

MIDDLE SOUNDS

Short Vowel Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Five skills, one short-vowel job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is the fewest pictures, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds a picture and one extra piece. Level 3 takes the tint away, doubles the field and keeps the piece count exact. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 Four of the five skills print no word at all

On the a/i, o/u and e/a pages and on the sorting pages no word is printed next to any picture: the picture is the prompt and the middle sound is the answer. The only print a student meets there is the letters themselves — the two vowels on the roof sign, one vowel over each sorting house, and the letter on each card to cut. On All Five Vowels the word is printed beside the picture with the vowel cut out of it (c, hole, p), because five choices with no letters at all is a listening test rather than a phonics page.

4 Say the picture out loud before anything is cut

A student who names the picture silently and then glues is doing a matching task. Naming it out loud is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Say.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Teach a or i first even if you plan to skip around. Those two short vowels are the furthest apart in the mouth, so they are the pair a student can hear the difference in on day one — and hearing one difference is what makes the next four possible. Leave e or a until last; it is the pair adults mix up too.



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture of a CVC word with no letters printed beside it, the student will glue the letter for the short vowel in the middle of the word, choosing between a and i, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Every word you read has a sound hiding in the middle. Today there are only two sounds it can be: short a, the sound in bag, or short i, the sound in pin.”

Say bag slowly, holding the middle. Then say pin the same way.

“Baaag. Piiin. Say them with me. Now just the middle part: ah ... ih.”

“When you look at a picture, say the whole word out loud first. Then say it again and stop in the middle, and that is the sound you are listening for.”

“No word is written on your page — only the two letters on the roof and the letters on your strip. The picture tells you the word, your mouth tells you the middle sound, and the letter you glue tells me you heard it.”

Read the direction line once, then let them work.

THE THREE LEVELS



Three pictures, three cards, and the box is tinted so there is no question where a piece goes. Nothing spare — but both letters are on the strip, because choosing between them IS the skill.



Four pictures, no tint, five cards, one spare. The spare is a second copy of a letter already in play, so a student who counts the pieces instead of listening gets the page wrong.



Six pictures in two columns, no tint and no spare — six cards for six boxes, and the answers never fall into an alternating pattern.

IF A STUDENT IS STUCK

- If a student glues a piece into every box without saying anything — using the pieces up rather than listening — cover the strip with your hand and ask for the word out loud before a card is touched.
- If a student says the whole word but cannot find the middle — the first and last sounds are the loudest ones to a beginner — say the word slowly, c-a-t, and have them hold up a finger for each sound.
- If short a and short i keep swapping — the two sounds are made close together in the mouth — say them back to back, ah, ih, in front of a mirror: the chin drops for a and the lips pull wide for i.

TRY IT IN THE ROOM TODAY

Before the bell, find something in the room with short a in the middle, then something with short i. A hat and a bin will do. Say the word out loud as you find it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



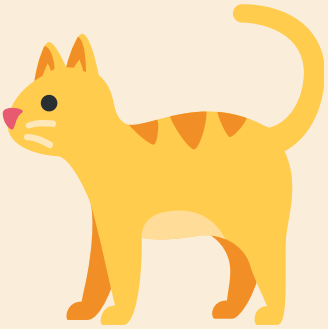
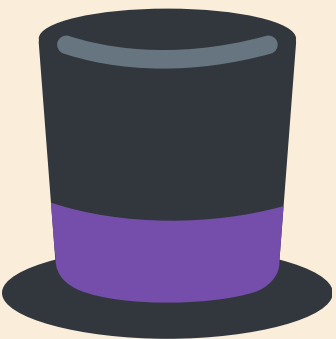


NAME

DATE



Say the picture. Glue the letter you hear in the middle.

