Vowel Sound Hunt

Students listen for long and short vowels in printed words.

1.RF.3.a "Differentiate between long and short vowel sounds in regularly spelled one-syllable words."

NAME _____ DATE _____

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

1 LONG SOUNDS

a	**cake**	**map**	**cap**
b	**pin**	**pine**	**fin**

2 SHORT SOUNDS

a	**rope**	**home**	**hop**
b	**sun**	**mule**	**tub**

ANSWER KEY

Vowel Sound Hunt

HOW TO RUN THIS PAGE

Read the directions aloud. For each row, listen as each student tries to read one word from print before you say the row's words. Then say the words aloud so students can compare their vowel sounds, and listen as they read their circled choices.

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: mat has a short a sound, and mate has a long a sound. Before I say each row's words, point to one word and try reading it to me. Then listen to all three words, circle your answer, and read the word you circled."

ROW	SAY	STUDENTS CIRCLE
a	Cake, map, cap. Which word has a long a sound? Circle it.	**cake**
b	Pin, pine, fin. Which word has a long i sound? Circle it.	**pine**

PART 2 · SHORT SOUNDS

SAY "Listen: cut has a short u sound, and cute has a long u sound. Before I say each row's words, point to one word and try reading it to me. Then listen to all three words, circle your answer, and read the word you circled."

ROW	SAY	STUDENTS CIRCLE
a	Rope, home, hop. Which word has a short o sound? Circle it.	**hop**
b	Sun, mule, tub. Which word has a long u sound? Circle it.	**mule**

WHAT TO ACCEPT

Accept cake, pine, hop, and mule, in order. Note each student's reading from print before you pronounce the row, and record any reading support separately from vowel-sound accuracy.