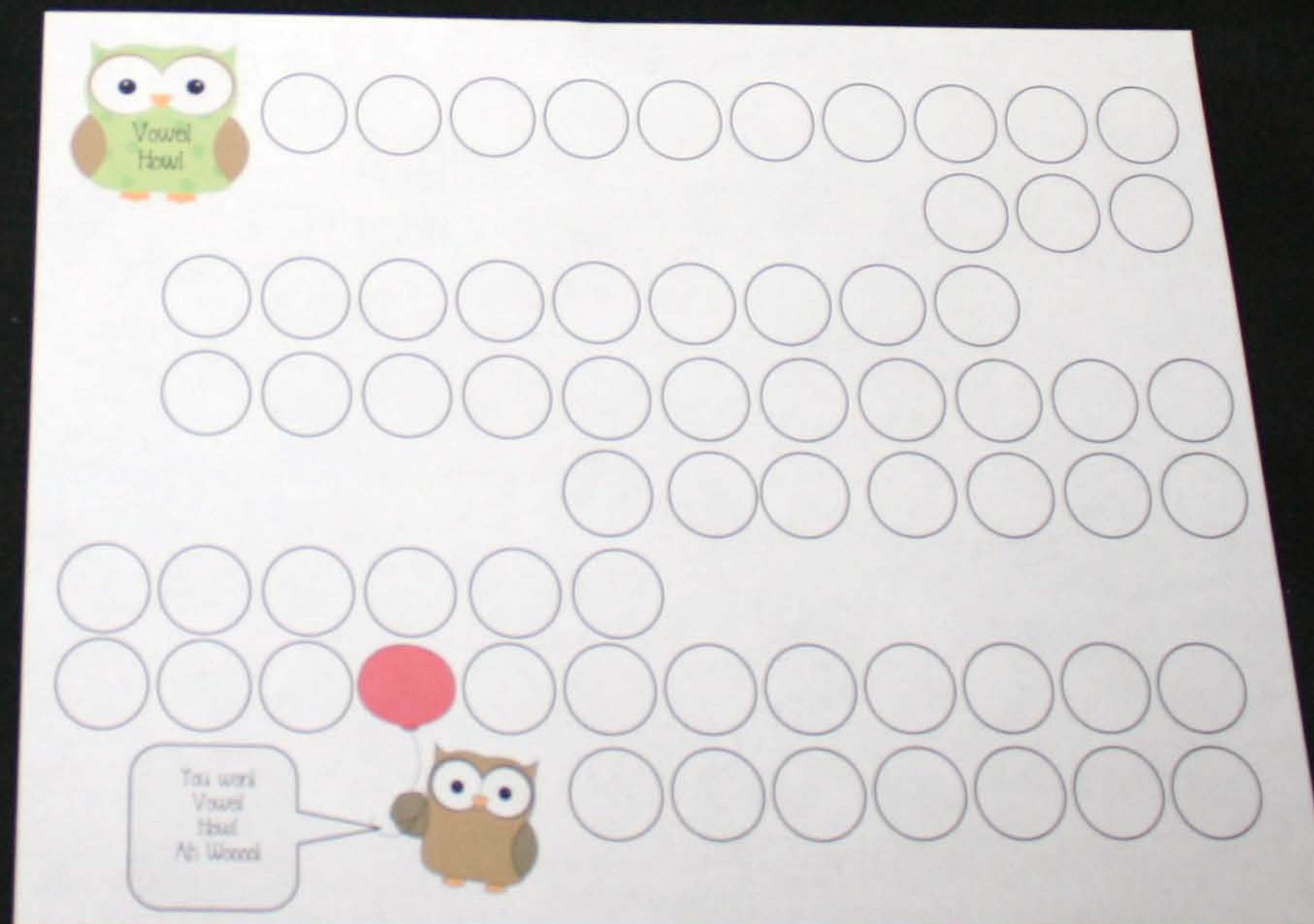


six	wet	thank	keep	sight
son	wit	say	sleep	right
sun	yak	they	three	fight
tag	yam	here	I	might
tug	yes	these	find	height
tax	zip	because	five	weight
tux	came	before	like	fly
vex	ate	clean	kind	try
wag	gave	eat	ride	myself
was	made	please	white	both
way	take	read	write	don't
web	wake	green	light	four