a i	
1 	
2 	
3 	

 CUT OUT THE THREE LETTERS

i

a

a



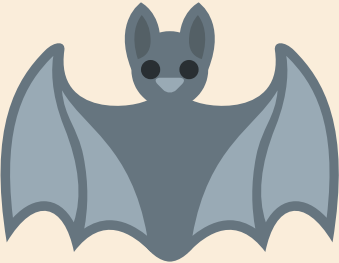
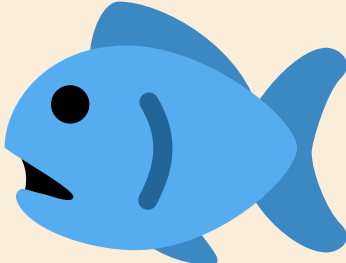
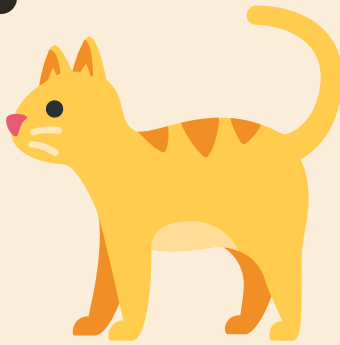


NAME

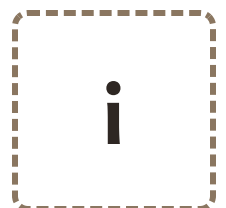
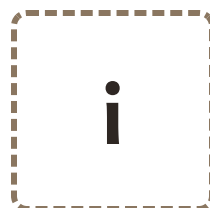
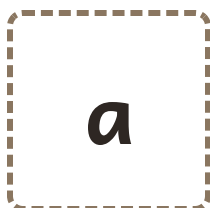
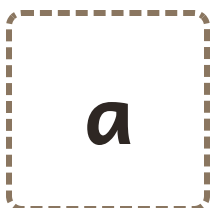
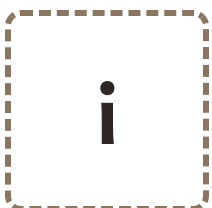
DATE



Say each picture. Glue the letter you hear in the middle.

a i	
1 	
2 	
3 	
4 	

✂ CUT OUT THE FIVE LETTERS — ONE IS LEFT OVER



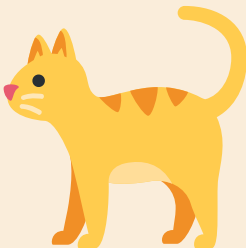
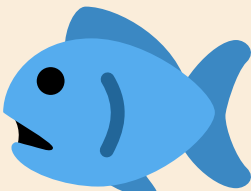
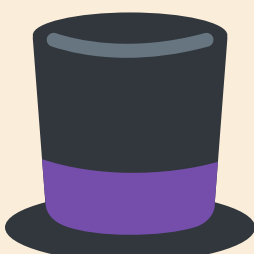


NAME

DATE



Say each picture. Cut and glue the middle letter.

a i			
1 		2 	
3 		4 	
5 		6 	

CUT OUT
THE SIX
LETTERS

i

a

i

a

a

i

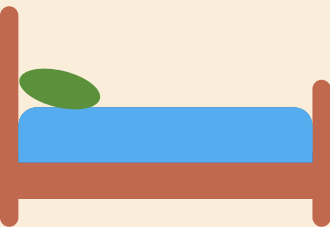


NAME

DATE



Say the word. Glue the vowel that is missing.

a e i o u	
1 	l  g
2 	c  p
3 	b  d

✂ CUT OUT THE THREE VOWELS

a

e

o



NAME

DATE



Say each word. Glue the vowel that is missing.

