



## SHORT/LONG VOWEL PHONEMES

PRODUCT CODE: **130**

### PRODUCT CONTENTS

5 short vowel posters  
10 cover-weight sheets of pictures  
Phoneme Songs CD  
6 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 4, 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# VOWEL PHONEMES

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First make sure that students can identify and produce the vowel phonemes. Teach the short vowel phonemes in isolation using sound associations to help students learn and remember these challenging phonemes. The first 5 songs on the CD and the posters are for the short vowel phonemes.

Long vowels are easier to master. Remind students that the long vowels “say their names.” Posters are not included for the long vowels, but songs for a, e, i, and o are on the CD. Long u is not included because it is somewhat troublesome. Long u has two sounds (as in *fuse* [fyooz] and *plume* [ploom]). Work with the easier vowels first. Students tend to predict the long u sound without any difficulty after they become familiar with other vowel phonemes.

The Phoneme Songs CD has songs for 29 phonemes. The English Phonemes Resource List on the following page lists all of the auditory associations used in the songs.

## SHORT VOWEL POSTERS

As each vowel song is sung, hold up and change the posters. Post these illustrations after the students learn the phonemes as a visual reminder of the phonemes.

Discuss the phonemes even further. Have students open their mouths, as if for a doctor, and say /o/. Talk about bad smells and say /i/. Make the sound one might make if something tastes bad /a/. Discuss the fact that people have a harder time hearing as they get older. Have students cup a hand by an ear and say /e/. Act forgetful and say /u/ as you try to remember (do not confuse this with “duh,” the sound some say when they mean “obviously” or “stupid”). In the songs, the phonemes are enunciated in a similar, clear manner. Sounds can be made in a more natural or exaggerated way in instruction.

## SHORT/LONG VOWEL SORTS

For each of the 5 vowels, there is one sort activity containing pictures having either the short or long phoneme. The final 2 sets have 2 short vowels to discriminate between, which is a more difficult task. The sort header cards have the vowels marked with the short or long sign and each contains a picture that begins with the phoneme as an example.

A worthwhile by-product of the picture naming is vocabulary development. Direct students to set aside the picture cards they are unsure of. Then use them as a teaching opportunity. Try to help them predict words (i.e., if the picture is a judge, talk about what this person does, what the gavel is for, etc.).

## SHORT VOWEL PAGES

Three sheets contain 30 pictures, 6 for each short vowel. Discriminating among all 5 short vowel phonemes is challenging, and these allow for extra practice. These cards can be used for games or other activities, such as sorting into pocket charts. If making into sort games, consider splitting sheets into 6 groups of 15. Otherwise, there may be too many cards. Make header cards to go in the bag with the pictures or come up with another sorting plan.

## SHORT VOWEL SONGBOOK

The resource section of our web site ([readskill.com](http://readskill.com)) has masters for student songbooks available for free download. Younger students will enjoy having personal songbooks to go with the charts and songs. They can also take them home to share with family members. One PDF file is in color, but printing these is more costly. The other is line art. Students can color their own songbooks if these are used. Printing and assembly directions are given online.



## RESOURCE LIST ENGLISH PHONEMES

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**ANALYTIC APPROACH** Students are given words that contain the phoneme and must extract the similar sound in each word (usually in the initial position).

**SYNTHETIC APPROACH** Phonemes are taught in isolation using sound associations and illustrations. Students then learn to blend phonemes to form words.

### BREATH CONSONANTS

ANALYTIC	SYNTHETIC
<b>foot, phone</b>	hissing cat
<b>cat, key, duck</b>	clock pendulum
<b>horn</b>	huffing of a runner
<b>pig</b>	corn popping
<b>sun, city</b>	hissing snake
<b>top</b>	typewriter keys
<b>chair, match</b>	chugging train
<b>shell, wish</b>	prompt to be quiet
<b>thump</b>	
<b>wheel</b>	

### VOICED CONSONANTS

ANALYTIC	SYNTHETIC
<b>bunny</b>	babbling baby
<b>dog</b>	dripping faucet
<b>goat</b>	gulping of drink
<b>jar</b>	engine of old car
<b>lamp</b>	ringing alarm clock
<b>moon</b>	something tastes good
<b>nest</b>	running motor
<b>rabbit</b>	growling dog
<b>valentine</b>	vibrating sound
<b>watch</b>	whirling lasso
<b>yarn</b>	yo-yo moving on string
<b>zebra</b>	buzzing bee
<b>song</b>	gong
<b>the, with</b>	

### LONG VOWELS

ANALYTIC	SYNTHETIC
<b>cake, play, rain</b>	article "a"
<b>tree, meat, be</b>	said when scared
<b>hive, fly, sigh</b>	pronoun "you"
<b>rose, snow, boat</b>	said when surprised
<b>use, few</b>	pronoun "you"

