

Pocket Chart Phonics

Short Vowels

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching short vowel skills with a pocket chart! (LER 2206)

Pocket Chart Phonics—Short Vowels has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used for any vowel. They encourage listening, speaking, observing and manipulating letters and pictures to familiarize children with short vowel sounds. In addition, this book contains 192 ready-to-use cards to aid you in teaching short vowels. The cards display illustrated pictures and/or letters to use within each lesson, and are color-coded for handy reference. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library that will encourage an interest in short vowel sound recognition and pre-reading skills.

This book quickly becomes a compact storage file! To use it, first tear out the cards along the perforated lines. We suggest you laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover to store them for future use.

Introduction Strategies

1. Listening and saying the sound

Hang your pocket chart in an easy-to-see and easily accessible spot in your classroom. Place one vowel card (example *e*) at the top of the pocket chart. Build on children's prior knowledge of letter identification as you ask them to name the vowel on the card. Let them know that the letter's name sounds like "eee," and is heard in words like *feet* or *me*.

The letter *e* also has a short vowel sound that is different from the way we say its name. We hear

the short *e* sound in words like *end* or *bet*. Ask children to

repeat the sound the short *e* makes. Go around the room asking for examples

of words with the short *e* sound in it. Invite students to listen to their classmates' suggestions,

and agree or disagree with whether the suggested words are correct.

2. Naming pictures with the sound

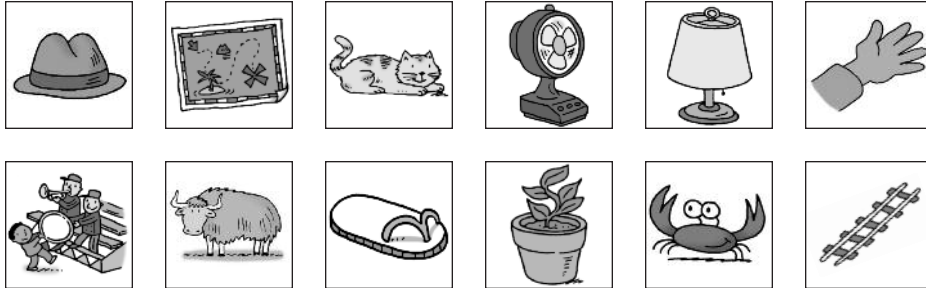
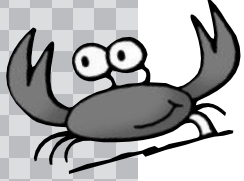
Place a vowel card (example *a*) at the top of the pocket chart. Ask students, "Does anyone know what letter this is? It is the letter *a*. We call this letter a *vowel*. Although we say the letter's name as "ay," and we hear it in words like *acorn* and *gate*, it also makes another sound. *A* also says 'aaa,' like in the words *apple* or *cat*. We call this the short *a* sound. Can you think of any other words that have the short *a* sound?" To reiterate and self-check, ask children to say the short *a* sound first, then their word. Pass out the *a* picture cards with others from the book, and ask volunteers to place pictures that have the short *a* sound in the pocket chart.

3. Identifying each unique sound - Review

Challenge students to think of as many words as possible that contain each of the short vowel sounds. Have them write them down, in columns by vowel sound, on a sheet of paper. Invite each child to say a word aloud, allowing others to guess the short vowel sound they hear. Use this as an opportunity to separate other vowel sounds that children may confuse with the short vowel sounds. Reiterate the short vowel sound each time one is said aloud. As an extension activity, have students choose two words and write them on strips of paper. Place the five vowel cards across the top of the pocket chart. Place the words in random order on the pocket chart, under the headings of each vowel. Challenge students to come up and rearrange the words correctly to appear under the vowel that they hear in the word.

Teaching Notes: Short a

Cards needed: (red ☀️)



Introduce the letter *a* to the class using the introduction strategies on page 2, then present the concept in the following ways.

