

Short Vowels

Phonics Stories 11 - 20

- *Activities for each vowel sound and phonics story*
- *Links to audio files and videos*
- *Teacher instructions*
- *Answer key*



Student Workbook



Rationale

This workbook is a companion resource for [Phonics Stories 11 - 20](#).

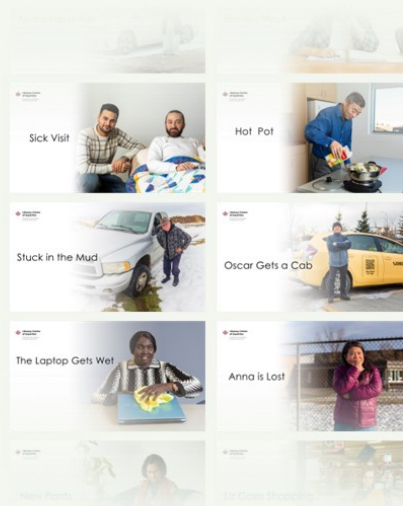
The stories can be found on the TIES Literacy Centre of Expertise website [here](#).



Learners will practice

1. hearing the sounds of short vowels
2. producing the sounds of short vowels
3. blending letter sounds to read words
4. reading digraphs as one sound
5. using phonics skills to read *Phonics Stories 11-20*

Short Vowels



10 phonics-based stories
focused on short vowels



Page #	Section	Highlights
4 - 18	Section 1: Key concepts	<ul style="list-style-type: none">- The alphabet- Short vowels- C-V-C words- First, middle and last sounds- Digraphs and consonant blends
19 - 57	Section 2: Individual vowel sounds	<ul style="list-style-type: none">- Introduction to the five (5) individual sounds- Practice exercises- Short vowel sounds video
58 - 85	Section 3: Multiple short vowel sounds	<ul style="list-style-type: none">- Short sounds /ă/, /ō/, /ŭ/- Short sounds /ă/, /ě/, /ō/- Short sounds / ě /, / ĭ /- Short sounds /ă/, / ě /, /ŭ/- Short sounds /ă/, / ĭ /
86 - 90	Section 4: Review	<ul style="list-style-type: none">- Review vowel sounds: /ă/, /ě/, / ĭ /, /ō/, /ŭ/- Review Digraphs and Consonant blends
91 - 101	Section 5: Answer Key	<ul style="list-style-type: none">- Answer key to activities



Section 1: Key Concepts

- This workbook is a companion to [Phonics Stories 11 - 20](#).
- It is recommended that you use the whole-part-whole approach and read the story before you do the sections in the workbook. Students should be familiar with the story and vocabulary before working on the reading skills in the workbook.
- After completing each section in the workbook, re-read the story and discuss with learners if their reading has improved because of the practice.
- Section 1 provides a brief introduction to new vocabulary and concepts. **Mastery is not expected.**
- Section 1 will introduce the learners to vocabulary they can use to talk about letters, sounds, and placement. These words will be used throughout the workbook: **alphabet, consonant, vowel, letter name, letter sound, first, middle, last.**
- Section 1 will also introduce the learners to concepts that will be practiced throughout the workbook. New concepts will include **digraphs, consonant blends, short vowels, and CVC blends**. Section 2 and 3 will practice these concepts in more depth.
- Section 1 will use **/ /** around a letter to indicate that it is the sound: e.g., /ă/ not the name of the letter, that is being referred to (short ä).
- Model and support all activities. Learners are not expected to complete the activities independently.
- Use additional resources when necessary. Alphabet flashcards are available from the Literacy Centre of Expertise [here](#).

The Alphabet



Say the name of each letter of the alphabet with a partner.

Read the sentences below and fill in the blanks.

Circle all the vowels in **red**.

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

1. There are _____ letters in the alphabet.
2. There are _____ vowels in the alphabet.
3. There are _____ consonants in the alphabet.

Consonants and Vowels



Fill in the blanks to complete the information about you and your partner.

My first name is _____ .

There are _____ letters in my name.

There are _____ vowels in my name.

There are _____ consonants in my name.

My partner's first name is _____ .

There are _____ letters in my partner's name.

There are _____ vowels in my partner's name.

There are _____ consonants in my partner's name.

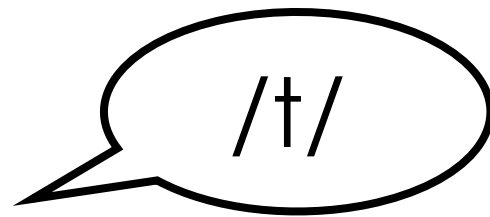
Letter Names and Sounds



The teacher will show you five (5) letter flashcards.

Talk about the letter name and letter sound as a class.

t
letter



sound

You use the letters names to spell.

You use the letter sounds to read.

Practice Letter Names and Sounds



Point to a letter and ask your partner the two questions.

If your partner answers correctly give them a check mark ✓.

If your partner answers incorrectly give them an ✕.

1. What is the letter name?
2. What is the letter sound?

My partner's name is _____.

Letter	What is the letter name?	What is the letter sound?
b		
i		
m		
s		
t		
y		

The 5 Short Vowel Sounds

Repeat the short vowel sound that you hear on the video.

Put your hand under your chin to feel it move down when you say the vowel sounds.

i

Talk about what happens with your tongue, lips, teeth, and airflow when you say the sound of the vowels.



ă

ĕ

ĭ

ō

ŭ

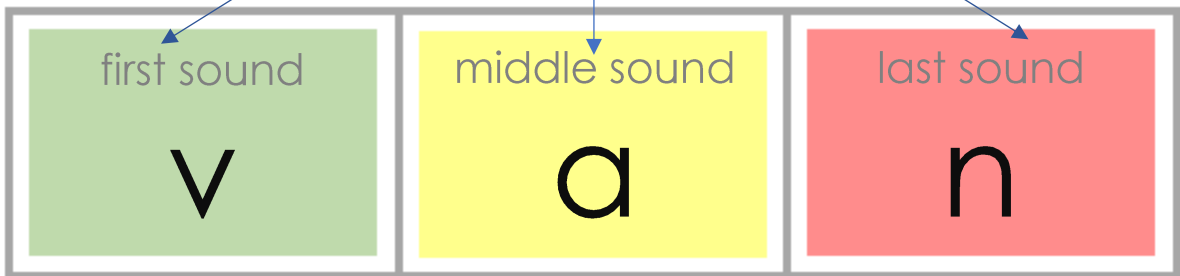


C – V – C Words

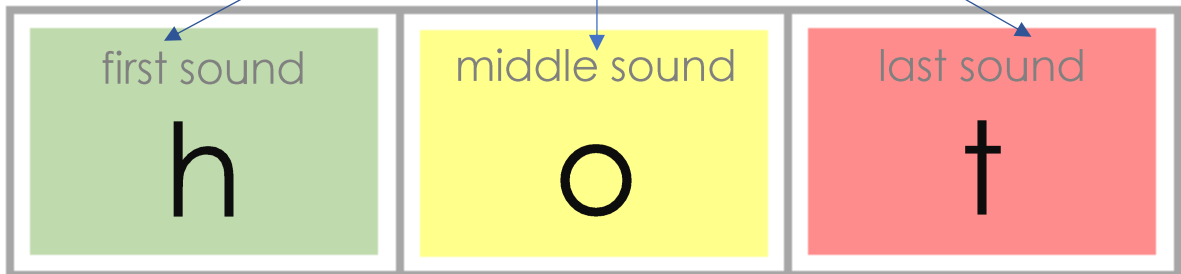


Talk about the first, middle and last sound in C-V-C words.
Practice saying the letter sounds and the word.

v a n



h o t



First Sound

Middle Sound

Last Sound

Read the words.



Write the letter that represents the first sound in the green box.

Write the letter that represents the middle sound in the yellow box.

Write the letter that represents the last sound in the red box.

1-wet

2-dip

3-mud

1.

--	--	--

2.

--	--	--

3.

--	--	--

Digraphs

2 consonants that make 1 sound



Sometimes two letters together make one sound.

Repeat after the teacher and practice the sounds.

Practice reading the sounds and words.

Write the missing letters (digraph) in the last column.

1.	sh	fish	fi ___
2.	ck	sick	si ___
3.	ch	catch	cat ___
4.	ll	yell	ye ___
5.	ss	boss	bo ___

First Sound

Middle Sound

Last Sound

Read the words.



Write the letter that represents the first sound in the green box.

Write the letter that represents the middle sound in the yellow box.

Write the letter or letters that represents the last sound in the red box.

1-fish

2-fall

3-jack

1.

f	i	sh
---	---	----

2.

--	--	--

3.

--	--	--

Digraphs

2 consonants that make 1 sound



Listen to your teacher read the words in the first column.

Count how many sounds there are in each word.

Put a check for each sound.

Notice the two (2) consonants that make one sound.

