

Vowel Sound Switch

Teacher-led listening and matching practice with short and long vowel sounds.

1.F.P.1.b "Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs."

NAME _____

DATE _____

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

1 MATCH SOUNDS

cap

•

•

kite

bed

•

•

cape

kit

•

•

hope

hop

•

•

bead

2 CIRCLE IT

a

tub

tube

tuck

cut

b

bead

bed

bike

bun

HOW TO RUN THIS PAGE

Read every printed word aloud before students mark the page. In Part 1, students say the short vowel sound and the long vowel sound as they connect the words. Final -e and the vowel digraph ea show ways a vowel can make its long sound.

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

PART 1 • MATCH SOUNDS

SAY “I will read the words in both columns. Say the short vowel sound in each word on the left, then say the long vowel sound in the word that matches it. Which word on the right has the same vowel letter making its long sound? Draw a line to it.”

- **cap** matches **cape**
- **bed** matches **bead**
- **kit** matches **kite**
- **hop** matches **hope**

PART 2 • CIRCLE IT

SAY “I will read the words in each row. Listen for the vowel sound and look at how the vowel is spelled. Which word should you circle?”

ROW	SAY	STUDENTS CIRCLE
a	I hear the long u sound, /yoo/, made by u and final e. Which word should you circle?	tube
b	I hear the long e sound spelled with ea. Which word should you circle?	bead

WHAT TO ACCEPT

Part 1 lines: cap to cape, bed to bead, kit to kite, and hop to hope. Part 2 answers are tube and bead. Listen for students to say both the short and long vowel sounds during Part 1.