

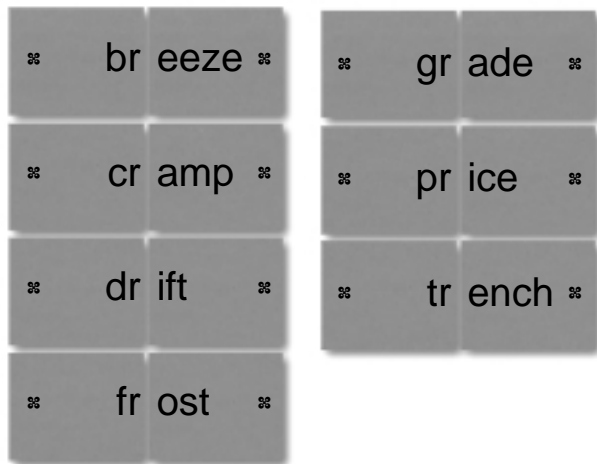
TIPS FOR TEACHERS



1725 East Mountain View Road
Phoenix, Arizona 85020-2345
www.readingmanipulatives.com

ISSUE 2 – BLENDING

READING MANIPULATIVES PRODUCT: Intermediate Blending



Develop critical blending skills in an open-ended manner using vowel patterns.

The 22 sets are grouped by digraphs, L-blends, R-blends, and S-blends. Each set has 4 to 7 beginning sounds and 32 to 36 bases that follow the short/long vowel patterns. Bases with variant vowels are also included for optional use. The final set in each group contains 3-letter blends.

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. There are often multiple possibilities since a base may blend to more than one beginning sound. For this reason, answer keys are not possible.

INTERMEDIATE BLENDING

270

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TEACHING STRATEGIES: Blending bases containing short/long vowels

Step 1 – Teach short/long vowel sounds and patterns

Once students can identify and make the short and long sounds, teach vowel patterns. Simplify the basic concepts being taught. Teach this rule for short/long vowel patterns:

When there is **one vowel** in the word (at the beginning or the middle), the vowel sound is **short**.

When there are **two vowels**, the **first vowel** is **long** and the **second** is **silent**.

Flip strips (Tips for Teachers #1, SLV Patterns) are ideal to demonstrate and teach this. Students read the short vowel word. When the second vowel is flipped over, the word is then read with a long vowel sound.

Most one-syllable words follow this rule, making it an excellent building block for beginning readers.

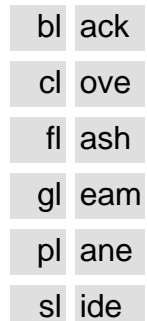
This concept is taught before the introduction of variant vowel phonograms, which are obvious exceptions.

These are covered in the next issue (Tips for Teachers #3, Summer 2003, Variant Vowels).

Step 2 – Develop blending skills

In these manipulatives, bases following short/long vowel patterns are sounded out and blended to initial sounds to make words.

First, students find the initial sounds and line them up (right justified). Then they decode the phonemic bases (left justified), using short/long vowel patterns. Each base must be put to the right of a consonant, blend, or digraph that it can be blended with to form a word. Often bases can be joined to multiple initial sounds (i.e., *clash/flash/slash, black/clack/flack/slack*). If a word is spelled differently (i.e., *clame, sleek*) or a rule breaker (i.e., *glove*), point it out but accept the word since this a reading, not spelling, activity.



MAKING MATERIALS: Blending bases to initial sounds

1. Line off cover-weight sheets of paper (8.5 x 11 inches) into 8 horizontal strips (1.375 inches high).
2. Draw 4 vertical lines to divide the width of the page into 5 columns (1.7 inches wide).
3. Break sets according to initial sounds. If students do not need to work on consonant phonemes, use only blends and digraphs (see list below). Make multiple sets for each group. Three-letter blends are challenging, so use them in the final set of each group.
4. Sets must be coded in some way. This can be done by using varied ink/paper color or with symbol codes (as on example below).
5. The tedious step in making these blending manipulatives is selecting bases for the sets. Use the 4-page resource list that follows. A variety of short/long vowels should be included in each set. Decide how many sets of each consonant/blend/digraph group to make (2 to 4). Then draft the sets by working through the resource list, filling in endings for all sets.
6. Write or use a computer and printer to make the sets. Again, code with color or in some other way.
7. Laminate cards. Cut apart and place pieces in zipper bags or other storage devices.
8. Create a checklist to track the sets as they are completed.

