

LESSON PLAN GUIDE

PictureBook English Reading Series — Phonics

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Category	Phonics	Title	Phonics Book 4 – Puzzle EDB: Short Vowel E
Ages	4-7	Theme	Short /e/ Sound in CVC Words

INTRODUCTION OF THE BOOK

In this book, children practise the short /e/ sound in CVC words through eight fun jigsaw puzzles. Each puzzle piece has a letter on it, and children fit the pieces together to make a word that matches the picture silhouette.

Children are encouraged to connect the short /e/ sound to Egg House from previous books. If children wonder why the letter 'e' makes the /e/ sound, explain gently that 'e' has many sounds in English which they will learn one by one — for now, this book focuses on the short /e/ sound in egg.

TARGET WORDS — SHORT /E/ CVC WORDS

web	hen	bed	leg	net	jet	pen	ten
/ed/	/en/	/ed/	/eg/	/et/	/et/	/en/	/en/

LEARNING OBJECTIVES

Children will be able to:

- Recognise and produce the short /e/ sound
- Identify and name the consonant sounds in each CVC word
- Blend consonant + short vowel + consonant to form complete words
- Match spoken words to picture silhouettes
- Complete a Ladder Game matching quiz using short /e/ CVC words

LEARNING ACTIVITIES

1. Guess what is in each silhouette

Before solving each puzzle, ask your child to look at the silhouette picture and guess what it might be. This builds anticipation and encourages children to connect the visual clue to a word they already know. The eight silhouettes in this book are: web, hen, bed, leg, net, jet, pen, and ten.

2. Solve the jigsaw puzzles

Under each silhouette, there are three puzzle pieces — each with a letter on it. Encourage your child to fit the pieces together to complete the word. Once the puzzle is solved, ask them to say

each letter in order, then read the whole word aloud. Celebrate every completed puzzle with lots of encouragement!

3. Check the consonant sounds

Each CVC word contains two consonants. Ask your child to identify the phonics sound for each one. For example: in 'hen', the consonants are h (h sound) and n (n sound). In 'leg', the consonants are l (l sound) and g (g sound). This step reinforces the consonant sounds practised in Phonics Books 1 and 2.

4. Blend from the end — vowel + final consonant first

Help your child blend each word by starting with the short vowel and final consonant together, then adding the beginning consonant. For example: say '/ed/' first, then add 'b' to make 'bed'. Practise all eight combinations: /ed/, /en/, /ed/, /eg/, /et/, /et/, /en/, /en/. This end-first blending strategy helps children clearly hear the short /e/ sound before building the full word.

5. Complete the Ladder Game quiz

At the end of the book, children complete a Ladder Game matching activity. Starting at the line next to each picture, children follow the path — going up or down when the line splits — until they reach the matching word. An answer sheet is provided on the next page for easy checking. Encourage your child to complete this independently as a confident review of all eight words.

FOLLOW-UP ACTIVITIES

Ask your child to think of other words with the short /e/ sound in the middle — for example: red, fed, peg, beg, met, set, men, den. Say each word slowly and ask: 'Can you hear the /e/ sound in the middle?' For an extra challenge, compare short /e/ words with short /a/ words from Book 3 — for example: 'hen' vs 'pan', 'bed' vs 'bag'. This helps children clearly distinguish between the two short vowel sounds.

Try the fun online learning activities for this book on our website!

[Click here to try the online learning activities](#)

TEACHER'S NOTES AND TIPS

The short /e/ sound is one of the trickier vowel sounds for young learners because it sits in a narrow range between /a/ and /i/ and can be easily confused. When modelling the sound, exaggerate it slightly — open the mouth a little wider than feels natural and hold the sound briefly. Comparing 'hen' with 'han' (not a real word) and 'bin' helps children feel the difference physically. Note that several words share the same ending blend (/en/ appears three times, /ed/ and /et/ twice each) — use these repeated patterns to show children how changing the initial consonant creates a whole new word.