peg

mad

beg

play

fan

met

pad

lay

ran

fad

jet

Vowel Owl Cups

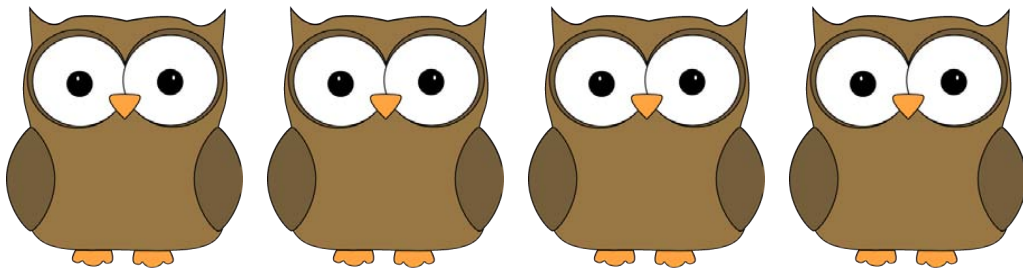
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Directions:

- Laminate the owls and cut them out.
- Tape a paperclip or glue a clothespin to the back and clip them to a cup.
- You can tack the cups to a bulletin board and do this activity as a whole group.
- Have students sit on the carpet in front of the board.
- Laminate and cut out the vowel cards
- Pass out 2 cards to each of your students.
- Go around the circle and have each child stand up and read one of their cards, show it to the class and then venture a guess as to what vowel sound it is before placing it in the proper cup.
- If they give the wrong answer, you can help them by sounding out the sound and giving them other prompts.
- Remember to praise and encourage students.
- Everyone can say "Ant, AAA, short A, Ant." As the child puts the card in the short A vowel owl cup.
- Continue playing until everyone's cards are gone.
- You can also play ***"I Have; Who Has."*** i.e. ***"I have a Long A word _____ who has another long a word?"*** A child with another long a word can stand up, show it, read it, put it in the vowel owl cup, and then ask "Who has?" something else. Play continues 'til all of the cards are gone.
- You can also make more sets of cups and cards so that your students can play with more cards in a group up 3-5 students at tables.

- These could also be put at a center for independent or partner work.
- Make sure you program the backs of the cards with answers so that students can self-check to make sure they are doing things correctly.
- Both these activities make great Daily 5 Word Work.
- Vowel Owls will help you work with your students on associating the long and short vowel sounds with common spellings (graphemes) for the five major vowels and help you teach **the Common Core State Standard: RF.K3b.**
- You can also use these words as a rhyming activity and have students sort word cards that rhyme with each other, so that you are working on Common Core Standard: **RF.K2a**
- Have students play “**I Have; Who Has?**” as a rhyming word game. i.e. ***“I have the word can who has a word that rhymes with can?”***
- Students can also work on isolating and pronouncing the initial, medial bowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, CVC words. Which would help you work on Common Core Standard: RF.K2d
- I have used words from the Dolch word list as well as the Dolch noun list, which will help you with the **Common Core Standard: RF.K3c** being able to read common high frequency words.





Vowel Howl Owl Game

Directions:

You can laminate the boards and students can choose a token, like a different colored chip, to move around the board, or you can run off copies and have students use a crayon to X off their spaces or they can use a bingo dot dauber.

Students play in groups of 2-5 depending on how much time you want to spend.

Run off and laminate sets of the vowel word cards.

Run off and laminate sets of the vowel owls and paper clip to cups.

Each group of students should have their own set of cards, cups and a playing board + a dice.

Children take turns rolling one die. The lowest number goes first.

They roll the dice. What ever number they roll, they choose that many cards out of the Vowel Owl card box, basket or bucket.

