Session 1: Vowel

> Listen to the audio □□ version of this class in □□□□□□_____ or in □□□□□_____.

Session Title	Vowel Adventure
Objective	1. Identify vowels and their sounds to strengthen phonemic awareness and categorization skills. 2. Practice self-management by independently sorting words and setting personal goals for improvement. 3. Self-Regulation: Encourages focus and attention during the task.
Topics	Exploring Vowels: Identifying and Sorting Vow Sounds
Material Required	1. Flashcards - For showing Picture 2. whiteboard / Board 3. chalk or Marker 4. 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

1. 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.
aeiov.jpg

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.

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> 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), elephant (vowel), Car (non-vowel), book (non-vowel)flashcards2.jpg

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.

dog card in hand@0.3x.jpg

- 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, Elephant, Ice cream, Book, Dog, Car.
vowel boxes final@0.33x.jpg

Printable sheet to distribute to students.

Example Flashcards:

Untitled-1@0.3x.jpg

Follow-Up Activity (10 minutes):

Vowel Writing Practice

A4@0.3x.jpg

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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