Example:

jack 1 2 3	✓	✓	✓			
---------------	---	---	---	--	--	--

1.

yell						
------	--	--	--	--	--	--

2.

chips						
-------	--	--	--	--	--	--

3.

stuck						
-------	--	--	--	--	--	--

4.

till						
------	--	--	--	--	--	--

5.

sick						
------	--	--	--	--	--	--

6.

lunch						
-------	--	--	--	--	--	--

7.

boss						
------	--	--	--	--	--	--

8.

tongs						
-------	--	--	--	--	--	--

Consonant Blends

2 consonants that make 2 sounds

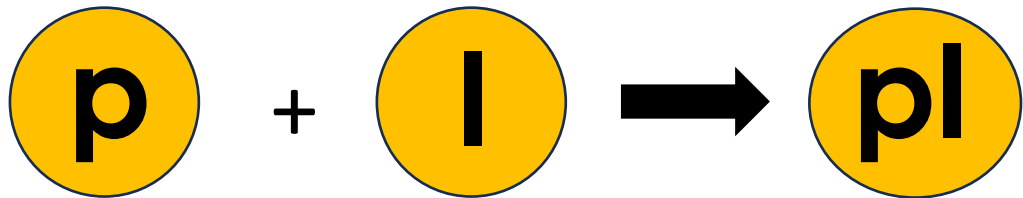


A blend is when two consonants are next to each other.

They are pronounced separately.

Write the two letters together in the last circle.

- Example: Say the sound of the letter **p**.
Say the sound of the letter **l**.
Say the sound of **p** and **l** together.
Say the two sounds again very quickly.



1. + →

2. + →

3. + →

Consonant Blends

2 consonants that make 2 sounds



A blend is when two consonants are next to each other.
They are pronounced separately and blended together quickly.
Practice reading the sounds and words.
Complete the words in the last column.

1.	pl	plan	___an
2.	st	stuck	___uck
3.	gr	grab	___ab
4.	fl	flip	___ip
5.	cl	clip	___ip

Blending Sounds



Listen to your teacher read the words in the first column.

Count how many sounds there are in each word.

Put a check for each sound.

Example:

plan 1 2 3 4	✓	✓	✓	✓		
-----------------	---	---	---	---	--	--

1.

plug						
------	--	--	--	--	--	--

2.

scan						
------	--	--	--	--	--	--

3.

flat						
------	--	--	--	--	--	--

Blending Sounds



Read the word in the first column.

Count how many sounds there are in each word.

Put a check for each sound.

Notice the extra sound when you add an S.

Example:

drop 1 2 3 4	✓	✓	✓	✓		
drops 1 2 3 4 5	✓	✓	✓	✓	✓	

1.

grab						
grabs						

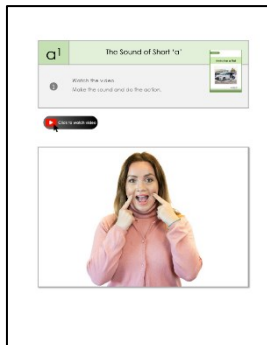
2.

cut						
cuts						



Section 2: Individual Vowel Sounds

Every vowel is introduced in the same way, so learners have a predictable routine. There is a combination of seven different activities to review and practice each short vowel.

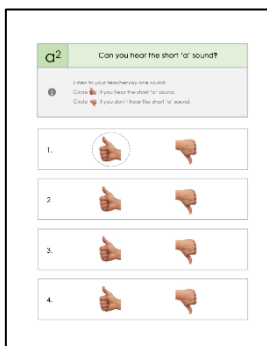


The Sound of Short /_ /

Watch the introductory video by clicking on the link.

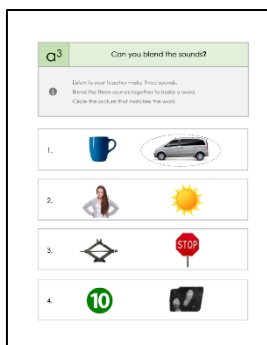


Encourage your learners to mimic the actions from the video while saying each vowel sound.



Can you hear the short /_ / sound?

Watch the video to listen for the different sounds. If the learners hear the target sound, they circle the thumbs up image. If not, they circle the thumbs down image.



Can you blend the sounds?

Watch the video. Listen to the individual sounds to identify the word that matches one of the pictures for the first exercise. Replicate the procedure to practice blending the sounds to make the words.



Q4 Can you use sounds to read words?

Touch the coloured circles and read each word.
Slide your finger across the arrow and blend the sounds together to read the word.

1.	v	a	n	van
2.	m	a	d	mad
3.	j	a	ck	jack
4.	m	a	t	mat

Can you use sounds to read words?

Focus on the sound of the individual letters as you touch the coloured circles. Slide your finger across the arrow as you blend the sounds of the letters together. Repeat the activity a few times producing the sounds faster each time until it sounds like one word.

Q5 Can you use sounds to spell words?

Look at the picture and say the word.
Colour in the circles that spell the word.
Draw a line to join the letters.
Write the word.

1.		d	a	x	f	a	n
2.		t	c	b	c	a	r
3.		m	a	t	t	a	y
4.		b	a	n	a	b	a

Can you use sounds to spell words?

Elicit the word to go along with the picture. Ask learners what the first sound of the word is, then have them colour the letter that makes the sound. Do the same with each one of the letters and make sure learners use green for the first sound, yellow for the middle sound and red for the last sound.

Once all sounds have been identified, students should connect all letters with a line to finally, write the word in the space provided.

Q6 Can you hear the individual sound in a word?

Cut out the letters on the next page.
Listen to your teacher say a word.
Choose the letter that makes the sound in the word.
Put the letters in the correct box.
Read the word.

m	b	r
s		
a		
g		
p		

first sound	middle sound	last sound
-------------	--------------	------------

Can you hear the individual sounds in a word?

Learners cut out the letters from the second page of the activity and use the coloured boxes to build words using the target vowel. The instructor says a word, either one letter at a time or the entire word so the learners have practice with decoding and encoding. First use the words from the previous activities then try using nonsense words to ensure that they are not just memorizing how to spell certain words. Some suggested words are provided in the answer key section.




Can you read the story?

As a class, read the story again before this activity. Then have learners fill in the blanks while looking at the story. You can distribute PDF copies to your student to complete the activity as an individual activity, or you can complete it as a group. You can also have learners check their answers with a partner.

a7 Can you read the story?

Scan the digital story.
Fill in the blanks with the words from the story.



1 Amira has a _____.

2 She is _____.

3 She grabs a _____ and a _____.

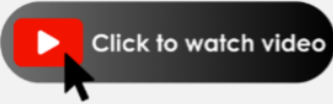
4 Amira _____ go home.

a¹

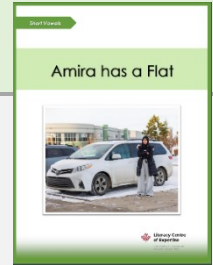
The Sound of Short /ă/



Watch the video.



Make the sound and do the action.



a²

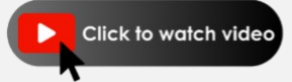
Can you hear the short /ă/ sound?

i

Watch the video and listen to Patricia say one sound.

Circle 👍 if you hear the short /ă/ sound.

Circle 👎 If you don't hear the short /ă/ sound.



1.



2.



3.



4.



a³

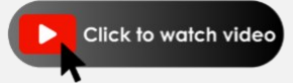
Can you blend the sounds?

i

Listen to John make different sounds.

Blend the sounds together to make a word.

Circle the picture that matches the word.



1.



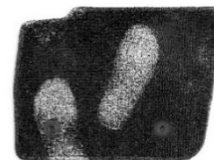
2.



3.



4.



a⁴

Can you use sounds to read words?

i

Touch the coloured circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

v



a



n



van



2.

m



a



d



mad



3.

j



a



ck



jack



4.

m



a



t



mat



a⁵

Can you use sounds to spell words?

i

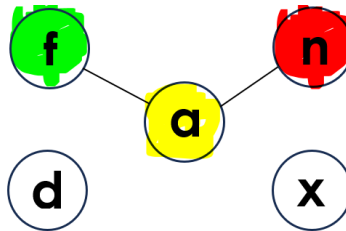
Look at the picture and say the word.

Colour in the circles that spell the word.

Draw a line to join the letters.

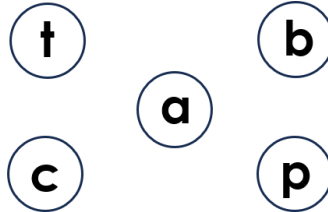
Write the word.

1.

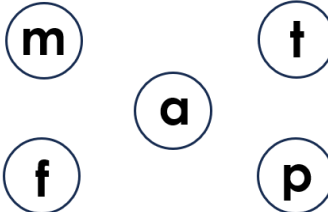


fan

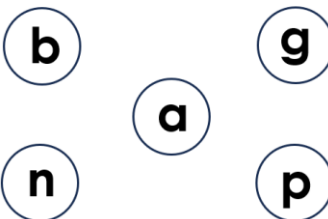
2.