a e i o u	
1 	s ck
2 	m p
3 	t b
4 	r ng

CUT OUT THE
FIVE VOWELS
— ONE IS LEFT
OVER

i

u

e

a

o

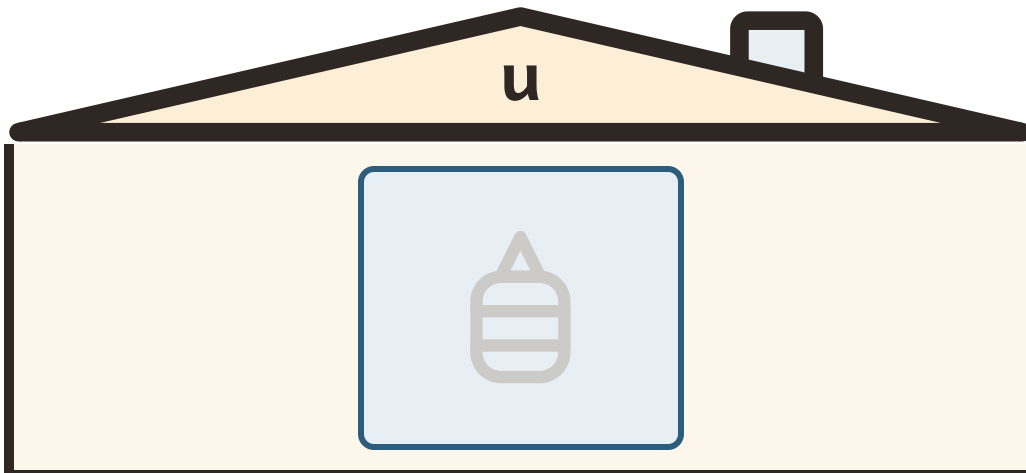
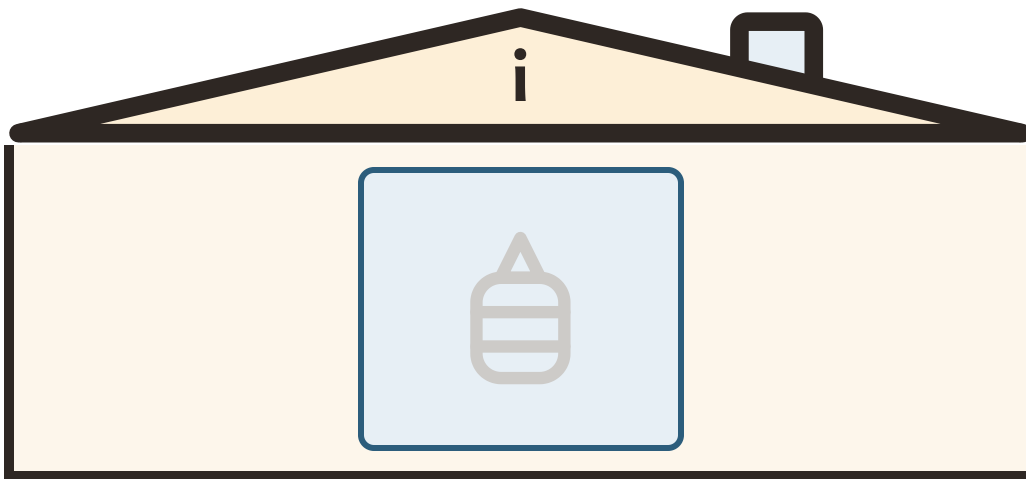
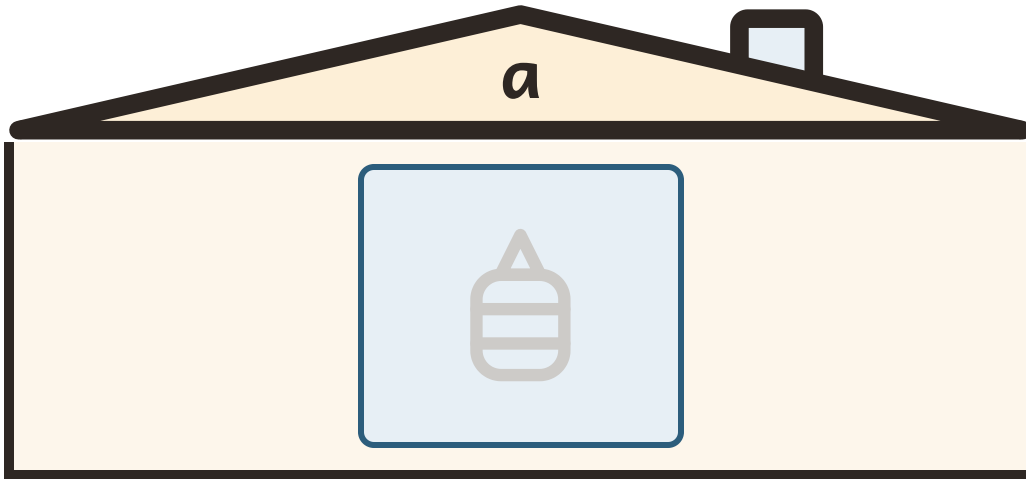


