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Download the font from www.bvfonts.com

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Save our planet

Conserve Paper

This page is for the teacher's reference only.

Consider the planet before printing.

**Your computer must have the font
"Print Bold" for the Powerpoint to work correctly.**

Teaching Instructions for Kids Unit 05- Class 03

Requires: pencils and an eraser for each student, clay (one small ball per student), glue or double-sided tape, pre-cut the words for students

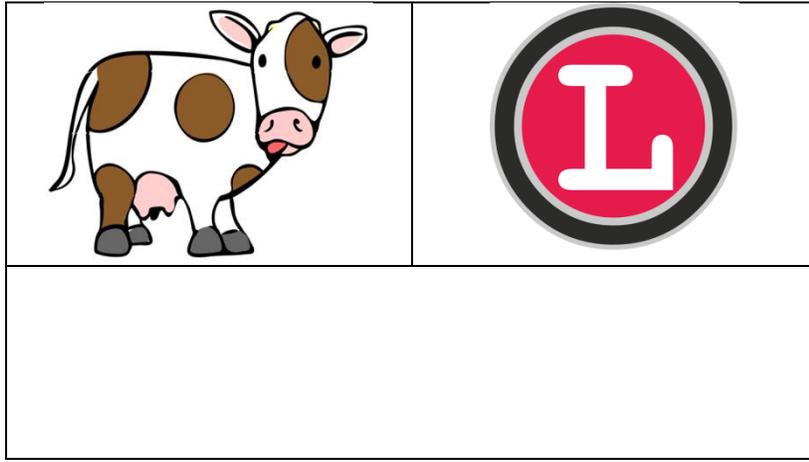
Start PPT-02	T checks Ss homework
PPT 03	Take attendance. Nominate one student to be "the teacher" for today. They can ask their classmates "What is your name?" and "How are you today?" etc
PPT 04	Display previously taught words. Test student's visual recognition. Can they read them on sight?
PPT 05	Review the word "alphabet" piece by piece. Emphasize the "ph" - "f" sound.
PPT 06	Review the alphabet - use the "A, B, C" style first, then go through it again phonetically with "Ah, buh, ke" etc
PPT 07	Review the word "letters" piece by piece. Those gifted with a North American accent should emphasize the "tt" as "d"
PPT 08-10	Review the difference between the words big and small. As a quick energetic warm-up activity, T has Ss stand up to make themselves "BIG" or "small" by jumping up and stretching out or rolling/crouching into a ball as T calls out the words.
PPT 11	Using the same formula as the above warm up, reveal the letters and prompt Ss to indicate (orally or through action - preferably both) whether they are big or small letters.

PPT 12-20	A game with the letters. This time, Ss themselves must decide if the letter is big or small. T can reveal the answer.
PPT 21-22	Review the previously taught letters. Practice both the letters' names (A) and sounds (ah). As part of the review, T can point quickly to the different letters so the Ss can call them out
PPT 23	Introduce four new letters, again sound and name. Prompt students to provide words they may know with these letter sounds. If a whiteboard is available, write them down and circle the relevant sounds.
PPT 24-34	Have Ss read the words as they are revealed. Get them to read them aloud by making the associated phonetic sounds.
PPT 35	Reveal today's worksheet. Hand out copies to each student. Use the following dialogue as you hand them out: S: May I have the worksheet, please? T: Here you are! S: Thank you! <i>Make sure Ss write their names on the paper!</i>
PPT 36	Have them read the word "cow". Stress the o+w "ow" sound.
PPT 37	Have them read the sound "el"
PPT 38	Combine the two sounds: cow + el Have Ss read the sounds together faster, then introduce it as a word. Finally, pluralize the word. Ask Ss to write the word "cowels" in the first box of the worksheet.
PPT 39	Cue the animation that replaces the "c" with a "v" Have Ss read the word again. How do we read it now? On the worksheet, Ss should cross out the cow and replace the "C" in "Cowels" with a V. Inform Ss that they will study five vowels today. What are vowels? Good question imaginary student! Next slide!
PPT 40	This page displays the entire alphabet. Have Ss quickly read through the alphabet <i>phonetically</i> again, then point out that some of the letters are a different color because they do something special. Cue the animation that removes the consonants to display the vowels.

