

Vowel Sound Hunt

Listen for long and short vowel sounds in one-syllable words.

CCSS.ELA-Literacy.RF.1.2a "Distinguish long from short vowel sounds in spoken single-syllable words."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 LONG SOUNDS

a	cake	cat	can
b	bed	seed	bell
c	pig	pin	pine

2 SHORT SOUNDS

a	mule	mud	moon
b	boat	coat	hot
c	red	ride	rose

HOW TO RUN THIS PAGE

Read each row aloud slowly, then read it again if needed. Students listen for the vowel sound and circle the printed word that matches the question. Model the listening skill first with the spoken words "hop" and "hope," using a different example from the sheet.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • LONG SOUNDS

SAY "Listen as I read the words in each row. Which word has the long vowel sound? Circle that word."

ROW	SAY	STUDENTS CIRCLE
a	Listen: cake, cat, can. Which word has the long a sound? Circle it.	cake
b	Listen: bed, seed, bell. Which word has the long e sound? Circle it.	seed
c	Listen: pig, pin, pine. Which word has the long i sound? Circle it.	pine

PART 2 • SHORT SOUNDS

SAY "Listen as I read the words in each row. Which word has the short vowel sound? Circle that word."

ROW	SAY	STUDENTS CIRCLE
a	Listen: mule, mud, moon. Which word has the short u sound? Circle it.	mud
b	Listen: boat, coat, hot. Which word has the short o sound? Circle it.	hot
c	Listen: red, ride, rose. Which word has the short e sound? Circle it.	red

WHAT TO ACCEPT

Accept one circled word per row: cake, seed, pine, mud, hot, red. Repeat each set of words without showing a response if a student needs another listen.