

Session 1: Vowel

Session Title	Vowel Adventure
Objective	<ul style="list-style-type: none">• Identify vowels and their sounds to strengthen phonemic awareness and categorization skills.• Practice self-management by independently sorting words and setting personal goals for improvement.• Self-Regulation: Encourages focus and attention during the task.
Topics	Exploring Vowels: Identifying and Sorting Vow Sounds
Material Required	<ol style="list-style-type: none">1. Flashcards - For showing Picture2. whiteboard / Board3. chalk or Marker4. Worksheet
Methodology	Teaching Through Games and Song
Session Duration	90 minutes

Introduction Activity (10 minutes)

Greeting

Teacher: Good morning, everyone! Before we get started, I'd love to know—how's everyone feeling today? Can you share one word to describe your mood today?

Main Activity (60 minutes)

Vowel Songs (40 minutes)

Introduction

- Begin by explaining to the students that vowels are special letters in the alphabet: A, E, I, O, U. These letters make unique sounds that help form words.
- Tell the students they will learn the vowel sounds through a fun song .

Sing the Song

- Sing the song slowly and clearly for each verse (A, E, I, O, U).
- Encourage the students to sing along. You can clap or add some simple hand motions to make it more engaging.
- After singing each verse, repeat it a few times so that students can memorize the pattern.

“ Verse 1:

A says “ah,” “ah,” “ah,”
A says “ah,” “ah,” “ah,”
Every time you see an A,
It says “ah,” “ah,” “ah,”
A says “ah,” “ah,” “ah.”

Repeat

Verse 2:

E says “eh,” “eh,” “eh,”
E says “eh,” “eh,” “eh,”
Every time you see an E,
It says “eh,” “eh,” “eh,”
E says “eh,” “eh,” “eh.”

Repeat

Verse 3:

I says “ih,” “ih,” “ih,”

I says "ih," " ih," "ih,"
Every time you see an I,
It says "ih," "ih," "ih,"
I says "ih," "ih," "ih."

Repeat

Verse 4:

O says "ah," "ah," "ah,"
O says "ah," "ah," "ah,"
Every time you see an O,
It says "ah," "ah," "ah,"
O says "ah," "ah," "ah."

Repeat

Verse 5:

U says "uh," "uh," "uh,"
U says "uh," "uh," "uh,"
Every time you see a U,
It says "uh," "uh," "uh,"
U says "uh," "uh," "uh."

Practice and Repeat

- Have the students take turns singing the verses.
- They can practice alone or in small groups to reinforce their understanding of vowel sounds.

Vowel/non vowel sorting game (20 minutes)

How to play

1.Prepare the Flashcards (Pictures):

- Collect pictures of objects or things that have names starting with vowels (A, E, I, O, U) and others that don't.

- You can take your own pictures or find images online. For example, pictures of an apple (vowel), dog (non-vowel), ice cream (vowel), book (non-vowel),elephant (vowel) and Car (non-vowel).

2.Create the Sheet for Students:

- Draw a table with three columns on a sheet of paper. Label the columns:
 - Column 1: Name
 - Column 2: Vowels
 - Column 3: Non-vowels
- Leave space under each column for students to write their answers.

3.How the Game Works (With Flashcards):

Show a Flashcard to the students. You can either show the full image or just describe it first.

- Students will say the name of the object aloud.
- Then, they need to identify if the first letter in the word is a vowel (A, E, I, O, U) or not a vowel (meaning it's a consonant).
- They should write the name of the object in the appropriate column (either Vowels or Non-Vowels).

4. Example Flashcards : Apple,Dog,Ice cream,Book,Elephant,Car

W	V	N
o	o	o
r	w	n-
d	el	V
N	s	o
a	C	w
m	ol	el
e	u	s
	m	C
	n	ol
		u
		m
		n

A p p l e	□ (V o w e l)	
E l e p h a n t	□ (V o w e l)	
I c e C r e a m	□ (V o w e l)	
B o o k		□ (N o n- V o w e l)
D o g		□ (N o n- V o w e l)

C		□
ar		(N
		o
		n-
		V
		o
		w
		el
)

Scan the QR code to access the printable sheet to distribute to students.



Follow-Up Activity (10 minutes)

Vowel Writing Practice

Objective: Practice writing words that begin with vowels and non-vowels.

Instructions:

- Provide each student with a worksheet that has a list of words with missing letters.
- For each word, students should fill in the missing vowel to complete the word. Example:
 - S m _ l e → Smile
 - B r _ t h _ r → Brother
 - b _ _ k → Book

- _ c e c r _ a m → Ice cream
- _ m b r _ l l _ → Umbrella

- Have students focus on identifying the missing vowel and writing it in the correct spot.

Extension:

- Ask the students to create their own 2 words with missing vowels, then exchange worksheets with a classmate to solve.

Review Questions (10 minutes)

- What are the five vowel letters?
→ *A, E, I, O, U*
- Which vowel sound do you hear at the beginning of the word “elephant”?
→ */e/*
- Is the word “dog” a vowel word or a non-vowel word? Why?
→ *Non-vowel word, because it starts with D, a consonant.*
- Fill in the missing vowel: _ p p l e
→ *A → Apple*
- Name two words that start with a vowel.
→ *Example: Ice cream, Umbrella*

Expected Learning Outcome

Knowledge Building

- Students will identify the five vowels: A, E, I, O, U.
- Students will recognize the sounds each vowel makes.
- Students will enhance phonemic awareness by connecting letters to their vowel sounds.
- Students will understand the difference between vowel and non-vowel sounds in words.

Skill Building

- Students will improve auditory discrimination by listening for vowel sounds at the beginning of words.
- Students will practice organizing and sorting words into vowel and non-vowel categories.
- Students will strengthen writing skills by completing and creating words with missing vowels.
- Students will demonstrate self-management by completing tasks independently and staying focused during games and writing activities.

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