<p>PPT 40 <i>contd</i></p>	<p>Read their names aloud: AEIOU and sometimes Y. At this stage, have Ss write "There are five vowels: A E I O U Y" on the accompanying worksheet. Afterwards, ask Ss to return their pencils and papers for the time being.</p>
<p>PPT 41</p>	<p>Brief side track (ha, literally... trains...). Go over the words "long" and "short"</p>
<p>PPT 42</p>	<p>Introduce long vowels. Long vowels say their names. Bring up the example words and prompt Ss to provide their own examples. If they can't, suggest some they might know.</p>
<p>PPT 43</p>	<p>Same as the above, but for short vowels. Stress the fact that short vowels are "cut". A good way to demonstrate this is to draw an apple and write the word. Then orally distinguish the difference between the correct short sound "ah-pull" and the incorrect long sound "ay-pull". This can be done on a whiteboard or use Powerpoint's inbuilt writing slide (press "B" on the keyboard and activate the pen tool. "B" again to exit)</p>
<p>PPT 44</p>	<p>Ask Ss to identify the item shown in the picture. Heck yeah it's clay! Wool!</p> <p>Take out a ball of clay for yourself. Roll it into a long snake and ask if it's short. Try to prompt a response that it is not; it is long. Squish the snake into a smaller shape and ask if it's long. Nope, now it's short. Magic! Inform Ss that they will each get their own ball of clay. They will see and hear a word, then they need to decide if that word has a long or short vowel.</p> <p>Use the following dialogue as you distribute clay:</p> <p>S: May I have some clay, please? T: Here you are! S: Thank you!</p> <p>They will also need glue sticks at this time unless you are using your own/you already added double-sided tape to each S's paper. If you give out glue, prompt for "clay <i>and</i> glue".</p> <p>Also return the S's worksheets at this time.</p>
<p>PPT 45-58</p>	<p>Give the Ss the word cutout that matches the screen. Prompt them to read the word aloud themselves. If they have trouble, or mispronounce the word, read it for them.</p>

<p>PPT 45-58 <i>contd</i></p>	<p>Stress the highlighted vowel sound. Ask them to circle this sound on their paper then roll their clay balls to demonstrate if it sounds long or short. Take up S's answers then cue the slide's animation to reveal the answer. Have Ss adhere the word to the LONG or SHORT column of their worksheet.</p>
<p>PPT 59</p>	<p>Congratulate Ss on a job well done! Wrap up - Collect clay, pencils, and glue.</p>
<p>PPT 60</p>	<p>If time remains, do a short game to practice long and short vowels. This can be to the individual T's preference and time remaining. If the lesson somehow went very quickly, redistribute the clay balls and try some more words. If time is short, just write a few words on the whiteboard and ask Ss to tell you the vowel sounds in the word.</p>
<p>PPT 61</p>	<p>The end! Show and explain this lesson's homework. Hand out the homework and perform any goodbye song you use. Dismiss and go for coffee!</p> <p><small>(if you drink coffee during the lesson, then good for you. you probably need the washroom by now)</small></p>

Name: _____



There _____ :