Presenting the concept:

Pass out the picture cards shown above to the students. Invite them, one at a time, to say the word pictured, repeating the vowel sound. Review as a class by saying the short *a* sound, and repeating the word. For reinforcement, invite students to collect things in a “short *a*” center in the classroom (Example: can, bag, hat, etc.).



For beginning readers:

Divide the class into teams. Invite students to write as many rhyming short *a* words with a certain ending on a separate piece of paper. For instance, assign the endings: *at*, *an*, *ab*, and *and*. Set a timer and encourage the teams to share their discoveries when time is up. Continue the activity by challenging the students to write rhymes using the short *a* sound. For example, “My cat wears a hat while she sits on a mat.”



Possible findings:

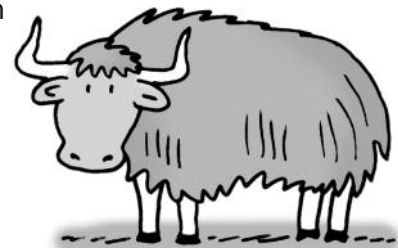
at: bat, cat, chat, fat, flat, gnat, hat, mat, pat, rat, sat, that

an: ban, can, Dan, fan, man, pan, ran, tan, van

ab: cab, dab, flab, gab, jab, lab, nab, tab

and: band, hand, land, sand, strand

wand (exception: not the short *a* sound)



Name _____

Activity 1

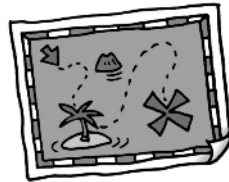
Find the Short a!

Directions: Look at the pictures. Say each word.
Circle the word with the short a sound.

1.



2.



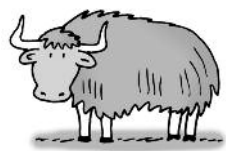
3.



4.

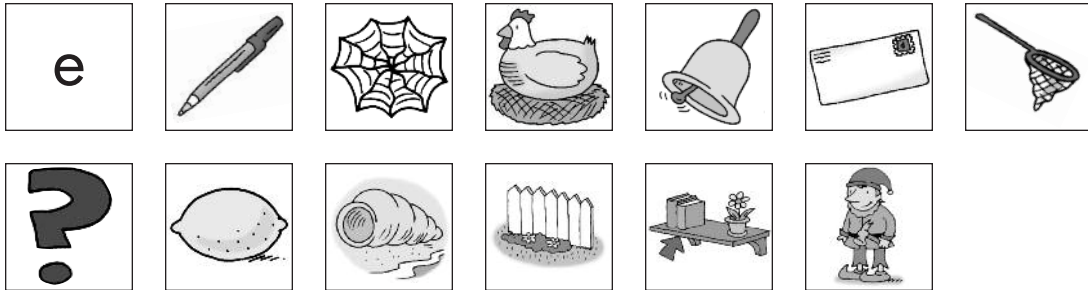
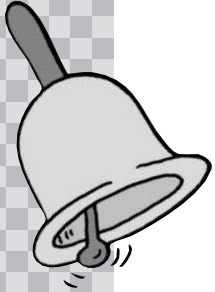


5.



Teaching Notes: Short e

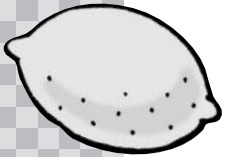
Cards needed: (orange ☀)



Introduce the letter *e* to the class using the introduction strategies on page 2, then present the concept in the following ways.

Presenting the concept:

Pass out the picture cards listed above with some others from the book. With the letter *e* at the top of the pocket chart, ask students to name the picture they are holding, and tell the class whether or not the word contains the short *e* sound. If the picture contains a short *e*, invite the student to place the card under the letter *e* on the pocket chart. Repeat the list together after everyone has a chance to name or place a picture.