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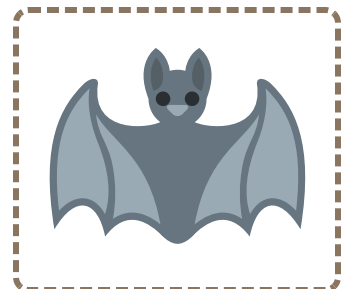
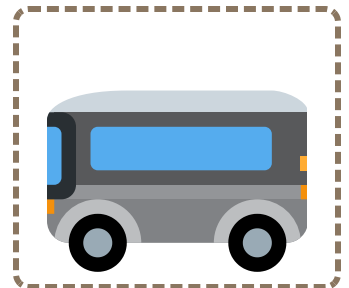
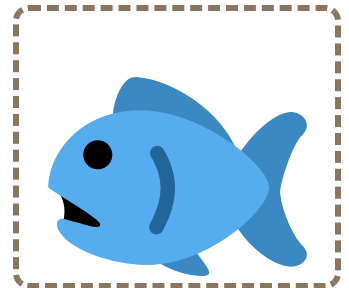
DATE



Cut out the pictures. Glue each picture in the house for its middle sound.



CUT OUT THE THREE
PICTURES



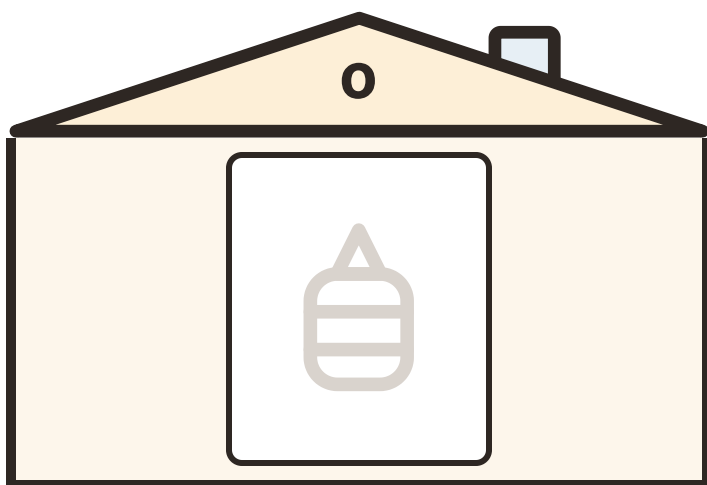
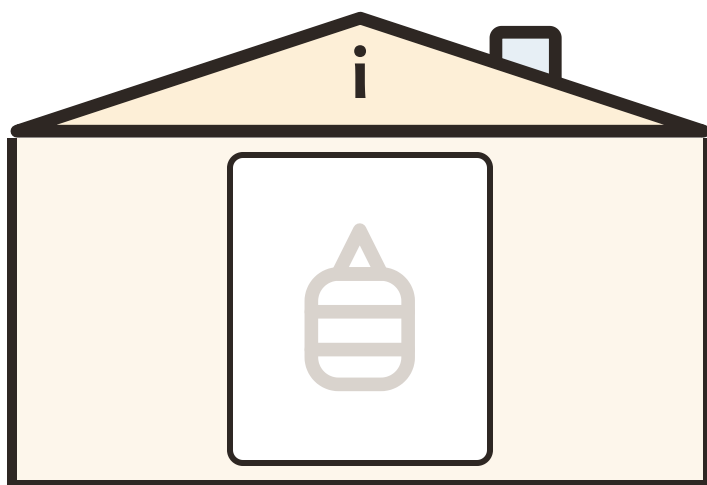
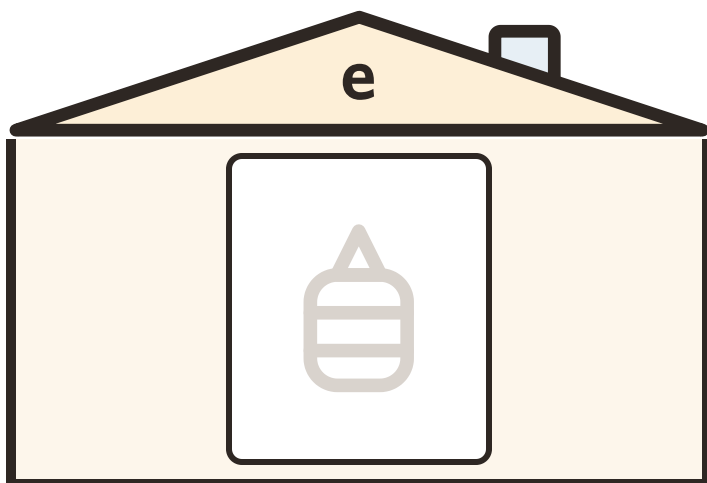
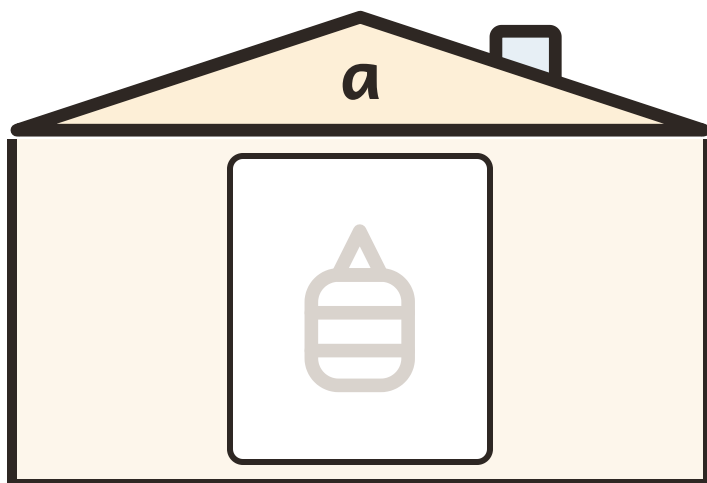