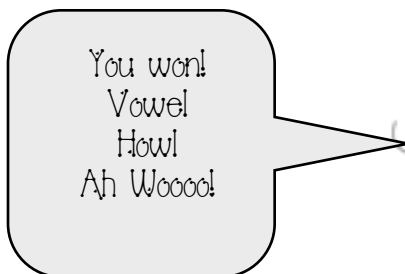
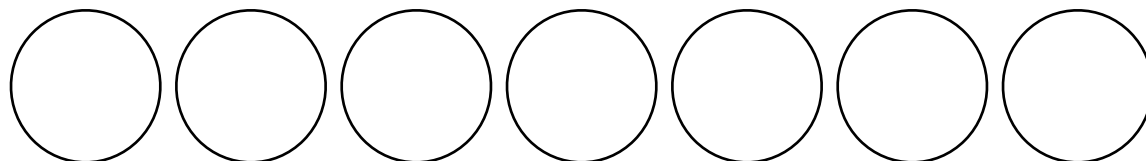
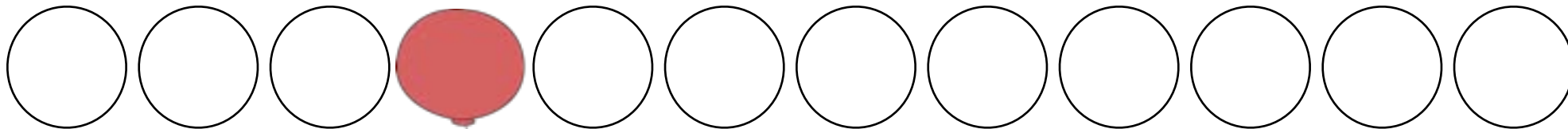
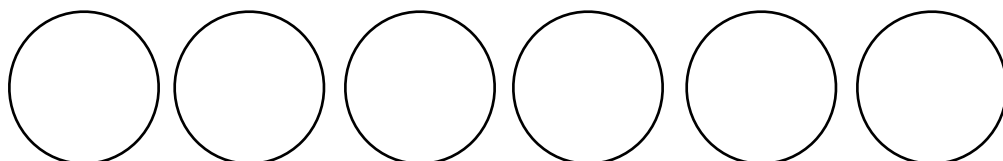
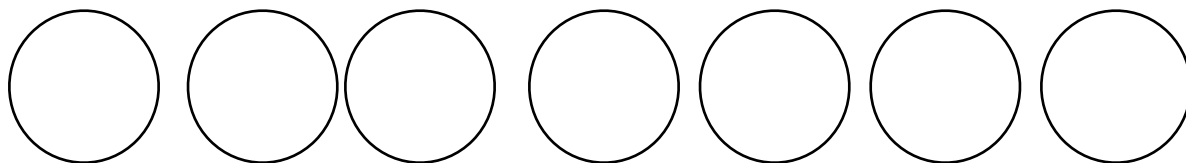
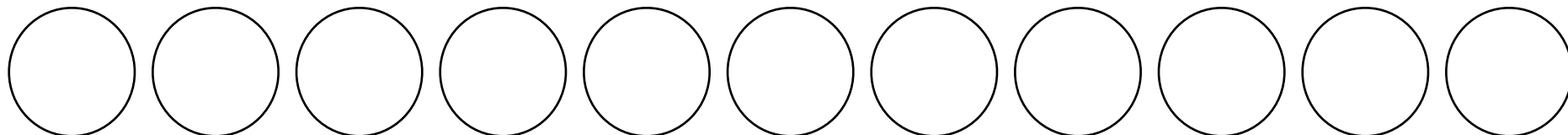
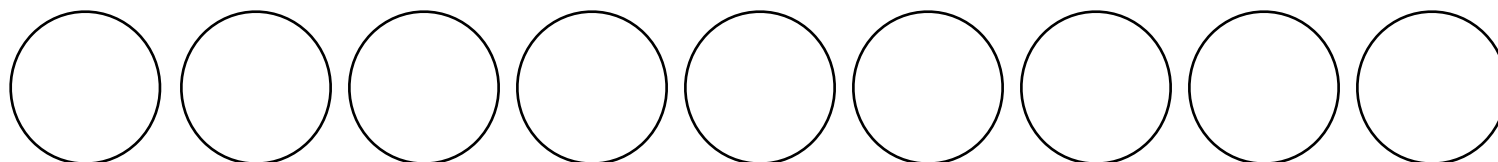
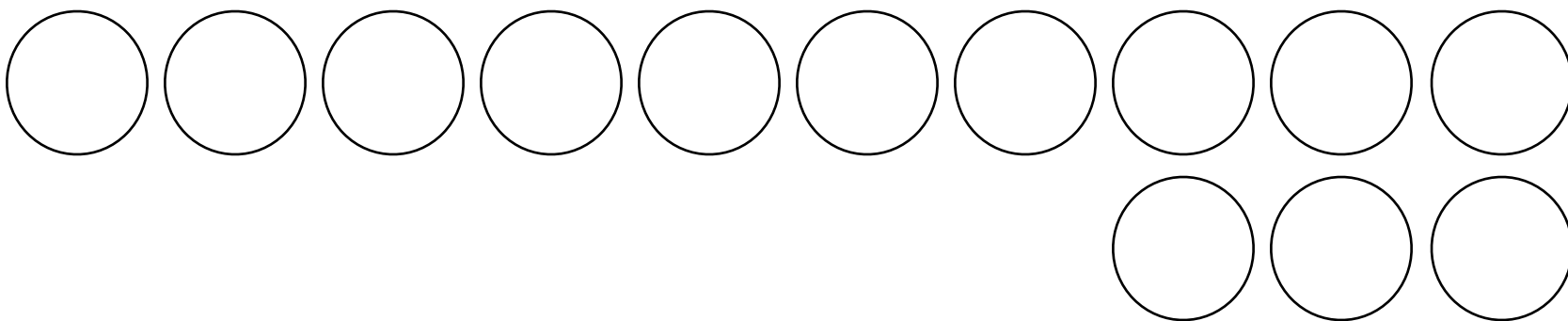
You should have the correct vowel answer on the back of each card.