For beginning readers:

Place an *e* with ending letters in a row at the top of the pocket chart. (Ex: *et*, *ent*, *en*, *est*). Say these sounds together aloud. Together, try different beginning sounds, and determine which groups of letters, when joined with the endings, make a sensible word. Do one ending at a time. List the beginning letters in a column under the ending letters. Cards may need to be re-used for each new ending.

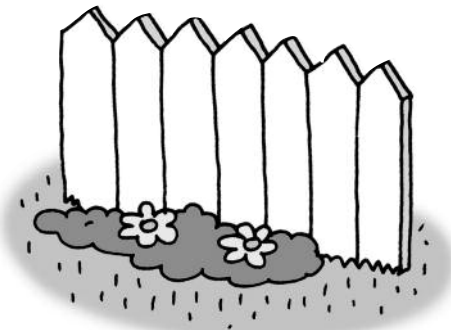
Possible beginning letters to form words:

et - b, j, p, l, m, n, y, s

ent - s, r, b, t, l, w, v

en - d, m, h, p, y

est - b, j, n, p, t, r, w, z



Name _____

Activity 2

Short e Practice

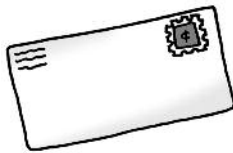
Directions: Look at each picture.
Fill in the vowel in each word. Say the word.



w _ b



n _ t



l _ tter



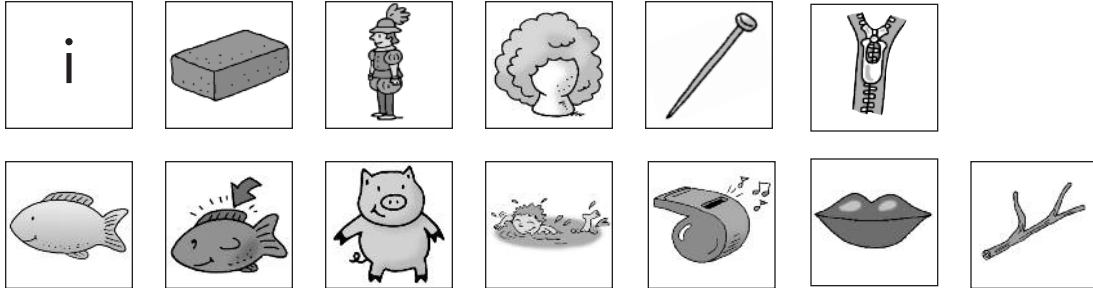
b _ ll



_ lf

Teaching Notes: Short i


Cards needed: (yellow ☀)



Introduce the letter *i* to the class using the introduction strategies on page 2, then present the concept in the following ways.



Presenting the concept:

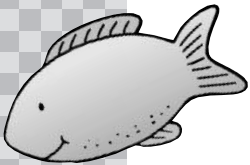
Place beginning and ending letters next to the pictures (i.e.,  f ___ sh). Ask students to place the letter *i* within each word. Read the words together, reinforcing the short *i* sound each time.

For beginning readers:

With the pictures up on the pocket chart, name them together. Ask students if they notice any words that sound alike (wig, pig, twig, pin, fin). Introduce the concept of rhyming using these words with the same ending sounds, then ask for suggestions of other short *i* rhyming words. After a discussion, have students create a story (rhyming if possible) to share with the class, using the short *i* sound.

Example:

"There was a boy named Rick. He lived on a ship.
He whistled from his lips as he tripped on a brick."



Name _____

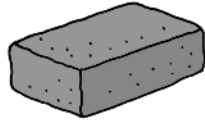
Activity 3

Short i Practice

Directions: Look at the pictures. Say each word.

Cross out the pictures that do not contain the short i sound.

1.



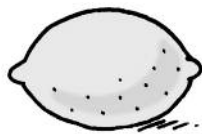
2.



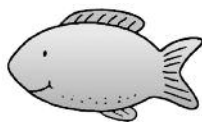
3.



