



Short Vowels & CVC Word Lab

LEARNING GOAL

Blend and segment simple consonant-vowel-consonant words with short a, e, i, o and u.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Blend and segment simple consonant-vowel-consonant words with short a, e, i, o and u.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Sound

Use it in your own sentence or explanation.

Blend

Use it in your own sentence or explanation.

Segment

Use it in your own sentence or explanation.

Short Vowel

Use it in your own sentence or explanation.

Word

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to phonics and word reading.

1

Map each sound to one box: m-a-p. Slide the sounds together to read map.

2

Change one sound at a time: map -> mat -> sat.

SHOW IT ANOTHER WAY

Say it, point to it, build it, read it, explain it.

Adult: model the first item. Child: explain what you notice or how you know.

1 Read: cat, map, hen, red, pig, sit, fox, log, sun, cup.

2 Sort the words by middle vowel.

3 Write one new CVC word for each short vowel.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Read: cat, map, hen, red, pig, sit, fox, log, sun, cup.

2 Sort the words by middle vowel.

3 Write one new CVC word for each short vowel.

4 Which word does not belong: cat, map, sun, hat? Explain.

5 Change one sound in pin to make a new real word.

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Write one new CVC word for each short vowel.
- 2 Which word does not belong: cat, map, sun, hat? Explain.
- 3 Change one sound in pin to make a new real word.
- 4 Read: cat, map, hen, red, pig, sit, fox, log, sun, cup.
- 5 Sort the words by middle vowel.

SHOW YOUR THINKING

Talk 1 Which word does not belong: cat, map, sun, hat? Explain.

Talk 2 Change one sound in pin to make a new real word.

Talk 3 What strategy, clue or observation helped you most with phonics and word reading?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Use three counters or bottle tops. Push one forward for each sound you hear, then sweep them together as you blend.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Draw a tiny picture for four CVC words and label each picture.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

1 Which word does not belong: cat, map, sun, hat? Explain.

2 Change one sound in pin to make a new real word.

3 Create one new example that would help another Grade 1 learner practise phonics and word reading.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- cat/map/hat have short a; sun has short u.
- Possible words from pin: fin, bin, pan, pig, etc.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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