3.



4.



a6

Can you hear the individual sounds in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

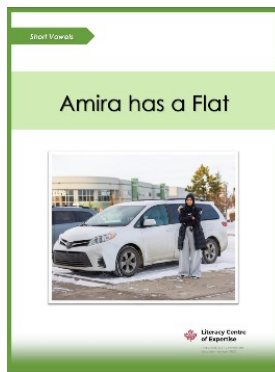
m	b	r
s	v	t
a	j	ck
g	b	t
p	d	n

a⁷

Can you read the story?



Scan the QR code to read the digital story [Amira has a Flat](#).
Fill in the blanks with the words from the story.



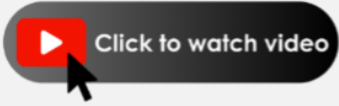
- a) Amira has a _____.
- b) She is _____.
- c) She grabs a _____ and a _____.
- d) Amira _____ go home.

e¹

The Sound of Short /ě/



Watch the video.



Make the sound and do the action.



e²

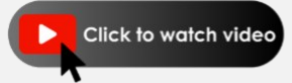
Can you hear the short /ě/ sound?

i

Watch the video and listen to Patricia say one sound.

Circle 👍 if you hear the short /ě/ sound.

Circle 👎 If you don't hear the short /ě/ sound.



1.



2.



3.



4.



e³

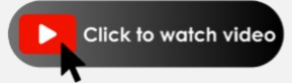
Can you blend the sounds?

i

Listen to John make different sounds.

Blend the sounds together to make a word.

Circle the picture that matches the word.



1.



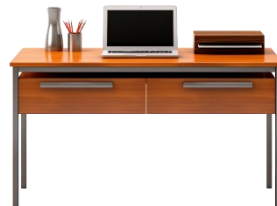
2.



3.



4.



e⁴

Can you use sounds to read words?



Touch the coloured circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

w



e



t



wet



2.

y



e



ll



yell



3.

n



e



ck



neck



4.

d



e



sk



desk



e5

Can you hear the individual sounds in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

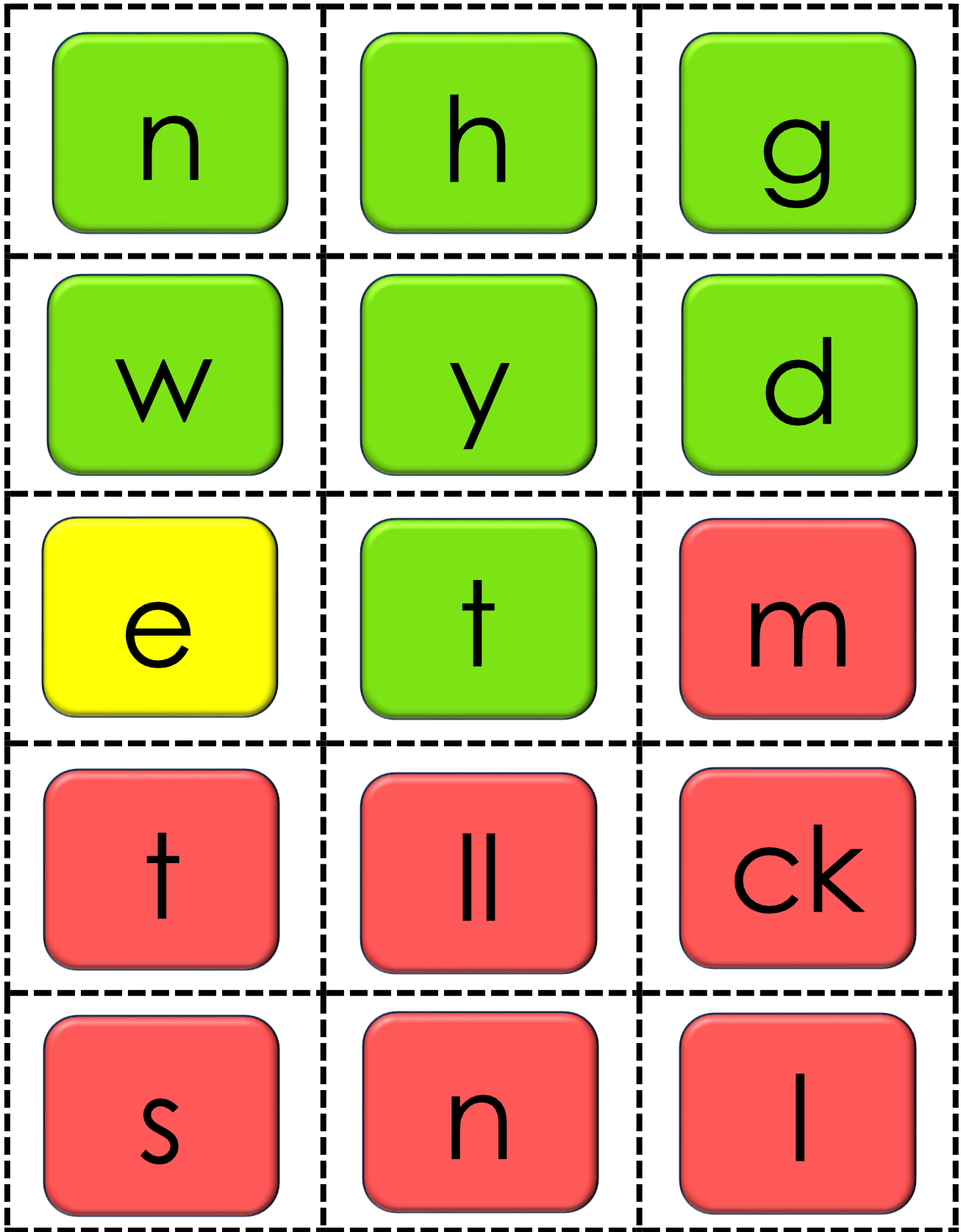
first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

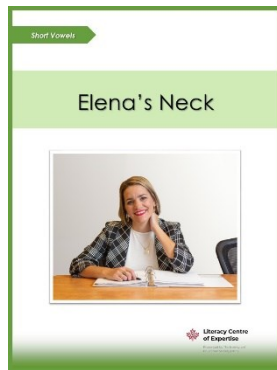


e⁶

Can you read the story?

i

Scan the QR code to read the digital story [Elena's Neck](#).
Fill in the blanks with the words from the story.



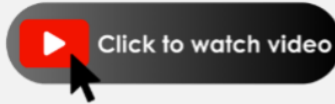
- a) The floor is _____.
- b) She hurts her _____ and has to get _____.
- c) She _____ for _____.
- d) Elena sits at her _____ and has a _____.

i1

The Sound of Short / ĭ /



Watch the video.



Make the sound and do the action.



i2

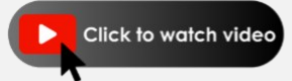
Can you hear the short / ĭ / sound?

i

Watch the video and listen to Patricia say one sound.

Circle 👍 if you hear the short / ĭ / sound.

Circle 👎 If you don't hear the short / ĭ / sound.



1.



2.



3.



4.

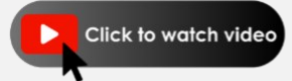


j3

Can you blend the sounds?

i

Listen to John make different sounds.
Blend the sounds together to make a word.
Circle the picture that matches the word.



1.



2.



3.



4.



i4

Can you use sounds to spell words?

i

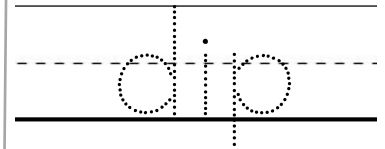
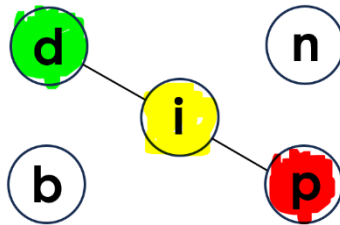
Look at the picture and say the word.

Colour in the circles that spell the word.

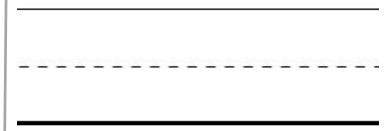
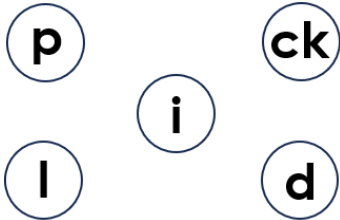
Draw a line to join the letters.

Write the word.

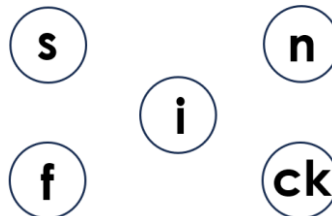
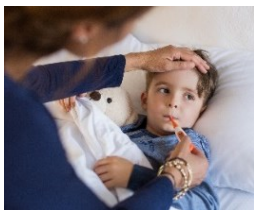
1.



