



## SHORT VOWEL POSTERS & CD

PRODUCT CODE: **135**

### PRODUCT CONTENTS

5 short vowel posters

Phoneme Songs CD

4 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.

The short vowel posters and CD are used to teach the vowel sounds. This guide contains a brief summary of phonemic awareness skills. Once students master these phonemes, it also offers suggestions for decoding and blending extensions. Additional materials ideas and teaching aids, including masters for a student songbook, can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

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## PHONEMIC AWARENESS – SHORT & LONG VOWELS

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Being able to produce and segment short and long vowel phonemes is a decoding prerequisite. The five short vowels are the most commonly used phonemes, yet the most challenging to learn. However, they can easily be taught in isolation using auditory associations for sounds students can relate to. You will be able to teach short vowels in a snap with these clever posters and songs.

### USING THE SONGS & POSTERS

The first five songs on the CD and the posters are for the short vowel phonemes. 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.

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. It also includes the most commonly used variant vowel phonemes. The pictures and words for all 29 phoneme songs can be found on our web site.

### 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

## EXTENSION – TEACH SLV SPELLING PATTERNS

To assure that students can both identify and use short/long vowel phonemes, decoding practice is necessary. Flip strips are an ideal for this purpose. Teach this rule for short/long vowel spelling patterns:

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

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

Flip strips are a concrete, visual material for illustrating these patterns. Students read short vowel words and then change them into long vowel words as the second vowel is folded over. Flip strips give students the practice they need to solidify usage of vowel phonemes.



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 vowels, which are obvious exceptions.

SLV Pattern Flip Strips are one of Reading Manipulatives most popular products. However, if you do not have them, use the resource list below to make some. It will be well worth your efforts. Directions and resources for making your own flip strips are available on our web site.

### SHORT/LONG VOWEL COMBINATIONS RESOURCE LIST

<b>VCE Pattern – A</b>		<b>VCE Pattern – I</b>		<b>VV Pattern – AI</b>		<b>VV Pattern – EA</b>	
back	bake	bit	bite	bat	bait	bed	bead
can	cane	dim	dime	bran	brain	bet	beat
cap	cape	fin	fine	clam	claim	den	dean
fat	fate	hid	hide	mad	maid	men	mean
hat	hate	kit	kite	man	main	met	meat
mad	made	lick	like	pad	paid	net	neat
man	mane	quit	quite	pal	pail	red	read
plan	plane	rip	ripe	pan	pain	set	seat
rat	rate	shin	shine	plan	plain	speck	speak
snack	snake	slid	slide	ran	rain	stem	steam
tap	tape	spin	spine	van	vain		
<b>VV Pattern – OA</b>		<b>VCE Pattern – U</b>		<b>VV Pattern – EE</b>		<b>VCE Pattern – O</b>	
blot	bloat	cub	cube	bet	beet	clock	cloak
cost	coast	cut	cute	fed	feed	hop	hope
cot	coat	fuss	fuse	fell	feel	mop	mope
got	goat	hug	huge	met	meet	not	note
rod	road	plum	plume	step	steep	rob	robe
sop	soap	tub	tube	wed	weed	rod	rode
						slop	slope

After students learn short/long vowel sounds and spelling patterns, they begin to use these to decode words. The patterns are found in many words. As a matter of fact, half of the high-frequency words in the Dolch 220 list can be decoded using short/long vowel phonemes and spelling patterns.

The more practice you provide, the sooner application will become automatic for your students.