The child may move that many spaces, provided they put the vowel card in the correct vowel owl cup.

i.e. Jon picks up the ant word. He may move one space if he puts it in the short a vowel owl cup.

He should not be peeking at the back of the card, but his playmates can see the answer, letting him know that he is correct.

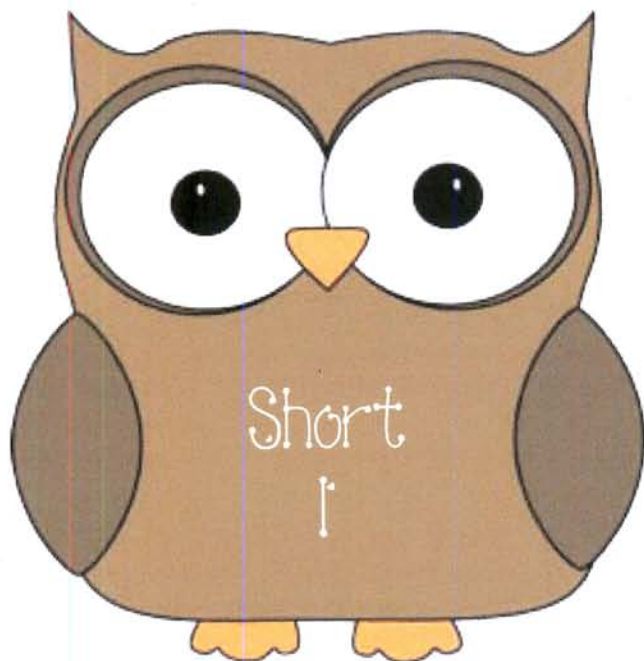
He continues 'til he uses up all the cards he has chosen, or gives an incorrect answer.