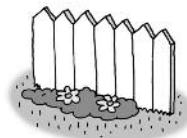
4.



5.

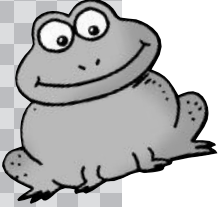


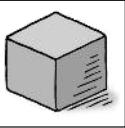


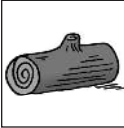




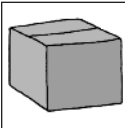
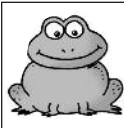
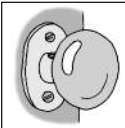



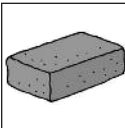

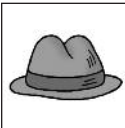

6.



Teaching Notes: Short o

Cards needed: (o cards : green ☀)



o	e	a	i		
					
					
					

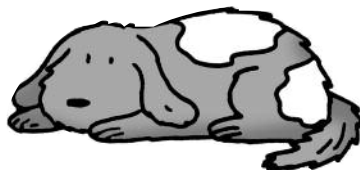


Presenting the concept:

Place the picture cards in random order in columns on the pocket chart. Name the pictures together. Put letter cards in separate piles, according to letter, near the pocket chart. Ask children to place the correct vowel sound next to each picture.

For beginning readers:

Review the short o sound with a fun game. Pass out the picture cards listed above, as well as other picture cards from the book. Ask the class to stand. Go around the room, (down the rows, from table to table), asking each student to name what is on his or her card, repeating the short vowel sound. If a student determines that his or her card does not contain the short o sound, invite the student to think of a word (that has not yet been said) that contains the short o sound. Once a student has successfully named a unique word with the short o sound, he or she may sit down. Time the class to see how long it takes for everyone to say a correct short o word. Challenge them to break their record!



Activity 4

Oh my, Short o!

Directions: Look at the letters below. Fill in an o where the short o sound makes a sensible word. Some hints are given!

t _ p

st _ p

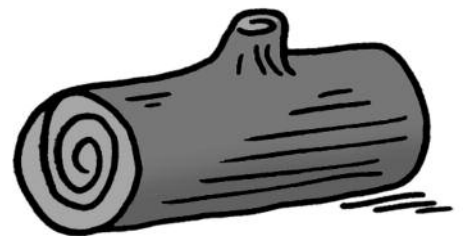
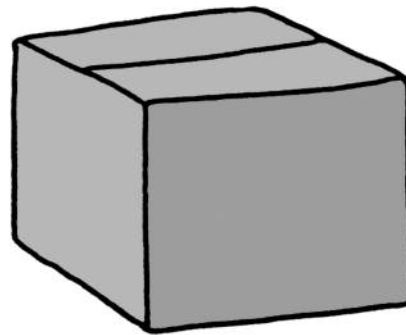
f _ n

r _ d

b _ x

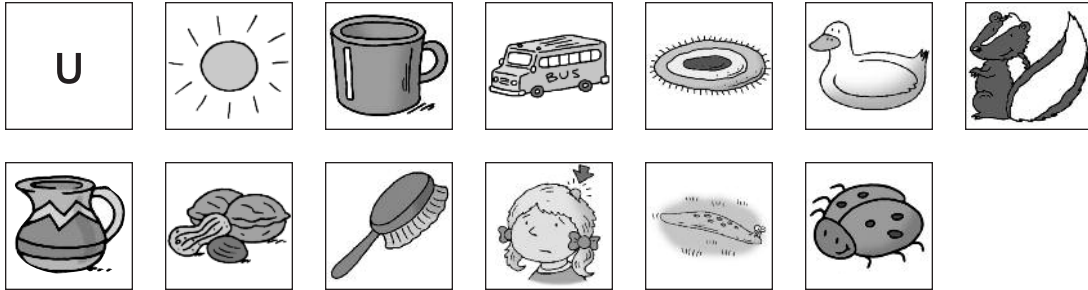
l _ d

l _ g



Teaching Notes: Short u

Cards needed: (blue ☀️)