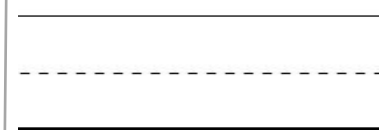
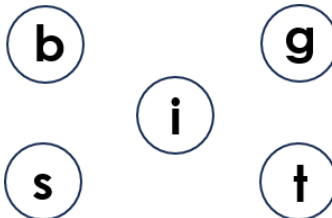
2.



3.



4.



j5

Can you hear the individual sounds in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

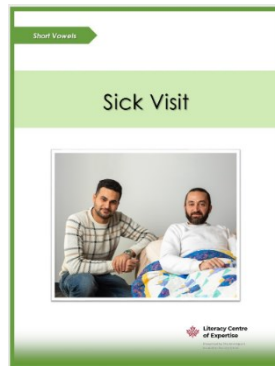
p	s	ch
d	w	b
i	f	ll
t	p	ck
s	n	x

j6

Can you read the story?

i

Scan the QR code to read the digital story [Sick Visit](#).
Fill in the blanks with the words from the story.



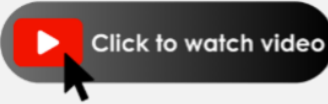
- a) Firoz is _____.
- b) He asks Imrin to _____ up food.
- c) He asks for _____ and _____.
- d) "No, you are _____."

o¹

The Sound of Short /ɔ̃/



Watch the video.



Make the sound and do the action.




o²

Can you hear the short /ɔ̃/ sound?



Watch the video and listen to Patricia say one sound.

Circle  if you hear the short /ɔ̃/ sound.

Circle  if you don't hear the short / ɔ̃ / sound.



1.



2.



3.



4.



03

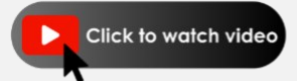
Can you blend the sounds?

i

Listen to John make different sounds.

Blend the sounds together to make a word.

Circle the picture that matches the word.



1.



2.



3.



4.



○⁴

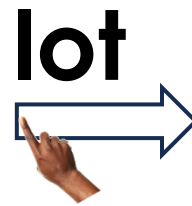
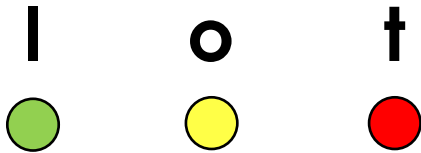
Can you use sounds to read words?

i

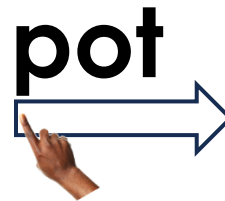
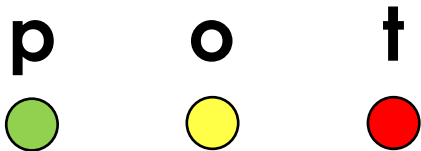
Touch the coloured circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

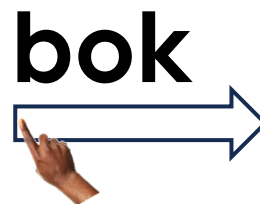
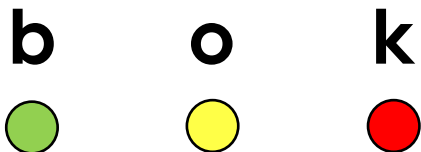
1.



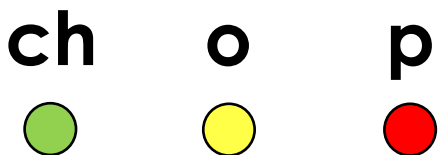
2.



3.



4.



O5

Can you hear the individual sounds in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

ch	b	t
l	p	h
o	f	k
p	t	ck
d	g	s

O6

Can you read the story?



Scan the QR code to read the digital story [Hot Pot](#).

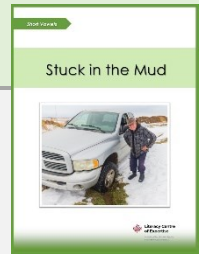
Fill in the blanks with the words from the story.



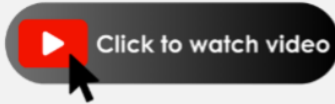
- a) He _____ onions.
- b) He adds _____.
- c) He mixes it with _____.
- d) There is a _____ in the _____.

u¹

The Sound of Short /ũ/



Watch the video.



Make the sound and do the action.





u²

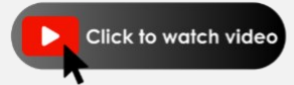
Can you hear the short /ũ/ sound?



Watch the video and listen to Patricia say one sound.

Circle  if you hear the short /ũ/ sound.

Circle  if you don't hear the short /ũ/ sound.



1.



2.



3.



4.

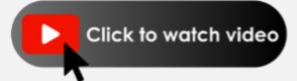


u³

Can you blend the sounds?

i

Listen to John make different sounds.
Blend the sounds together to make a word.
Circle the picture that matches the word.



1.



2.



3.



4.



u⁴

Can you use sounds to spell words?

i

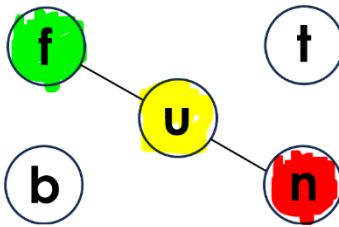
Look at the picture and say the word.

Colour in the circles that spell the word.

Draw a line to join the letters.

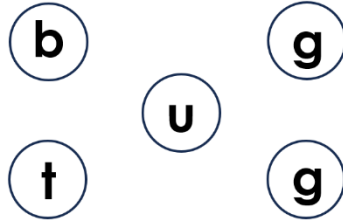
Write the word.

1.

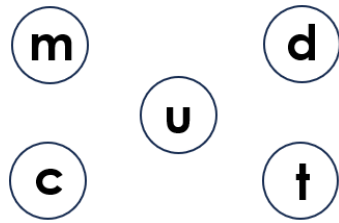


fun

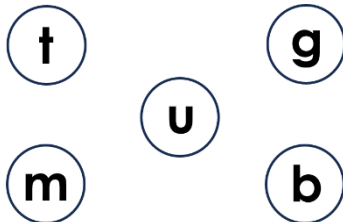
2.



3.



4.



u⁵

Can you hear the individual sounds in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

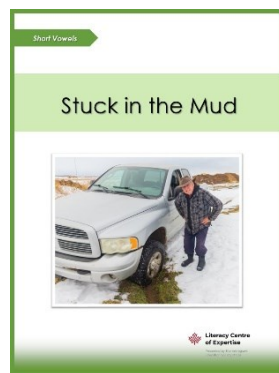
r	m	s
f	t	j
u	c	k
p	g	ck
n	b	t

u⁶

Can you read the story?

i

Scan the QR code to read the digital story [Stuck in the Mud](#).
Fill in the blanks with the words from the story.

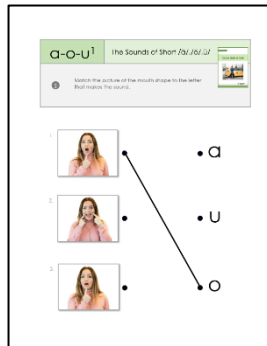


- a) Russ has a _____.
- b) The _____ is _____ in the _____.
- c) It is not _____.
- d) There is a lot of _____.



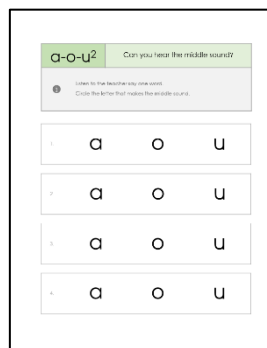
Section 3: Multiple Short Vowel Sounds.

Multiple short vowel sounds are introduced in the same way, so learners have a predictable routine. There is a combination of seven different activities to review and practice different short vowels at a time.



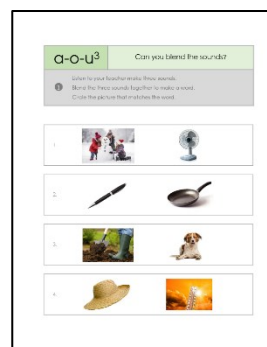
The Sounds of Short Vowels

Encourage learners to mimic the actions from the video while saying each vowel sound. Then ask them to match the picture with the letter representing the vowel sound.



Can you hear the middle sound?

Say a word with one of the target vowel sounds for each box. Learners will circle the middle sound of the given word.



Can you blend the sounds?

Produce each individual sound of the target word for learners so they can practice blending them to discover the correct word for each box.

Use the first box as an example of how to do the activity.



a-O-U⁴ Can you use the sound to read words?