NAME

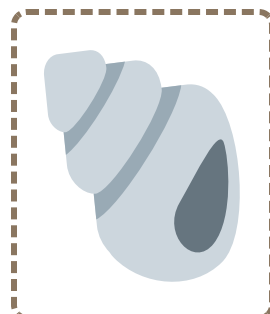
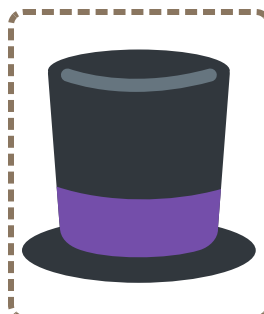
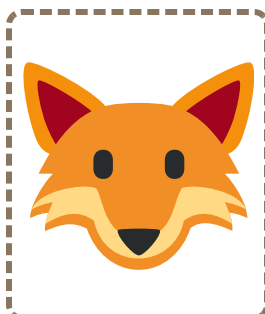
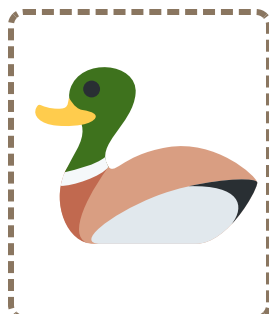
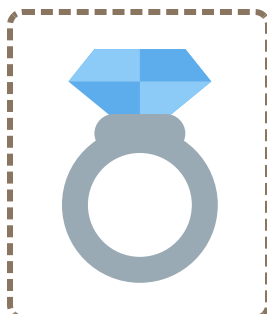
DATE



Say each picture and glue it in the house for its middle sound. There is a card that belongs in none of them.



CUT OUT THE FIVE PICTURES — ONE IS LEFT OVER





Each item is listed as the picture and the letter that belongs in its box, in the order the pictures appear on the page, top to bottom and left to right. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Middle Sound: a or i

Level 1 cat – a pig – i hat – a

Level 2 bat – a fish – i pig – i cat – a (left over: i)

Level 3 cat – a ring – i fish – i hat – a bat – a pig – i

Middle Sound: o or u

Level 1 lock – o sun – u fox – o

Level 2 fox – o bus – u duck – u lock – o (left over: o)

Level 3 lock – o duck – u fox – o sun – u bus – u tub – u

Middle Sound: e or a

Level 1 bed – e cat – a pen – e

Level 2 hat – a bed – e web – e cat – a (left over: e)

Level 3 bat – a pen – e shell – e cat – a hat – a web – e

Why both letters are on every strip

A Level 1 page in this pack still makes the student choose. There is no errorless version of telling two sounds apart — a strip of identical pieces would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: the fewest pictures, a tinted box showing where the piece goes, and no spare piece to account for.



THANK YOU FOR USING THIS RESOURCE

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