Presenting the concept:

Make a pocket chart letter maze! Prepare the pocket chart beforehand. Place 12 *u* cards and picture cards, plus other letter and picture cards on the pocket chart. Start with the *u* pictures and letters. Place a letter *u* next to a *u* picture in each row, forming a connected path (zig-zagging) down the pocket chart. Fill in the rest of the space with random letters and pictures. Tell students to try to find a path from the top to the bottom of the pocket chart, finding pairs of short *u* pictures with *u* cards. Once they locate a short *u* pair, they can remove the cards from the chart. Switch the letters around for more challenging puzzles.



For beginning readers:

Place ending letters in a row at the top of the pocket chart (up, ub, ust, ug, us, unk, ump, ut). Pass out letter cards to the students. Have them determine which letters, when added to the endings, will make sensible words. Add some that don't make sense to spur a discussion about what letters will make sense.

Possible words:

(Some words may not be used together in one lesson due to letter quantity constraints)

cup, pup

cub, rub, tub, sub, club

rust, dust, must

duck, luck, stuck

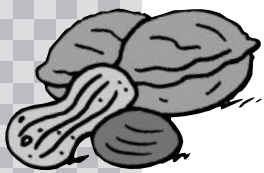
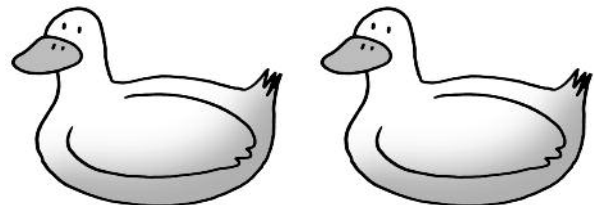
bun, sun, run, fun, pun, stun

skunk, stunk, flunk, chunk, trunk, junk

dump, pump, clump, plump, lump, stump, jump, bump, hump

slug, chug, jug, rug, bug, hug, dug, tug, mug

but, nut, rut, cut, gut, hut, put *(exception: not the short u sound, as in putt)*

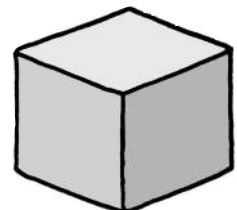
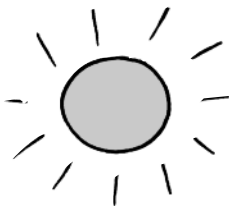
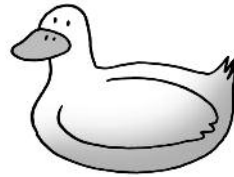
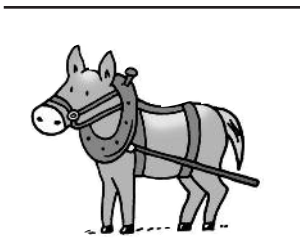
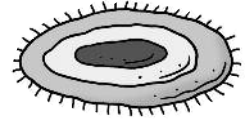
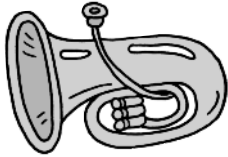


Name _____

Activity 5

“Un” Believable u

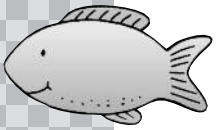
Directions: Look at the pictures. Say each word out loud. If the word has a short u sound, write the letter u under the picture.