1. Touch the coloured circles and make each sound.
2. Slide your finger across the circles and blend the sounds together to read the word.

b	u	s	bus
n	o	t	not
c	a	b	cab
f	u	n	fun

Can you use sounds to read words?

Focus on the sound of the individual letters as you touch the coloured circles. Slide your finger across the arrow as you blend the sounds of the letters together. Repeat the activity a few times producing the sounds faster each time until it sounds like one word.

a-O-U⁵ Can you complete the word ladder?

1. Start by reading the word at the bottom.
2. Pick the letter to change.
3. Talk about which letter is different.
4. Read all the words.

5	_	o	p
4	c	o	_
3	c	_	t
2	c	a	_
1	c	a	b

Can you complete the word ladder?

Starting from the bottom, read the word and encourage learners to repeat the word. Then move one step up and say a new word, changing only one letter to complete a new word in the ladder. Read all the words in sequence once the ladder is completed.

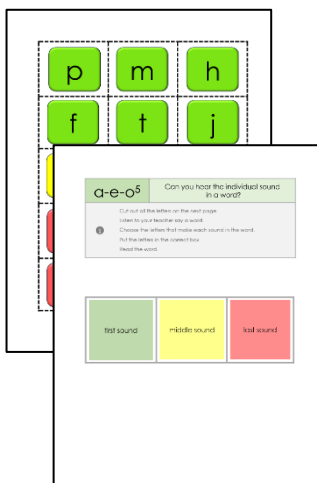
a-O-U⁶ Can you see the difference?

1. Touch the words.
2. Circle the letter that is different.
3. Talk about which position the different letter is.

4	h	o	t	h	a	t
3	m	a	d	m	u	d
2	f	a	n	t	a	n
1	c	o	p	c	o	t

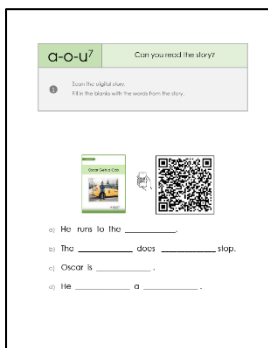
Can you see the difference?

Learners read the two similar words in each row and then circle the letter that is different. Ask learners to read the words, emphasizing the difference between the words. Talk about the placement of the different letters/sounds. For example: "The first letter/sound is different". "The middle vowel is different". "The last letter/sound is different".



Can you hear the individual sounds?

Learners cut out the letters from the second page of the activity and use the coloured boxes to build words using the target vowel. The instructor says a word, either one letter at a time or the entire word, so learners have practice with decoding and encoding. First use the words from the previous activities then try using nonsense words to ensure that learners are not just memorizing how to spell certain words. Some suggested words are provided in the answer key section.

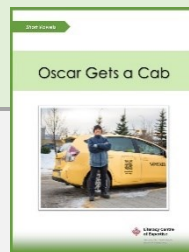


Can you read the story?

As a class, read the story again before this activity. Then have learners fill in the blanks while looking at the story. You can distribute PDF copies to learners to complete the activity as an individual activity or you can complete it as a group. You can also have learners check their answers with a partner.

a-o-u¹

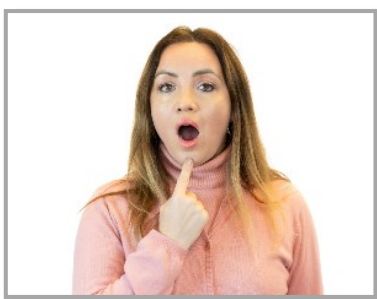
The Sounds of Short /ă/, /ŏ/, /ŭ/



i

Match the picture of the mouth shape to the letter that makes the sound.

1.



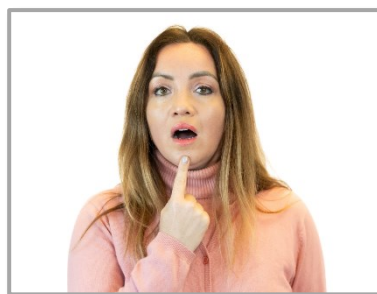
• a

2.

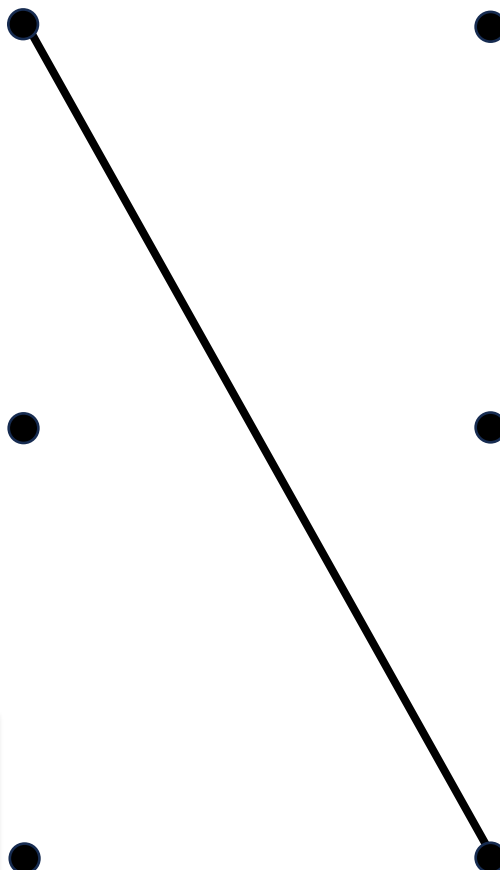


• u

3.



• o



a-o-u²

Can you hear the middle sound?



Listen to the words [here](#).

Circle the letter that makes the middle sound for each word.



1.

a

o

u

2.

a

o

u

3.

a

o

u

4.

a

o

u

a-o-u³

Can you blend the sounds?



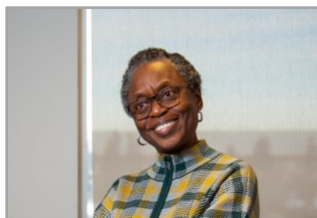
Listen to the audio of John making different sounds [here](#).

Blend the sounds together to make a word.

Circle the picture that matches the word.



1.



2.



3.



4.



a-o-u⁴

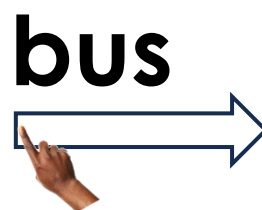
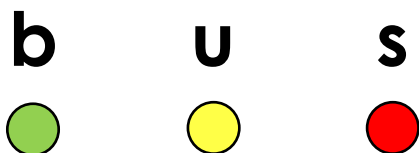
Can you use sounds to read words?



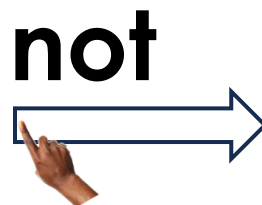
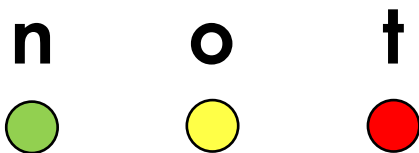
Touch the coloured circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

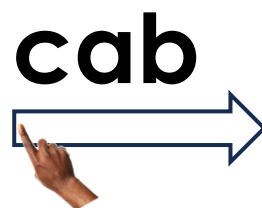
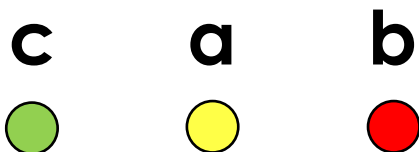
1.



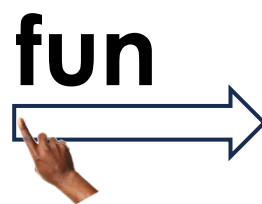
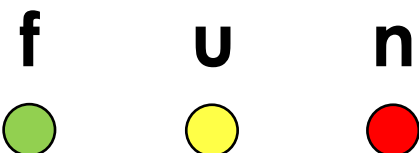
2.



3.



4.



a-o-u⁵

Can you complete the word ladder?

Listen to your teacher say the words [here](#).



Fill in the missing letter for each word.

Talk about which letter is different.

Read all the words.

5. __op

4. co__

3. c__t

2. ca__

1. cab

Start here

a-o-u⁶

Can you see the difference?

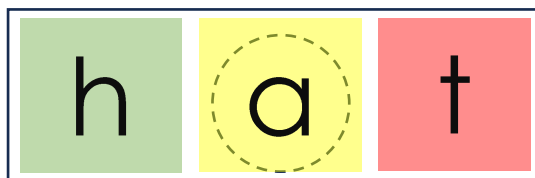
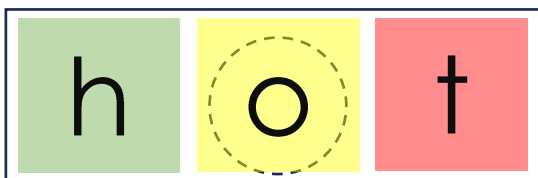


Read the words.