SETS

Draw lines. Write 4–7 initial sounds in left column and 32 bases in remaining columns.

R-Blends ● #1	ab .	ace .	ack .	ade .
●	br ag .	ain .	ame .	ank .
●	cr ash .	ay .	eam .	eat .
●	dr ee .	een .	eeze .	ess .
●	fr ibe .	ick .	ill .	im .
●	gr int .	ip .	ize .	og .
●	pr oke .	op .	ost .	ow .
●	tr uck .	ug .	ush .	ust .

INITIAL SOUNDS

Make 2 to 4 sets for single consonants, digraphs, and each blend groups.

Digraphs are two letters that form a single phoneme. Blends consist of two or more consonant phonemes blended together.

The following is a list of digraphs and blends.

Group them in the sets as follows:

Digraphs: *ch, sh, th, wh*

L-Blends: *bl, cl, fl, gl, pl, sl, spl*

R-Blends: *br, cr, dr, fr, gr, pr, tr, shr, thr, spr, str*

S-Blends: *sc, sk, (sl), sm, sn, sp, squ, st, sw, scr, (spl), (spr), (str)*

Digraphs and blends are also found at the end of words or syllables.

The following are final digraphs and blends (many of which appear in the bases):

Final digraphs: *ch, sh, th, ng*

Final blends: *ld, lk, mp, nd, nk, nt, rd, rf, rk, rp, sk, sp, st*

VARIANT VOWELS

The next Tips for Teachers issue contains teaching strategies and phonemic bases for high-utility variant vowel phonograms. Once students learn them, some bases containing variant vowels can be added to these sets.

RESOURCE LIST: Phonemic bases (short/long vowel patterns)

SHORT A ă	-ag	-and	-at	-aid	-ain	-ane	
	bag	and	at	braid	brain	cane	
	brag	band	bat	laid	chain	crane	
	-ab	drag	bland	brat	maid	gain	lane
	cab	flag	brand	cat	paid	main	mane
	crab	gag	grand	chat	raid	pain	pane
	dab	nag	hand	fat		plain	plane
	drab	rag	land	flat	-age	rain	sane
	gab	sag	sand	hat	age	sprain	vane
	grab	shag	stand	mat	cage	stain	
	jab	snag	strand	pat	page	strain	-ave
	lab	tag		rat	rage	train	brave
	scab	wag	-ank	sat	sage	vain	cave
	slab		bank	scat	stage		crave
	tab	-an	blank	that	wage	-ake	gave
		an	clank			bake	grave
	-ack	ban	crank	-atch	-ail	brake	pave
	back	bran	drank	batch	bail	cake	rave
	black	can	plank	catch	fail	fake	save
	crack	fan	prank	scratch	frail	flake	shave
	hack	man	rank	hatch	hail	lake	slave
	jack	pan	sank	match	jail	make	wave
	lack	plan	spank	patch	mail	quake	
	pack	ran	thank		nail	rake	-ay
	quack	scan	tank		pail	sake	bay
	rack	tan	yank	LONG A	quail	shake	clay
	sack	than		ă	rail	snake	day
	shack	van	-ash	-ace	sail	stake	fray
	smack		bash	brace	snail	take	gay
	snack	-ap	brash	face	tail	wake	gray
	stack	cap	cash	grace	trail		hay
	tack	clap	clash	lace	wail	-ame	jay
	track	flap	crash	pace		blame	lay
	whack	gap	dash	place	-ate	came	may
		lap	flash	race	crate	dame	pay
	-ad	map	gash	space	date	fame	play
	bad	nap	hash	trace	fate	flame	pray
clad	rap	lash		gate	frame	ray	
dad	sap	mash	-ade	grate	game	say	
fad	scrap	rash	blade	hate	lame	spray	
glad	slap	sash	fade	late	name	stay	
had	snap	slash	grade	mate	same	stray	
mad	strap	smash	made	plate	shame	sway	
pad	tap	stash	shade	rate	tame	tray	
sad	trap	thrash	trade	skate		way	
tad	wrap	trash	wade	state			

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