Teaching Notes: Short Vowel Review Short Vowel Bingo

You'll need:

10 markers (chips) for each player
picture cards

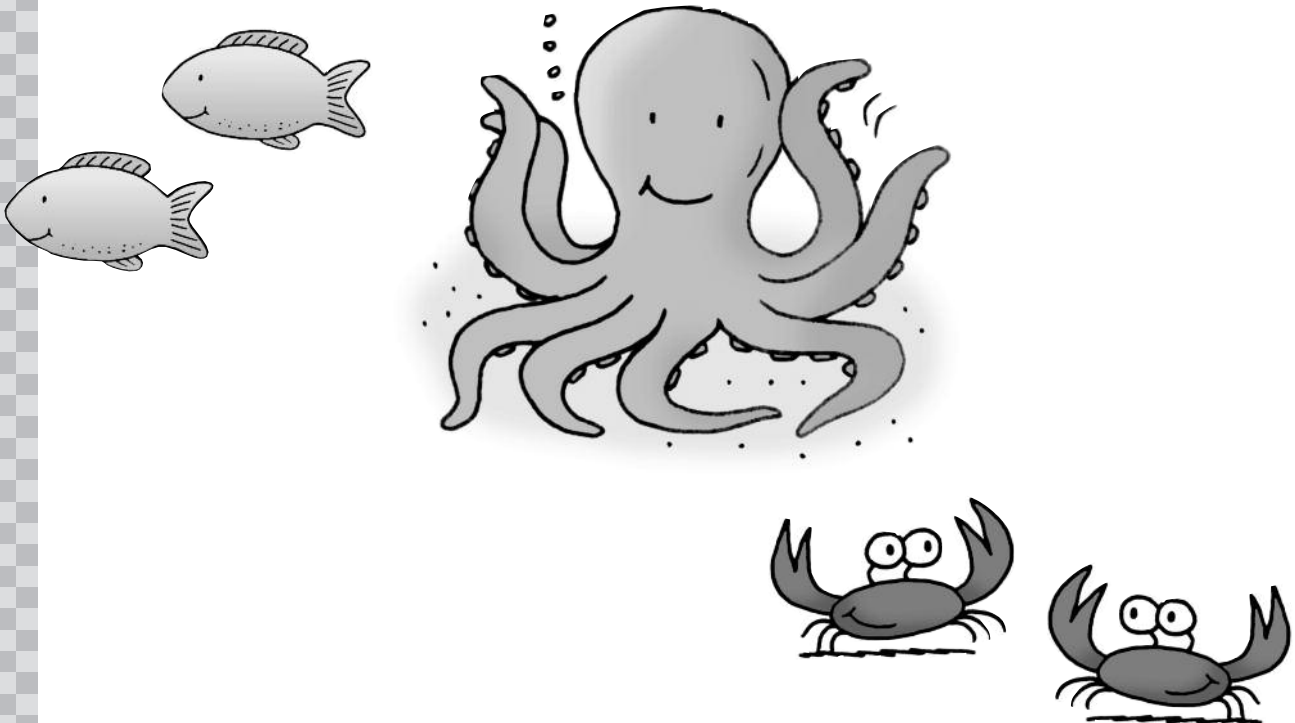


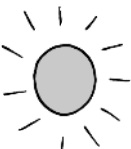



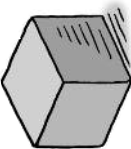


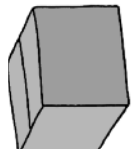
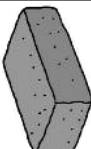

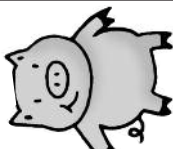




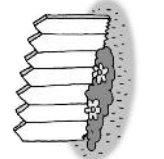


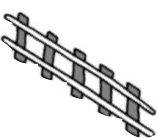
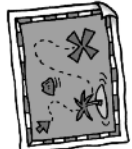
Game set-up: (for 4 players)


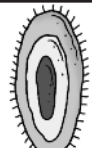




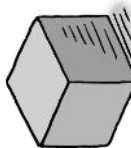




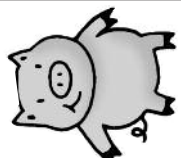




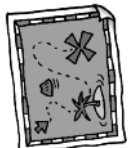
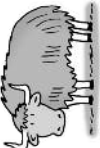


Photocopy and cut out a gameboard (found on pp. 29-30) for each player.
Place all picture cards in a pile (or a box).