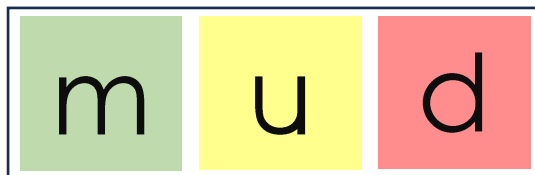
Circle the letters that are different.

Talk about which position (first, middle, or last) the different letter is.

Example:



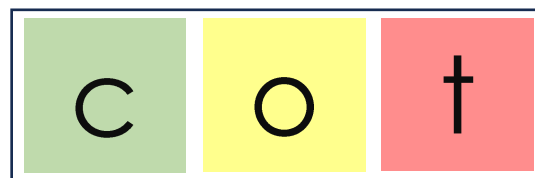
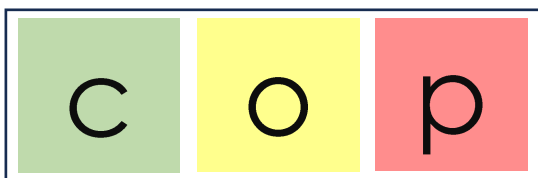
1.



2.



3.

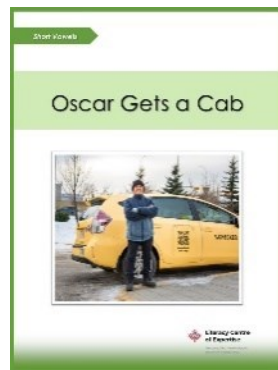


a-o-u⁷

Can you read the story?



Scan the QR code to read the digital story [Oscar Gets a Cab](#).
Fill in the blanks with the words from the story.



- He _____ to the bus.
- The _____ does _____ stop.
- Oscar is _____.
- He gets a _____.

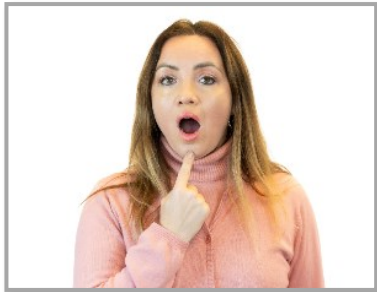
a-e-o¹

The Sounds of Short /ă/, /ĕ/, /ŏ/



Match the picture of the mouth shape to the letter that makes the sound.

1.



• a

2.



• e

3.



• o

a-e-o²

Can you hear the middle sound?



Listen to the words [here](#).

Circle the letter that makes the middle sound for each word.



1.

a

e

o

2.

a

e

o

3.

a

e

o

4.

a

e

o

a-e-o³

Can you complete the word ladder?

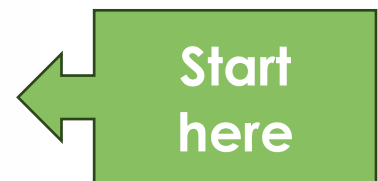
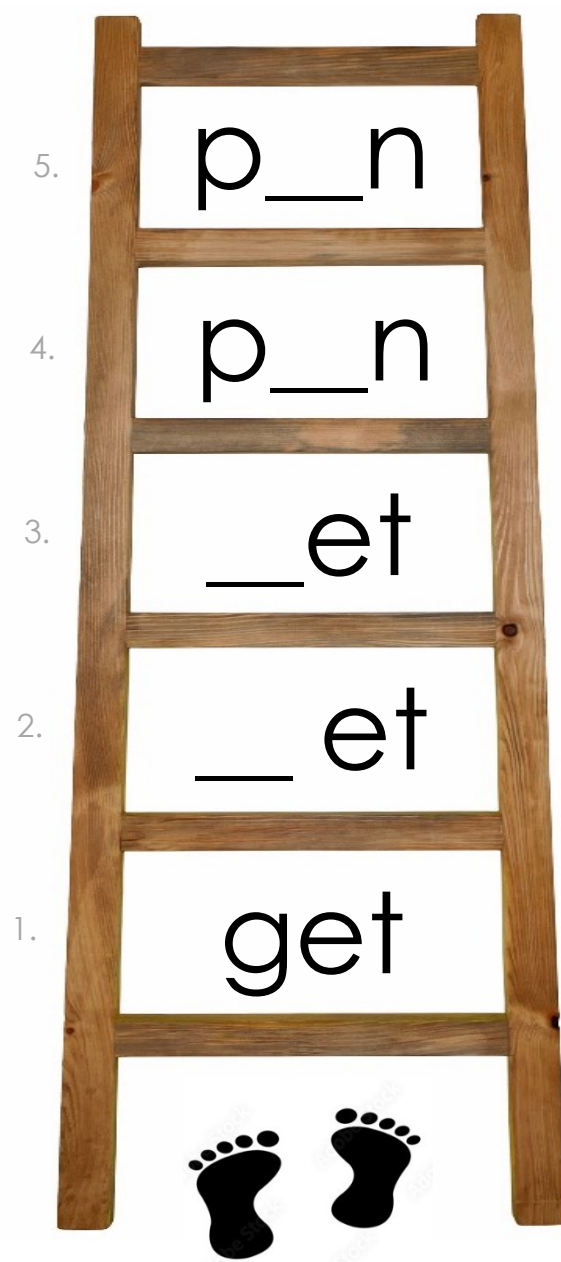
Listen to your teacher say the words [here](#).



Fill in the missing letter for each word.

Talk about which letter is different.

Read all the words.



a-e-o⁴

Can you see the difference?



Read the words.

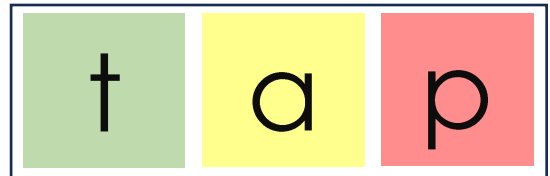
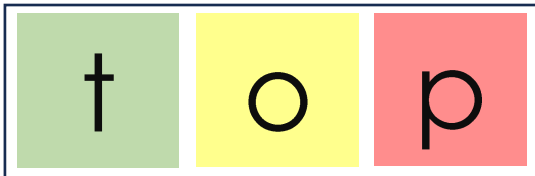
Circle the letters that are different.

Talk about which position (first, middle, or last) the different letter is.

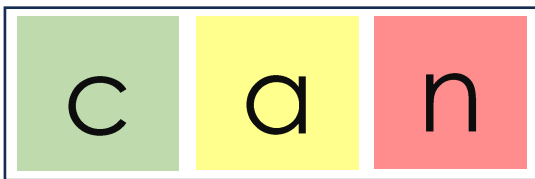
1.



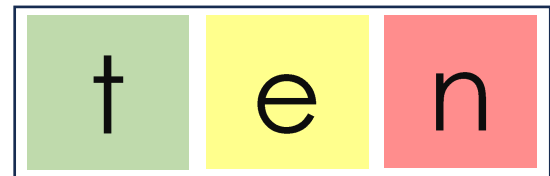
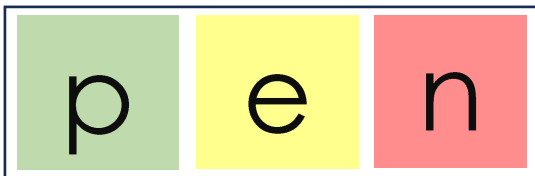
2.



3.



4.



a-e-o⁵

Can you hear the individual sounds
in a word?

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see the list of some suggested words.

p	m	h
f	t	j
a	e	o
p	g	ck
n	m	t

a-e-o⁶

Can you read the story?



Scan the QR code to read the digital story [The Laptop Gets Wet](#).
Fill in the blanks with the words from the story.



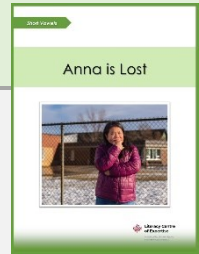
- a) She _____ the _____.
- b) The laptop _____.
- c) She wipes the _____.
- d) The laptop turns _____.
- e) Abuk is _____.

e-i¹

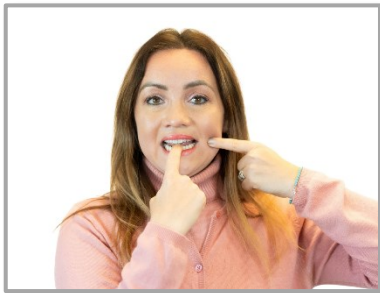
The Sounds of Short /ě/, /ĩ/

i

Match the picture of the mouth shape to the letter that makes the sound.



1.



e

2.



i

e-i²

Can you hear the middle sound?



Listen to the words [here](#).

Circle the letter that makes the middle sound for each word.



