

Flip strips are a perfect visual tool for illustrating short/long vowel patterns.

Abstract verbiage confuses students. This hands-on, concrete method is unbelievably effective. The flip strips show that when a word has one vowel, it is short. As the second vowel is flipped over, the first vowel becomes long and the second is silent.

Flip strips can be used with students of all ages for decoding or encoding instruction. The large size (1.6" x 8.5") works well with groups.

The 105 in this set include nearly every possible short to long word combination. They cover the final "e" and two-vowels-together patterns.

FLIP STRIPS – SLV PATTERNS 210 \$28

105 Flip strips in all

IN SETS GL1, GL2, 300, 400, 1000, 1025, 1050, 1075



Scrambled sentences develop several key reading skills in beginning readers.

Students practice decoding words with short/long vowel patterns in the 24 sets of 3 sentences with matching pictures. A few sight words (such as *the*) are included. Students learn to look for the first word (with the capital) and the last word (with the period or question mark). Common suffixes are on some words.

The scrambled sentences are a fun early reading activity. Coupling decodable and predictable words ensures success.

SLV SCRAMBLED SENTENCES 230 \$40



24 sets with 3 sentences
72 coordinating pictures

IN SETS GL1, 300, 1000, 1025



The bug is eating a leaf.

The snake is bigger than the man.

What did he mix in the tubes?

PHONICS MANIPULATIVES

Manipulatives are optimal for imparting key phonics skills because they employ natural, engaging strategies to teach decoding, blending, and structural analysis. These phonics manipulatives systematically teach the skills in a holistic manner while offering the plentiful practice students need. Individualized materials assure that students are able to work through developmentally appropriate sets of manipulatives until mastery is attained.

Exposure to frequently used variant vowel phonemes is beneficial.

Word families for 15 commonly used variant vowel phonemes are included. Students blend initial sounds to 35 bases, reading the 255 words formed.

Once students are familiar with the word families, they are ready for the 12 sets of scrambled sentences. These are the same format as the SLV sentences, except that they have words with variant vowels (underlined to alert students).

VARIANT VOWEL WORD FAMILIES & SS 240 \$40

12 sets with 3 sentences

36 coordinating pictures

35 bases, 255 words formed

IN SETS GL1, 300, 1000, 1025



The cat saw the ball of yarn.

A toy clown pops out of the box.

Can you hear the noise that snake makes?

t b c l h br shook
b h p sp l sh m dark
pscr n bl f d cr br fl dr chew

Students apply vowel pattern rules to decode words in this matching activity.

Often words are not predictable so students must utilize short and long vowel spelling patterns to decode words, rather than relying on consonants.

Each set contains 16 stimulating pictures and matching words. There are 10 color-coded sets (one for each short vowel and one for each short/long combination).

SLV DECODING MATCH-UPS 220 \$40

10 sets of 16 pairs

IN SETS GL1, 300, 1000, 1025



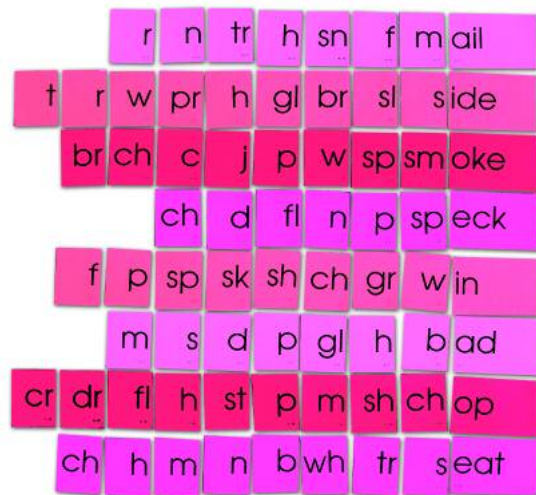
Word families are the easiest method for developing blending proficiency.

Not only are word families ideal for beginning readers and special-needs students, they can be utilized to help all students extend spelling skills. Students first decode the base using short and long vowel spelling patterns. Then they blend each initial sound to the base to read the word formed. Rhyming facilitates the blending process. Consonants, blends, and digraphs are added to the 91 bases to form 651 words.

Word families are primarily a reading activity, rather than seatwork. The other two blending products that Reading Manipulatives offers have student sets that can be done independently.

SLV WORD FAMILIES 250 \$30

91 bases, 651 words formed
 IN SETS 300, 1000, 1025



Intermediate blending drills this critical skill in a more open-ended manner.

The 20 sets are grouped by digraphs, L-blends, R-blends, and S-blends. Each set has 4 to 7 beginning sounds and 32 to 34 bases that follow the short/long vowel patterns or contain variant vowel phonemes (underlined to signal their occurrence). The final set in each group contains 3-letter blends, which are especially challenging.

Students line up the blends or digraphs. Then they sound out a base, blend it to the initial sounds until they find a word, and place it there. Since a base may blend to more than one beginning sound, answer keys are not possible.