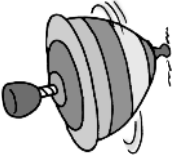

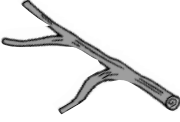





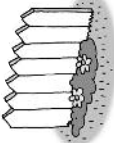





To Play:





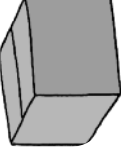




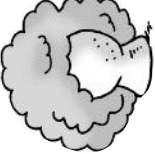







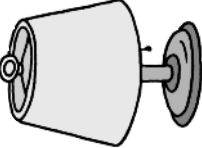


Choose one picture card at a time, and announce what is pictured (or invite a student to do this). Students use their markers to cover the picture under the correct short vowel on their gameboards. The first player to cover five pictures in a row across (not vertically) is the winner! When the winner calls "Bingo," invite him or her to share the names of the pictures he or she has covered, repeating the short vowel sound after each word.



u				
o				
i				
e				
a				

u				
o				
i				
e				
a				

u				
o				
i				
e				
a				

u				
o				
i				
e				
a				

Name _____

Activity 7

Short Vowel Review

Directions: Look at the picture. Say the word out loud. Write the correct vowel in the box to complete each word.



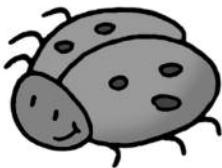
f x



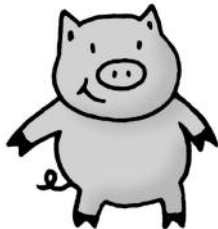
n t



m p



b g



p g

Suggested Reading List

My "a" Sound Box
(for each letter of the alphabet)
Jane Belk Moncure
Children's Press: Chicago, 1977

Fun with A/a (for all vowels)
Shelly Nielson
Abdo Consulting Group, Inc: MN, 1992

Short i and Long I Play a Game
(for all vowels)
Jane Belk Moncure
Children's World: Chicago, 1979

Emily's Own Elephant
Philippa Pearce
Greenwillow Books: NY, 1987

The Red Hen
Judith Bauer Stamper
Cartwheel Books: NY, 1998

The Cat in the Hat
Theodor Geisel (Dr. Seuss)
Random House: NY, 1985

Hop on Pop
Theodor Geisel (Dr. Seuss)
Random House: NY, 1963

Fox in Socks
Theodor Geisel (Dr. Seuss)
Random House: NY, 1965

Hand, Hand, Fingers, Thumb
Al Perkins
Random House: NY, 1969

The Fat Cat Sat on the Mat
Nurit Karlin
HarperCollins Children's Books: NY, 1996



Cards-At-A-Glance

pen		a	cup		i	fox		u	c	s
web		a	bus		i	log		u	d	r
hen		a	rug		i	top		u	f	m
bell		a	duck		i	pop		u	g	n
letter		a	skunk		i	pot		u	h	p
net		a	jug		i	box		u	r	p
question mark		a	nuts		i	frog		u	s	n
lemon		a	brush		i	knob		u	t	m
shell		a	lump		i	lock		u	b	s
shelf		a	slug		i	ostrich		u	c	r
fence		a	bug		i	a	o	d	q	
elf		a	brick		o	i	u	f	w	
hat		e	prince		o	i	o	g	v	
map		e	twig		o	i	r	h	t	
cat		e	zipper		o	e	u	j	z	
fan		e	wig		o	e	s	k	y	
lamp		e	pin		o	e	d	l	x	
hand		e	fish		o	e	p	u	a	
band		e	fin		o	d	l			
yak		e	pig		o	n	k			
sandal		e	lips		o	t	j			
plant		e	swim		o	q	p			
crab		e	whistle		o	v	n			
track		e	block		u	w	m			
sun		i	dog		u	b	t			