1.

e

i

2.

e

i

3.

e

i

4.

e

i

e-i3

Can you complete the word ladder?

Listen to your teacher say the words [here](#).

i

Fill in the missing letter for each word.

Talk about which letter is different.

Read all the words.

5. _et

4. b_t

3. _it

2. fi_

1. fix

Start here

e-i⁴

Can you see the difference?

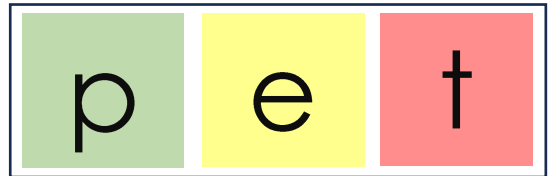
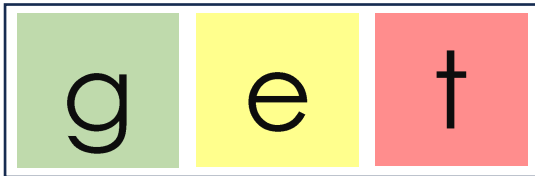


Read the words.

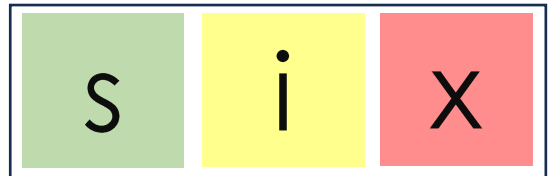
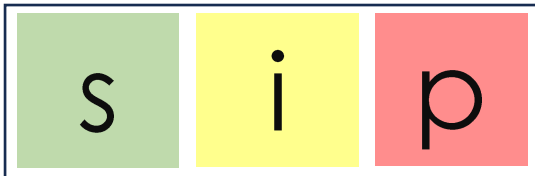
Circle the letters that are different.

Talk about which position the different letter is.

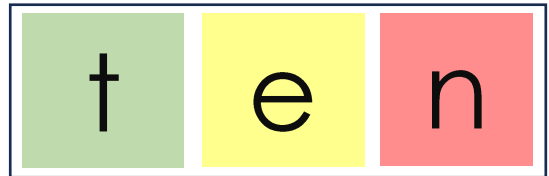
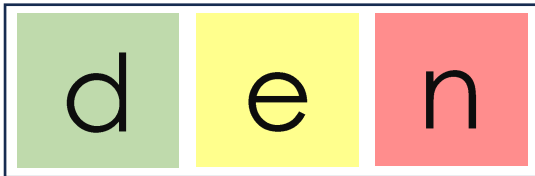
1.



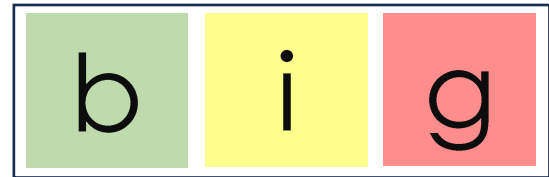
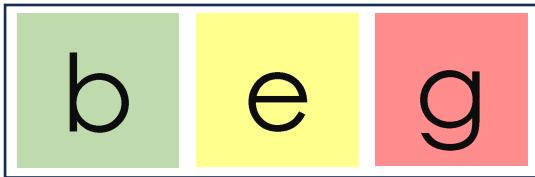
2.



3.



4.

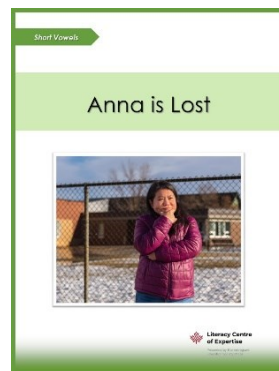


e-i⁵

Can you read the story?



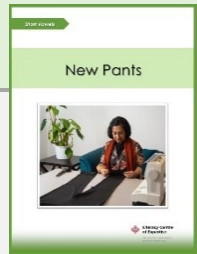
Scan the QR code to read the digital story [Anna is Lost](#).
Fill in the blanks with the words from the story.



- a) She is _____.
- b) She must go to the _____.
- c) Anna _____ down.
- d) The map _____.
- e) Anna _____ to the _____.

a-e-u 1

The Sounds of Short /ă/, /ĕ/, /ŭ/



i

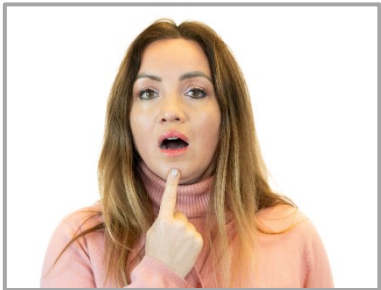
Match the picture of the mouth shape to the letter that makes the sound.

1.



e

2.



a

3.



u

a-e-u 2

Can you hear the middle sound?



Listen to the words [here](#).

Circle the letter that makes the middle sound for each word.



1.

a

e

u

2.

a

e

u

3.

a

e

u

4.

a

e

u

a-e-u 3

Can you use sounds to read words?

i

Touch the coloured circles and make each sound.

Slide your finger across the arrow and blend the sounds together to read the word.

1.

c



a



n



can



2.

h



e



m



hem



3.

p



u



t



put



4.

f



i



t



fit



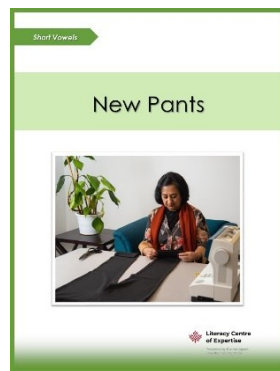
a-e-u 4

Can you read the story?



Scan the QR code to read the digital story [New Pants](#).

Fill in the blanks with the words from the story.



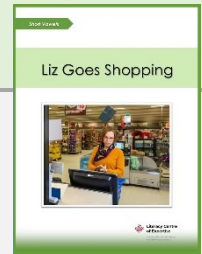
- a) She buys _____.
- b) Monica can _____ the pants.
- c) She _____ pins in the _____.
- d) She _____ them.
- e) Monica _____ on the pants.

a-i¹

The Sounds of Short /ă/, /ĭ/

i

Match the picture of the mouth shape to the letter that makes the sound.



1.



a

2.



i

a-i²

Can you read the story?



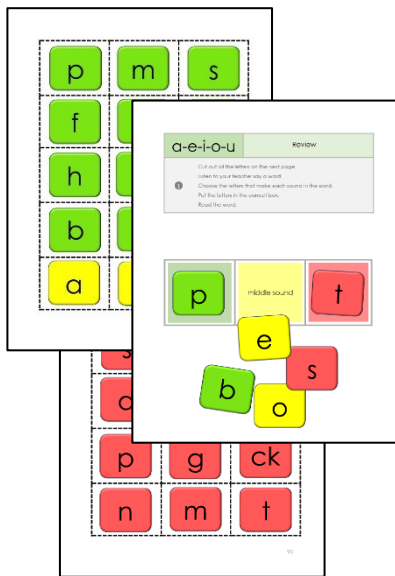
Scan the QR code to read the digital story [Liz Goes Shopping](#).
Fill in the blanks with the words from the story.



- a) Liz _____ for lunch.
- b) She _____ up fish.
- c) She goes to the _____.
- d) She _____ her card.



Section 4: Review

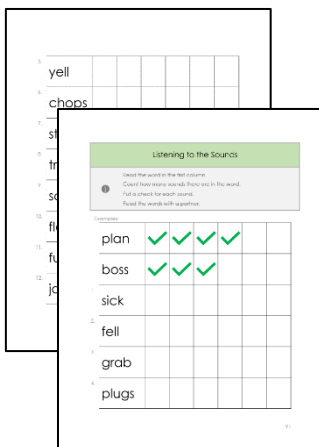


Review

Learners cut out the letters from the second page of the activity and use the coloured boxes to build words using the five short vowels. The instructor says a word, either one letter at a time or the entire word so the learners have practice with decoding and encoding. First use the words from the previous activities then try using nonsense words to ensure that they are not just memorizing how to spell certain words. Some suggested words are provided in the answer key section.

Listening to the sounds

Have learners read out loud and count how many sounds are in each word (phonemic segmentation). Demonstrate this using the first two examples ("plan" and "boss"). Learners put a check in a box for each sound / phoneme.



a-e-i-o-u

Review

Cut out all the letters on the next page.

Listen to your teacher say a word.



Choose the letters that make each sound in the word.

Put the letters in the correct box.

Read the word.

Repeat this activity several times with different words.

first sound

middle sound

last sound



←Click the icon to see a list of suggested words.

p	m	s
f	t	j
h	c	f
b	d	g
a	e	i

o	u	k
s	b	sh
d	l	ll
p	g	ck
n	m	t

Listening to the Sounds



Read the word in the first column.

Count how many sounds there are in the word.

Put a check for each sound.

Read the words with a partner.