Laminate owls. Cut out.
Attach a clothespin or paperclip to the back and attach to a paper cup.
Students sort words



bad	fat	ran	stay	debt
cad	hat	tan	way	get
dad	mat	van	bed	jet
fad	pat	bay	fed	let
had	rat	day	led	met
lad	sat	flag	red	net
mad	can	hay	sled	pet
pad	fan	lay	wed	set
sad	land	may	beg	vet
glad	man	pay	leg	wet
bat	plan	play	peg	yet
cat	pan	ray	bet	bib

fib	rig	wit	gob	mud
rib	wig	zit	job	bug
bid	bit	bob	mob	dug
did	fit	blob	knob	hug
hid	hit	blog	rob	jug
lid	kit	clog	sob	lug
rid	lit	dog	box	mug
big	mitt	fog	fox	pug
dig	knit	hog	ox	rug
fig	pit	jog	bud	slug
jig	sit	log	cud	tug
pig	slit	cob	dud	bum

gum	stun	but	it	gab
hum	won	cut	die	flab
mum	bus	gut	sigh	jab
plum	us	hut	pie	nab
sum	cus	jut	lie	stab
yum	dust	mutt	my	table
bun	fuss	nut	why	cap
fun	just	putt	cry	flap
gun	pus	rut	high	gap
none	rust	what	kite	lap
pun	vest	buy	cab	map
run	west	by	dab	nap

rap	con	dot	pub	hen
sap	non	hot	rub	lend
tap	ton	jot	sub	men
wrap	cop	lot	stub	pen
yap	flop	not	tub	send
zap	glop	pot	cup	ten
cod	hop	rot	pup	venn
God	mop	cub	sup	when
nod	plop	dub	yup	zen
pod	stop	flub	den	dim
rod	top	grub	fend	him
sod	cot	hub	glen	gym

limb	flip	wax	key	lay
rim	hip	yack	bee	low
slim	jip	gal	we	mid
trim	lip	pal	see	mix
whim	nip	gas	me	mom
bin	rip	has	glee	nil
din	sip	past	he	nix
fin	tip	gem	lee	make
pin	whip	hem	knee	pop
tin	yip	stem	tea	ref
win	fax	has	kid	sew
dip	ax	as	lab	sis

six	wet	thank	keep	sight
son	wit	say	sleep	right
sun	yak	they	three	fight
tag	yam	here	I	might
tug	yes	these	find	height
tax	zip	because	five	weight
tux	came	before	like	fly
vex	ate	clean	kind	try
wag	gave	eat	ride	myself
was	made	please	white	both
way	take	read	write	don't
web	wake	green	light	four

go	cold	and	weep	seven
goes	hold	as	deep	tell
going	old	ask	best	their
so	grow	at	rest	them
no	know	away	better	then
tax	own	black	eight	there
only	show	fast	ever	they
open	use	have	every	very
or	after	laugh	help	well
over	am	shall	never	sell
own	an	that	pretty	tell
those	wake	been	red	went

sent	is	bring	just	nine
bent	it	going	must	from
when	its	drink	much	once
rent	little	think	of	some
where	live	long	under	the
yellow	pick	song	up	walk
bring	sit	strong	upon	talk
give	this	off	come	gone
his	which	on	does	want
if	wish	funny	done	was
in	with	jump	none	wash
into	sing	hump	one	name

apple	egg	fill	milk	rain
baby	eye	mill	money	pain
back	father	bill	morning	ring
bell	feet	gill	kitty	robin
boat	fire	kill	letter	robin
bread	fish	still	mother	seed
cake	game	till	nest	snow
chicken	grass	will	night	sheep
children	hand	ill	bite	sister
coat	head	home	paper	song
doll	hill	pray	picture	long
duck	pill	horse	rabbit	thing

time	Monday	April		
watch	Tuesday	May		
water	Wednesday	June		
wind	Thursday	July		
window	Friday	August		
luck	September	Saturday		
meet	October			
wire	November			
dish	December			
kiss	January			
miss	February			
Sunday	March			