

LESSON PLAN GUIDE

PictureBook English Reading Series — Phonics

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Category	Phonics	Title	Phonics Book 6 – Puzzle OGD: Short Vowel O
Ages	4-7	Theme	Short /o/ Sound in CVC Words

INTRODUCTION OF THE BOOK

In this book, children practise the short /o/ 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 /o/ sound to Orange House from previous books. If children wonder why the letter 'o' makes the /o/ sound, explain gently that 'o' has many sounds in English which they will learn one by one — for now, this book focuses on the short /o/ sound in orange.

TARGET WORDS — SHORT /O/ CVC WORDS

dot	mom	rod	box	dog	top	pot	fox
/ot/	/om/	/od/	/ox/	/og/	/op/	/ot/	/ox/

LEARNING OBJECTIVES

Children will be able to:

- Recognise and produce the short /o/ 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 /o/ 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: dot, mom, rod, box, dog, top, pot, and fox.

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 'dog', the consonants are d (d sound) and g (g sound). In 'top', the consonants are t (t sound) and p (p 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 '/og/' first, then add 'd' to make 'dog'. Practise all eight combinations: /ot/, /om/, /od/, /ox/, /og/, /op/, /ot/, /ox/. This end-first blending strategy helps children hear the short /o/ sound clearly 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 /o/ sound in the middle — for example: hot, lot, cob, rob, hop, mop, log, jog. Say each word slowly and ask: 'Can you hear the /o/ sound in the middle?' For an extra challenge, mix all four short vowels learned so far — /a/, /e/, /i/, and /o/ — and ask your child to sort words into the correct group. For example: cat (/a/), hen (/e/), bin (/i/), dog (/o/). This builds strong vowel discrimination skills in preparation for Book 7.

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

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TEACHER'S NOTES AND TIPS

By Book 6, children have now been introduced to four short vowels — /a/, /e/, /i/, and /o/. Regular review and comparison of all four is essential at this stage. Note that 'dot' and 'pot' share the /ot/ ending, and 'box' and 'fox' share the /ox/ ending — use these pairs to show children how swapping the initial consonant creates a new word while keeping the same vowel sound. The short /o/ sound is generally easier for children to produce than /e/ or /i/, as it requires a more open mouth position that feels natural and distinct.