### SHORT VOWELS

ANALYTIC	SYNTHETIC
<b>apple</b>	something tastes bad
<b>egg</b>	asking to repeat
<b>igloo</b>	you don't like a smell
<b>ostrich</b>	as doctor checks throat
<b>umbrella</b>	trying to remember

### VARIANT VOWELS

ANALYTIC	SYNTHETIC
<b>saw, ball, taught</b>	something's too bad
<b>moon, chew</b>	wailing ghost
<b>book, put</b>	doing push-ups
<b>cow, house</b>	when you get hurt
<b>boy, oil</b>	pogo stick spring
<b>car</b>	howling dog
<b>fork</b>	seal
<b>spur, her, work, fur</b>	growling dog

# PREPARING & MANAGING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 4 or 4 x 6 bags are good sizes for the manipulatives.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.



## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can place written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



## SHORT/LONG VOWEL PHONEMES

short a	long a	short e	long e	short i	long i	short o	long o
bag	cake	bread	cheese	blimp	bike	block	boat
bat	chain	desk	keys	dish	bride	clock	cone
crab	frame	elf	read	kick	dime	drop(per)	globe
gas	plane	elk	seal	king	file	floss	goat
hat	skate	gem	sheep	pig	kite	fox	hose
lamp	snake	neck	teeth	ship	hike	frog	robe
map	tape	nest	tree	swing	light	golf	smoke
plant	vase	pen	wheel	twin	night	lock	snow
van	whale	sled	wreath	witch	sign	mop	toad

short u	long u	short a	short e	short u	short i
bun	cube	cab	beg	brush	drill
cub	flute	can	belt	bus	fish
gull	fruit	clamp	chest	drum	mink
gum	fuse	dam	dress	duck	pin
jump	glue	hand	hen	hug	ring
skunk	juice	laugh	jet	hut	sing
sun	mule	mask	shell	judge	squid
truck	suit	match	vet	pump	stick
tub	tube	trash	web	thumb	swim

The next page has checklists for tracking materials that have been completed. Column 2 allows for the division of the optional-use pictures into two groups. Modify checklists to suit your needs.

## SHORT VOWELS – OPTIONAL-USE PICTURES

	short a	short e	short i	short o	short u
<b>Lime background</b>	calf	bells	chips	dog	brush
	dance	check	clip	doll	cup
	fan	chef	drink	knob	duck
	gas	nest	hills	knot	plug
	mask	net	pick	sock	skull
	rat	wrench	sick	stop	sun
<b>Yellow background</b>	ant	bed	brick	dog	bug
	bat	bench	hitch	fox	cup or mug
	grass	cent	pills	frog	dust(pan)
	ham	leg	sling	lock	jump
	man	sledge (hammer)	spring	rod	puck
	yak	yell	wing	top	rug
<b>Teal background</b>	bank	bell	lips	bomb	cut
	cap or hat	desk	shrimp	box	hump
	jam	leg	switch	cross	nuts
	lamb	men	whisk	log	plum
	stamp	shelf	wigs	pot	pup(py)
	trap	wrench	zip(per)	spots	run

## SHORT/LONG VOWEL PHONEMES

S/L A Sort	_____	OPTIONAL-USE CARDS
S/L E Sort	_____	SV lime 1 _____
S/L I Sort	_____	SV lime 2 _____
S/L O Sort	_____	SV yellow 1 _____
S/L U Sort	_____	SV yellow 2 _____
A & E Sort	_____	SV teal 1 _____
I & U Sort	_____	SV teal 2 _____

## SHORT/LONG VOWEL PHONEMES

S/L A Sort	_____	OPTIONAL-USE CARDS
S/L E Sort	_____	SV lime 1 _____
S/L I Sort	_____	SV lime 2 _____
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S/L U Sort	_____	SV yellow 2 _____
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I & U Sort	_____	SV teal 2 _____

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S/L A Sort	_____	OPTIONAL-USE CARDS
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S/L U Sort	_____	SV yellow 2 _____
A & E Sort	_____	SV teal 1 _____
I & U Sort	_____	SV teal 2 _____

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S/L E Sort	_____	SV lime 1 _____
S/L I Sort	_____	SV lime 2 _____
S/L O Sort	_____	SV yellow 1 _____
S/L U Sort	_____	SV yellow 2 _____
A & E Sort	_____	SV teal 1 _____
I & U Sort	_____	SV teal 2 _____

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S/L U Sort	_____	SV yellow 2 _____
A & E Sort	_____	SV teal 1 _____
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S/L U Sort	_____	SV yellow 2 _____
A & E Sort	_____	SV teal 1 _____
I & U Sort	_____	SV teal 2 _____