					sometimes
--	--	--	--	--	-----------

LONG vowels		SHORT vowels	
A		A	
E		E	
I		I	
O		O	
U		U	

Long Vowels

Short Vowels

pencil

pencil

cake

dog

you

sit

happy

happy

cup

ruler

eraser

eraser

cry

blue

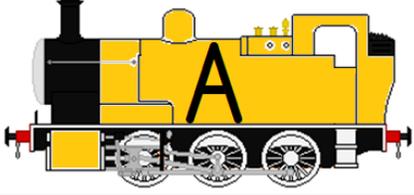
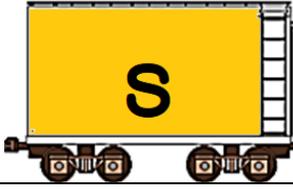
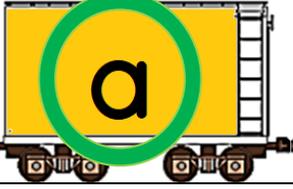
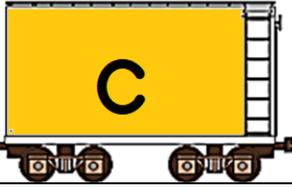
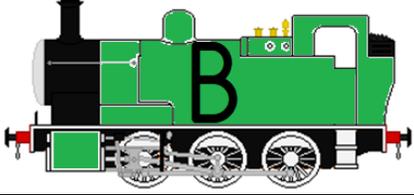
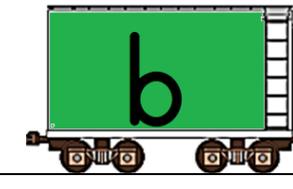
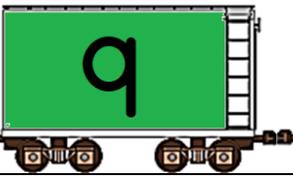
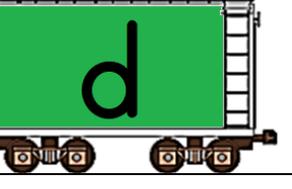
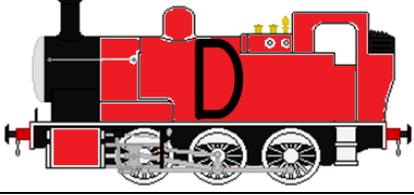
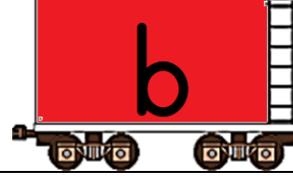
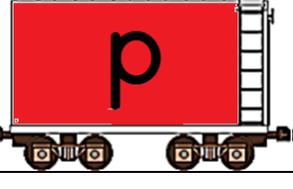
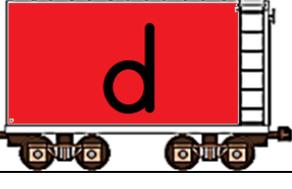
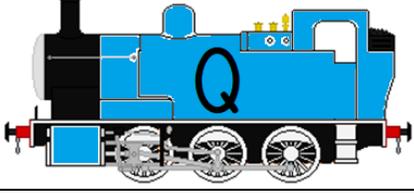
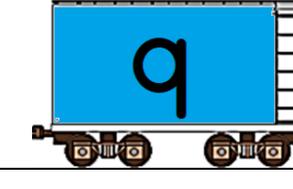
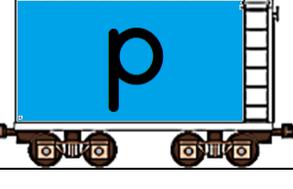
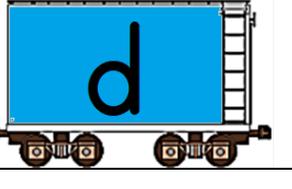
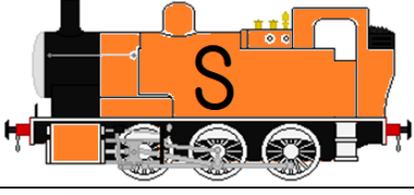
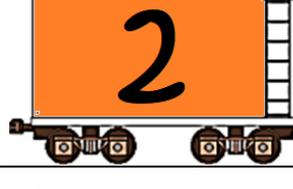
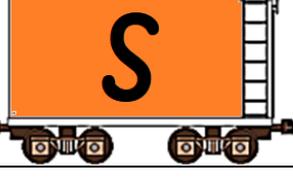
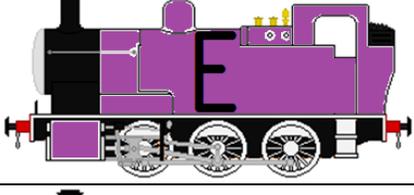
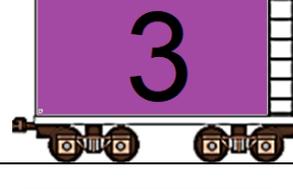
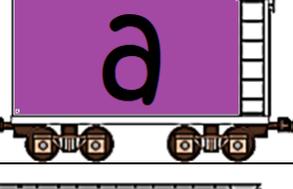
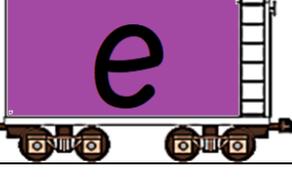
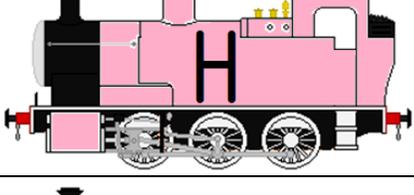
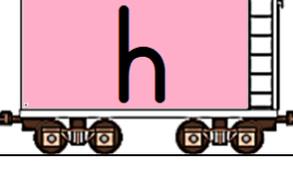
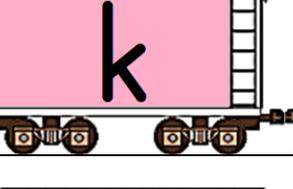
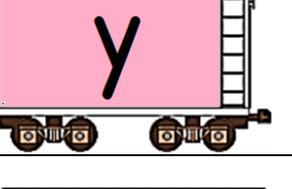
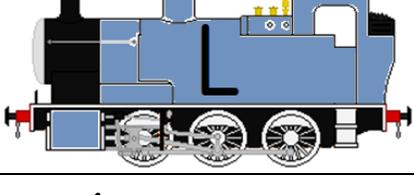
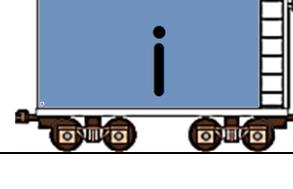
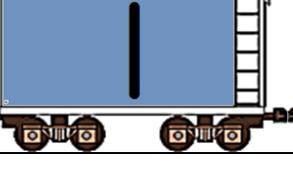
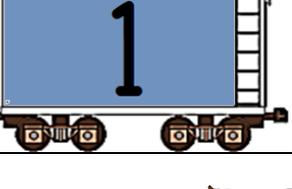
PRINT AND CUT - ONE PER STUDENT