INTERMEDIATE BLENDING 270 \$40

20 sets with 30 to 34 bases
 IN SETS GL2, GL3, 400, 1000, 1025, 1050, 1075



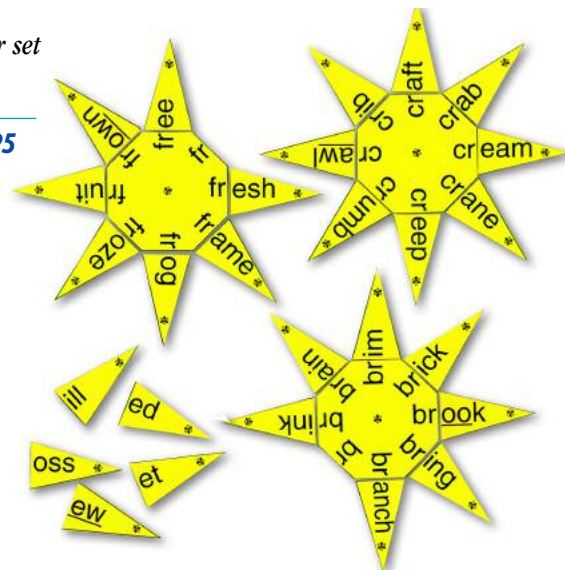
Star Blending affords extensive practice blending onsets and rimes.

Each set has 3 initial sounds (8 per star) and 24 rimes that follow short/long vowel patterns. All common phonemic bases are covered. Six variant vowel bases (underlined to signal their occurrence) are also included. These extra points give students a few additional choices, simplifying the activity.

Level A contains single initial phonemes. Level B has initial and final consonant blends.

STAR BLENDING A & B 260 \$50

3 stars with 30 bases per set
26 total sets in 2 levels
 IN SETS GL1, 300, 1000, 1025



Practice Dolch sight words with scrambled sentences and develop many skills.

Each of the 24 sets has work and play photos. Students put together 2 color-coded sentences for topics. Most of the words used in the sentences are from the Dolch 220 and the Dolch 95 noun lists.

These scrambled sentences also improve students' understanding of sentence structure, vocabulary, capitalization, punctuation, and syntax.

DOLCH WORK/PLAY SENTENCES 285 \$45

24 sets of 4 sentences & 2 photos
 IN SETS GL2, 1000, 1025



FLUENCY MANIPULATIVES

These products target Dolch sight vocabulary acquisition. If these are integrated with phonics manipulatives, the rate at which the sight words are memorized accelerates.

Have you analyzed the characteristics of the 220 Dolch sight words?

Amazingly, exactly half (110) are one-syllable words that follow short/long vowel patterns. Thirty words have common variant vowels and 30 have multiple syllables. That leaves only 48 phonetic rule breakers that must be memorized.

This product employs an array of techniques to help students learn these high-frequency words. First, the flash cards are broken by colors into the above 4 categories. One side of the card has the word with vowel sounds and syllables noted. The reverse side has only the word.

The detailed guide gives strategies for teaching these words through an integrated reading/writing/spelling program. Twenty-five spelling lessons group the words by characteristics. Word families are used to shrink or expand the list.

DOLCH SIGHT WORDS 280 \$50

220 color-coded, double-sided flash cards
25 spelling lessons in comprehensive guide



ORDER **888-997-2448**
 OR FAX **877-997-7685**
www.readingmanipulatives.com

Understanding how affixes are used as structural components of words builds decoding and encoding skills.

The 18 sets in each product are aimed at building structural awareness. First students arrange the 10 root words in a column. In small print under each root word, it denotes whether the root is a verb (tense), noun (plural), adjective (comparative or superlative), or part of speech being changed. Students then read the cloze sentences and use context to match root words, suffixes, and sentences. Some need prefixes added.

PREFIX/ROOT/SUFFIX A 327 \$42
PREFIX/ROOT/SUFFIX B 328 \$42

bab(y→i)es <small>NOUN - PLURAL</small>	There is a law that says _____ in cars must be strapped in car seats.
comæing <small>VERB</small>	My grandmother is _____ for a visit next week.
de part s <small>VERB "away"</small>	We need to hurry because our plane _____ at 3:15 p.m.
kiss ed <small>VERB</small>	Snow White woke up from her sleeping spell after the prince _____ her.
think ing <small>VERB</small>	What were you _____ when you stepped into the street without looking?
seem s <small>VERB</small>	It _____ like Mary is mad at me because she won't even talk to me.
fast er <small>ADJECTIVE - COMPARATIVE</small>	The hare was _____ than the tortoise, but it did not win the race.
eas(y→i)est <small>ADJECTIVE - SUPERLATIVE</small>	The signs for the _____ trails on ski slopes are marked with green circles.
act ive <small>VERB - ADJECTIVE</small>	People often gain weight if they are not _____ enough.
tele phone s <small>"from a distance" NOUN</small>	Once all _____ had cords, and you couldn't walk around while using them.

