

- ◆ Ask *How can we make the word set?* Have a student put the **Letter Card**s in the **Pocket Chart** or take it and stand in front of the other students holding the *e* and *t* cards. Ask other students to make *hen*, *men*, and *wet*.

## Phonemic Awareness

### Phoneme Replacement: Medial Vowels

- ◆ Review with students the short-vowel sounds they have been learning. /a/, /e/, /i/, /o/, /u/
- ◆ Explain to students that the **Lion Puppet** will say a word and that you will say a vowel sound that makes his word into a new word. Tell them you want them to change the sound in the middle to the new vowel and to say that new word.

**Puppet:** *sit*

**Teacher:** /a/. *What is the new word?*

**Students:** *sat*

- ◆ Continue with these words:

*hit* /a/ *hat*, /o/ *hot*, /u/ *hut*

*bad* /i/ *bid*, /u/ *bud*, /e/ *bed*

*pat* /i/ *pit*, /e/ *pet*, /o/ *pot*

*dug* /o/ *dog*, /i/ *dig*

### Differentiating Instruction

### English Learners

**IF ...** students have difficulty with the Phonemic Awareness activity, **THEN ...** refer to Unit 10 Lesson 5 of the **English Learner Support Guide**.



### Teacher Tip

**PHONEME REPLACEMENT** If the class is having difficulty identifying the new words after vowel replacement, write the words on the board, erase the middle phoneme, and then write the new one in its place. Help students blend the new word.

