Some children may have difficulty pronouncing words containing the short o sound.

**Listen**

Explain that the /o/ sound in the Basic Word on is called the short o sound. Say: *Let’s listen to the short o sound in on.* Say: /o/, /o/ /o/ /o/, òòò, on. The word on also helps us talk about where something or someone is. Place a book or classroom object on a desk and say: The (book) is on the desk.

Model the Basic Words fox and box, using the procedure described above.

**Speak and Read**

Say on, fox, and box, emphasizing the vowel sound in each word. Say: *Let’s practice the Basic Words on, fox and box together:* /o/, /o/ /o/ /o/, òòò, on; /o/, /o/ /o/ /o/, òòò, fox; /o/, /o/ /o/ /o/, òòò, box. Have children repeat after you.

Write the Basic Words on, fox, and box on word cards and provide one set of cards to pairs of children. Say: Many words have the short o vowel sound. We spell the short o sound with the letter o. Ask each child to read a word card aloud to his or her partner.

**Spell**

**Beginning/Preproduction** Write the Basic Words on, got, box, and not on the board. Spell each word aloud and have children clap when you spell the letter o. Ask: What letter spells the /o/ sound? Have children copy the words into their word-study notebooks.

**Early Production/Speech Emergent** Create and distribute word cards for the Basic Words on, got, box, and not. Say each word aloud and have children hold up the matching card. Ask: What letter spells the /o/ sound? Have children copy the words into their word-study notebooks.

**Intermediate/Advanced** Have each child write the Basic Words on, got, box, not, and fox on word cards. Ask: What letter spells the /o/ sound in (got)? Have partners match cards and use the words in simple sentences. Have children copy the words into their word-study notebooks.