18 sets of 10 prefix/root/suffix
 10 sentence cards per set, AK

327 IN SETS GL2, 400, 1000, 1025, 1050, 1075
 328 IN SETS GL3, GL4, 400, 1000, 1050, 1075



Students consider all syllabication rules as they break down two-syllable words.

Students sort the 36 words in each set by 4 basic rules, applying them in order. This material provides abundant practice, thereby allowing students to see patterns and decode rapidly.

Once students have worked through these 12 sets, they are then ready to apply steps to longer words. Improving syllabication consciousness is a valuable spelling aid.

SYLLABLE SORTS 310 \$30



12 sets of 36 words, AK
 IN SETS GL2, GL3, 400, 1000, 1025, 1050, 1075

P/R/S	VC/CV
nonsense	dentist
fiercely	sentence
climbing	pumpkin

STEP 1 Divide off affixes
STEP 2 Divide between consonants

VC/V	V/CV
study	rumor
river	focus
olive	vacant

STEP 3
 For a single consonant between vowels, divide after vowel if long (open syllable) or after consonant if short (closed syllable)

Multisyllabic words are divided into syllables by applying the same rules.

Each of the 15 cards in this set contains 30 words having from 3 to 6 syllables. Students can use dry erase markers to divide the words, or they can write divided words on a sheet of paper. Rules are applied in order (rules are noted on page header). Once these challenging words are broken into syllables, students should be able to read them.

SYLLABICATION - LONGER WORDS 320 \$30

15 cards with 30 words, AK

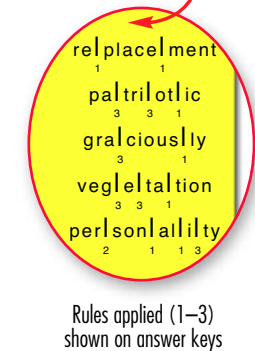
IN SETS GL3, GL4, 400, 1000, 1050, 1075

Divide into syllables. Apply rules in order. Syllabication #6

Prefix / Root / Suffix	VC/CV	VC/V	V/CV
1. Remove affixes.	2. Look for multiple consonants in middle. First syllable is closed.	3. Closed syllable (short vowel). First syllable is closed.	4. Open syllable (long vowel). First syllable is open.
industry	construction	trivial	
computer	beneficial	demolish	
cultivated	celebration	advertisement	
disappearance	unsuspecting	hydrogen	
unconditional	acceptable	transportation	
generation	stimulation	replacement	
superintendent	explanation	patriotic	
conservation	communication	graciously	
establish	appropriate	vegetation	
absorbing	accidental	personality	

Syllabication #6

industry	explanation
computer	communication
cultivated	appropriate
disappearance	accidental
unconditional	trivial
generation	demolish
superintendent	advertisement
conservation	hydrogen
absorbing	transportation
construction	establish
beneficial	replacement
celebration	patriotic
unsuspecting	graciously
acceptable	vegetation
stimulation	personality



Rules applied (1-3) shown on answer keys

The English language rules with highest validity and utility are those relating to suffix spelling changes.

Students at all grade levels can be taught the rules, drilled in their application, and expected to apply them. Start by teaching each rule and having students do the drill cards. Once all the rules have been covered and posted, add suffixes to words on spelling tests. Insist on application of the rules in written work. If students get careless when adding suffixes or forget the rules, they can repeat cards.

SUFFIX SPELLING CHANGES CARDS 350 \$25

30 drill cards, 4 rule charts, AK

IN SETS 400, 1000, 1025, 1050, 1075

RULE 2
 Words ending in **y** preceded by a **consonant**, change the **y** to **i** if suffix begins with **e**

baby
key key

RULE 4
 Words ending in **one vowel** followed by **one consonant**, double the final consonant if suffix begins with a **vowel**

wet wets wetting wetter wettest
 chat chats chatted chatter chatty

SUFFIXES 1-2 (-s or -es)
 Add -s or -es to make plurals.

- crutch
- town
- wing
- kiss
- tablet
- church
- bus
- ranch
- nose
- lake
- latch
- tidy

SUFFIXES 2-5 (-y root words)
 Add -er or -est to the adjectives.

- nasty
- easy
- early
- thirsty
- cozy
- gay
- silly
- clumsy
- fancy
- tidy

SUFFIXES 3/4-8 (drop silent e)
 (double final consonant)
 Add -e or -es, -ed, and -ing to the verbs

- tap
- tape
- wear
- shop
- claim
- slam
- gulp
- rub
- share
- pinch

Flip strips are ideal for demonstrating how to form contractions and singular/plural possessives.

These large flip strips (1.6" x 8.5") teach students how apostrophes are used in contractions and possessives. There are 45 flip strips that cover all common contractions and 35 change singular possessives to plural possessives. Regular and irregular patterns and spellings are included.

CONTRACTIONS & POSSESSIVES 325 \$22

42 contraction flip strips
 35 singular/plural possessives

IN SETS 400, 1000, 1025, 1050, 1075