Examples:

	plan 1 2 3 4	✓	✓	✓	✓		
	boss 1 2 3	✓	✓	✓			
1.	sick						
2.	fell						
3.	grab						
4.	plugs						

5.

yell

6.

chops

7.

stuck

8.

truck

9.

scans

10.

flat

11.

fill

12.

jack



Answer Key

Section 1: Key Concepts

Digraphs
2. Consonants that make 1 Sound

Listen to your teacher read the words in the list below.
Count how many you can hear in each word.
Put a check for each sound.
Tap a sticker to the 2 consonants that make one sound.

Examples:

jack	✓	✓	✓		
yell					
chips					
stuck					

- ← **Pages 13-14:**
1. ✓✓✓ (y-e-ll)
 2. ✓✓✓✓ (ch-i-p-s)
 3. ✓✓✓✓ (s-t-u-ck)
 4. ✓✓✓ (t-i-ll)
 5. ✓✓✓ (s-i-ck)
 6. ✓✓✓✓ (l-u-n-ch)
 7. ✓✓✓ (b-o-ss)
 8. ✓✓✓✓ (t-o-ng-s)

Blending Sounds

Listen to your teacher read the words in the list below.
Count how many you can hear in each word.
Put a check for each sound.

Examples:

plan	✓	✓	✓	✓	
plug					
scan					
flat					

- ← **Page 17:**
1. ✓✓✓✓ (p-l-u-g)
 2. ✓✓✓✓ (s-c-a-n)
 3. ✓✓✓✓ (f-l-a-t)

Blending Sounds

Read the words in the list below.
Count how many you can hear in each word.
Put a check for each sound.
Tap a sticker to the letter sound when you add on 5.





Examples:

drop	✓	✓	✓	✓	
drops	✓	✓	✓	✓	✓
grab					
grabs					
clean					
cleans					

- ← **Page 18:**
1. ✓✓✓✓ (g-r-a-b)
✓✓✓✓✓ (g-r-a-b-s)
 2. ✓✓✓ (c-u-t)
✓✓✓✓ (c-u-t-s)



Section 2: Individual Vowel Sounds

- Page 23:**
1. /ă/ 
 2. /f/ 
 3. /ă/ 
 4. /p/ 

- Page 24:**
1. /v/, /ă/, /n/
 2. /m/, /ă/, /d/
 3. /j/, /ă/, /ck/
 4. /m/, /ă/, /t/





- Page 26:**
1. fan
 2. cab
 3. map
 4. bag

Page 27:
Some suggested words for this activity are:

van	tan
mad	map
jack	sad
mat	tag
bag	tab

- Page 29:**
- a. van
 - b. mad
 - c. jack, mat
 - d. can

**Make sure to include some nonsense words such as bap or vab.*

- Page 31:**
1. /ě/ 
 2. /s/ 
 3. /m/ 
 4. /ě/ 

- Page 32:**
1. /w/, /ě/, /t/
 2. /y/, /ě/, /ll/
 3. /n/, /ě/, /ck/
 4. /d/, /ě/, /sk/



Page 34:

Some suggested words for this activity are:





wet	deck
yell	neck
hem	net
yes	ten
tell	well

** Make sure to include some nonsense words such as "geck" or "yem."*

Page 36:

- a. wet
- b. neck, help
- c. yells, help
- d. desk, rest

Page 38:

- 1. / ɪ / 
- 2. / d / 
- 3. / ɪ / 
- 4. / ɛ / 

Page 39:

- 1. /s/, / ɪ /, /ck/
- 2. /p/, / ɪ /, /ck/
- 3. /ch/, / ɪ /, /p/, /s/
- 4. /s/, / ɪ /, /t/

Page 40:

- 1. dip
- 2. pick
- 3. sick
- 4. sit

Page 41:





Some suggested words for this activity are:

sick	pick	chip	sit
dip	fix	pin	win
pill	wick	bill	

**Make sure to include some nonsense words such as "dix" or "sill."*



- Page 43:**
- a. sick
 - b. pick
 - c. chips, dip
 - d. sick

- Page 45:**
- 1. /ö/ 
 - 2. /ā/ 
 - 3. /j/ 
 - 4. /ö/ 





- Page 46:**
- 1. /ch/, /ö/, /p/
 - 2. /h/, /ö/, /t/
 - 3. /p/, /ö/, /t/
 - 4. /j/, /ö/, /n/

Page 48: Some suggested words for this activity are:

bok	chop
log	hop
hot	lock
lot	pop
pot	top
bot	fog

**Make sure to include some nonsense words such as "hock" or "chos."*

- Page 50:**
- a. chops
 - b. stock
 - c. tongs
 - d. lot, pot

- Page 52:**
- 1. /ü/ 
 - 2. /t/ 
 - 3. /k/ 
 - 4. /ü/ 

- Page 53:**
- 1. /m/, /ü/, /d/
 - 2. /t/, /ü/, /b/
 - 3. /m/, / ü /, /g/
 - 4. /t/, / ü /, /g/



- Page 54:**
1. fun
 2. tug
 3. mud
 4. tub

Page 55: Some suggested words for this activity are:

- | | |
|-----|------|
| cup | tub |
| cut | run |
| fun | tuck |
| sub | suck |
| tug | mug |
| sun | rug |

**Make sure to include some nonsense words such*

- Page 57:**
- a. truck
 - b. truck, stuck, mud
 - c. fun
 - d. mud

Section 3: Multiple Short Vowel Sounds

- Page 61:**
1. o
 2. a
 3. u

- Page 62:**
1. pot /*ɒ*/
 2. mad /*æ*/
 3. dog /*ɒ*/
 4. fun /*ʊ*/

- Page 63:**
1. /*b*/, /*ɒ*/, /*ss*/
 2. /*m*/, /*ʊ*/, /*d*/
 3. /*d*/, /*ɒ*/, /*g*/
 4. /*c*/, /*ă*/, /*b*/

- Page 65:**
1. cab
 2. cat
 3. cot
 4. cop
 5. top



- Page 66:**
1. second sound
 2. first sound
 3. last sound

- Page 67:**
- a. runs
 - b. bus, not
 - c. mad
 - d. cab

- Page 68:**
1. o
 2. e
 3. a

- Page 69:**
1. ten /ě/
 2. pad /ă/
 3. lock /ǒ/
 4. pan /ã/

- Page 70:**
1. get
 2. **vet**
 3. **pet**
 4. **pen**
 5. **pan**

- Page 71:**
1. first sound
 2. middle sound
 3. last sound
 4. first sound

Page 72: Some suggested words for this activity are:

ten	fog	pack	fan
mop	hen	fat	jack
pen	hop	jam	hack

**Make sure to include some nonsense words such as "pag" or "gock."*



Page 74: a. drops, laptop
b. gets, wet
c. top
d. on
d. happy

Page 75: 1. i
2. e

Page 76: 1. bin /ɪ/
2. wet /ɛ/
3. desk /ɛ/
4. this /ɪ/

Page 77: 1. fix
2. **fit**
3. **bit**
4. **bet**
5. **pet**

Page 78: 1. first sound
2. last sound
3. first sound
4. middle sound

Page 79: a. sick
b. clinic
c. sits
d. helps
e. gets, clinic

Page 80: 1. e
2. u
3. a

Page 81: 1. hem /ɛ/
2. stuck /ʊ/
3. tap /ă/
4. cut /ʊ/



Page 83: a. pants
b. hem
c. puts, pants
d. cuts
e. puts

Page 84: 1. i
2. a

Page 85: a. wants, fish
b. picks
c. till
d. taps

Section 4: Review

Page 87: Some suggested words for this activity are:

back	pull	push	jog
pill	mill	fig	jack
fob	tick	mop	pick
pack	bell	sick	fog
fit	duck		

**Make sure to include some nonsense words such as hesh or gam.*



Pages 90-91:

1	yell								
2	chops								
3	stuck								
4	truck								
5	scans								
6	flat								
7	full								
8	jack								

Listening to the Sounds									
Select the word in the list column. Count how many sounds there are in the word. Put a check for each sound. Read the words with a partner.									
Instructions									
1	plan	✓	✓	✓	✓				
2	bass	✓	✓	✓					
3	sick								
4	fell								
5	grab								
6	plugs								

1. ✓✓✓ (s-i-ck)
2. ✓✓✓ (f-e-ll)
3. ✓✓✓✓ (g-r-a-b)
4. ✓✓✓✓✓ (p-l-u-g-s)
5. ✓✓✓ (y-e-ll)
6. ✓✓✓✓ (ch-o-p-s)
7. ✓✓✓✓ (s-t-u-ck)
8. ✓✓✓✓ (t-r-u-ck)
9. ✓✓✓✓✓ (s-c-a-n-s)
10. ✓✓✓✓ (f-l-a-t)
11. ✓✓✓ (f-i-ll)
12. ✓✓✓ (j-a-ck)

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

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