list of words that contain the vowel sound at the beginning of the word. Lists of words can be found at the end of this lesson plan.

Warm-up: Growing to the Beat. For this game, you will use the list of words you made that contain the short vowel sound at the beginning of the word. You will want to model the activity before beginning. Have the children spread out in the room so that everyone has their own personal space. Tell them that they will remain in their space during the entire activity. There is no need to move around the room. They will all start each round in a very small ball. Give them one of the words on the list and then slowly hit the drum five times while the students turn into a statue of the word. They should take the entire time to grow into the statue and should freeze as soon as the drum stops. Pause for a moment to look at the statues and compliment the variety. Hit the drum five more times as they slowly move back to their original ball shape. They should take all five counts to return to a ball.

Side-coaching; "I am enjoying the variety of statues that we have here." "I love it when you use your own ideas." "I like the way your faces show me how you are feeling." "Good job of using all five beats to turn into your statue."

Evaluation: Who can tell me what letter we are focusing on today? How did you know?

Instruction: Hold up the poster that contains the words with the short vowel sound in the middle and read through the words with the children. Depending on their reading skills, you may want to segment or blend the words. Help them define words they may not be familiar with.

Performance Activity: Take a word from the list and model this activity two different ways. Choose a word that will be difficult to portray without using words. First model it by pantomiming the word without saying anything. Do not add any detail to your pantomiming. Ask the children if they know what word you were acting out. Now model it by adding detail and using words, being careful not to use the word you are acting out. Ask the children if it was easier to tell what you were acting out the second time. Encourage the children to use detail and words in their acting but tell them they cannot use the word they are acting out. Put the children in pairs and give each pair a word from the list to act out. If time is short, you can put them into groups of 3-5. Be sure to tell them to keep their word a secret. Give the partners a little time to plan and then have them take turns performing for the class. Allow the children to look at the poster for possible answers and guess what each pair is acting out. If a child guesses a word that does not contain the correct vowel sound, remind them of the sound. After the audience guesses the word, have the performers find the word on the chart. Help the class read the word again. Give the performers a round of applause and then move on to the next partnership.

Side-coaching: Go around the room while the children are planning and make sure they all have an idea of what to do. If they need help, ask them questions to get them thinking.

Evaluation: What are some things that help my audience to understand what I am acting out? Ask questions or demonstrate in a way that will cause the students to conclude that using more words and adding more details will help their audience understand.

"a" Words

alligator
ant
asp
Amazon
apple
ambulance
actor
animal

dad
pal
bat
cat
hat
mat
rat
cap
lap
map
nap
fan
pan
pack
bath
sat
slam
rap
tap
ran
trap
chat
bad
sad
mad
fat
glad

"e" Words

elm
elevator
emperor
enemy
exhausted
explode
explorer
elephant

hen
pen
net
jet
tent
nest
bell
web
well
pet
fed
wet
fell
tell
sell
yell
bed
ten
help
yelp
set
vet
test
rest
bent
lend
men

"i" Words

ill
illustrator
infant
itch
important
impress
insect
imp

bib
rid
tin
hill
dip
fib
tip
fish
wish
pin
pill
rib
hid
win
mix
bin
fill
hip
zip
lid
six
lick
rip
sip
ship
fix
lip

"o" Words

odd
obtain
offer
officer
opera
osprey
ostrich
oxygen

drop
mop
top
hop
cop
chop
stop
mom
cob
rob
sob
job
lock
rock
sock
log
dog
fog
hog
cot
hot
pot
dot
fox
toss
boss
box

"u" Words

umbrella
umpire
uncover
uneven
unsure
unfair
up
upset

bug
mug
hug
jug
rug
fun
run
sun
tuck
duck
luck
truck
cut
nut
hut
fudge
drum
gum
hum
cub
rub
tub
bus
cup
pup
mud
judge