Intentionally Blank for
Double-Sided Printing

Name: _____

Alphabet Writing Practice

Circle **O** the small letters matching the BIG LETTER trains.



Name: _____

Long Vow`el or Short Vowel?

Say  the words. Listen . Are the vowels long or short?

COLOR  the words with short vowel sounds.

leg	why	bus	bee
marker	me	cat	teach
jug	cab	under	bug
you	eye	sock	take
cake	go	gas	tree
snow	TV	hug	cry

What number can you see?



Name: _____

Wrong Vowels!

Some vowels below are **wrong** ✘. Circle O the wrong vowels.

Write ✗ the correct word and vowels.

I'm wearing a blue <u>short</u> and grey pants.	shirt
I like cats and <u>dags</u> .	
Those are <u>griin</u> erasers.	
I have two <u>pancils</u> and a marker.	
She has white <u>enderpents</u> and socks.	
Do you have <u>shues</u> on your feet?	
I am not sad; I am <u>happe!</u>	

Read 📖 the words below aloud 🗣️. What sounds do you hear?

Color the **LONG A RED**, the **SHORT A GREEN** and **NOT A grey**

cat marker car
water go play face
day pants cake



Name: _____

More Vowel Sounds

Read  the words below aloud . What sounds do you hear?

Color the **LONG E BLUE**, the **SHORT E ORANGE**, and **NOT E grey**

neck green eraser
sleepy cry red
me pencil happy

Read  the words below aloud . What sounds do you hear?

Color the **LONG U PURPLE**, the **SHORT U YELLOW**, and **NOT U grey**

ruler underpants
so two
but angry you
blue cut new glue

