



SLV DECODING MATCH-UPS

PRODUCT CODE: **220**

PRODUCT CONTENTS

8 sheets of color pictures
10 cover-weight sheets of words
5 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).

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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SHORT/LONG VOWELS & SPELLING PATTERNS

In order to work with any of the Reading Manipulatives decoding or blending products, students must know short and long vowel phonemes and spelling patterns. These skills are necessary in order to analyze and decode the rimes, or bases. Use the following strategies to teach or review the phonemes and spelling patterns.

STEP 1 – TEACH PHONEMES

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 examples to the right are used in the Reading Manipulatives Phoneme Songs & Blending program. Short vowels posters are available separately, or they can be downloaded from our web site. You can also listen to the songs online.

Long vowels are easier to master. Remind students that the long vowels “say their names.” Long u is somewhat troublesome since it 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 short and long vowel phonemes and patterns.



STEP 2 – TEACH SHORT/LONG VOWEL PATTERNS

Once students can identify and make the short and long sounds, teach vowel spelling 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 is short.

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

Reading Manipulatives flip strips demonstrates this rule. Students read the short vowel word. When the second vowel is flipped over, the word is then read with a long vowel.

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.



STEP 3 – DECODE WORDS THAT FOLLOW THE PATTERNS

Once students know short/long vowel sounds and spelling patterns, they can use these to decode or encode words. With ample practice, application becomes automatic.

Reading Manipulatives offers products that provide decoding practice. SLV Decoding Match-Ups (220) uses matching games. Students look at each word to determine if the vowel phoneme is short or long. Then they read the word and match it to a picture. SLV Scrambled Sentences (230) contains words that follow the SLV patterns. The sentences can be one of the first reading experiences for children. Students decode the words, arrange them into sentences, and match the illustrations.

Make up activities that include words following the patterns. The more practice you provide, the more quickly your students will master these skills. Our web site has resources that will help you, including lists of flip strip words and word families containing short and long vowels.

USING SLV DECODING MATCH-UPS

Research indicates that students who spend greater than average amounts of time on blending score higher than average gains on test scores through the second grade. Yet blending is a difficult skill, and the haphazard manner in which it is generally taught does not provide ample practice for mastery.

Sounding out, or blending, a word in left to right order is not the best way to proceed. For one thing, many initial phonemes are difficult to say in isolation without considerable distortion. This does not happen when a consonant follows a vowel. In addition, the spelling pattern determines the vowel phoneme. The student should:

- Read the graphemic base, or rime (vowel to end of word)
- Blend the initial sound (phoneme or blend) to the base

The following example applies these steps with the word hike:

- There two vowels (i and e) in the word; therefore, the first vowel (i) is long
- The graphemic base of the word is –ike (/i/ and /k/)
- Blend /h/ to –ike to read hike

PHONEMIC AWARENESS

Before children can decode words by blending phonemes together, they need basic phonemic awareness skills. To achieve success with this product, students must know consonant, digraph, and short/long vowel phonemes. In addition, some of the words contain blends. As the name suggests, blends are formed when consonant phonemes are blended together. Blends can be broken into three categories: those ending in *l* or *r* and those beginning with *s*. The following is a listing of blends:

- L-Blends—bl, cl, fl, gl, pl, sl, spl
- R-Blends—br, cr, dr, fr, gr, pr, tr, scr, shr, spr, str, thr
- S-Blends—sc, sk, sl, sm, sn, sp, st, sw, scr, spl, spr, squ, str

SCOPE OF THE ACTIVITY

Beginning readers often use their knowledge of initial phonemes to guess what a word might be. They learn early on that this strategy is not going to work. Many of the words are verbs, adjectives, or synonyms, rather than nouns they might predict. The SLV Decoding Match-Ups assure that students apply vowel pattern rules to decode words.

Since short vowels are more common and tend to be harder to learn, there is one set for each vowel that has mixed short and long vowels and one with only short vowels. Each of the 10 sets has 16 stimulating pictures and matching words.

These are the steps students follow:

- Empty the pieces out and arrange the pictures into columns
- Stack the words in a pile
- Decode each word; use the SLV pattern rule to determine the vowel sound (previous page); read the base; blend the initial sound to it
- Match the word to a picture; continue until all are matched
- Have someone check the work; if possible, students should read the words aloud
- Record the completed set in the student's checklist



PREPARING & MANAGING MATERIALS

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 pieces.



CLASSROOM ORGANIZATION & CHECKLISTS

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.

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.

SLV DECODING MATCH-UPS CONTENTS

Short & Long A

bag paint
bake rain
cane scale
cap shake
clamp smash
face snake
hang stack
hatch wait

Short & Long E

beg read
bell rest
bend seal
eat seat
elk sleep
freeze speech
hen weed
mess wet

Short & Long I

clip ride
dig shine
dish sing
dive slice
file time
flip trick
gift twin
hike wise

Short & Long O

bone home
box hot
broke log
cob mop
float nose
frog roach
globe rock
hoe shock

Short & Long U

brush fuse
bug gull
bun hug
cub hut
cube mule
flute suit
fruit truck
fume tube

Short A

bang map
bank mask
blast nap
cast pass
catch sand
crash stamp
jam tank
mad van

Short E

bed nest
cent pen
check sell
chest shell
desk stretch
dress vet
elf web
jet yell

Short I

bib pitch
blimp ship
drink sick
fix sit
grill sling
lick spin
mink spring
pick win

Short O

block golf
chop job
clock job
cloth lock
dog moth
drop rod
floss shop
fox stop

Short U

buck nut
bus plug
crutch plum
cup pump
cut scrub
duck suck
jump tub
lunch tug

SLV DECODING MATCH-UPS

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|--------------------------------|--------------------------|
| #1 S/L A _____
(purple) | #2 S A _____
(gold) |
| #3 S/L E _____
(lime green) | #4 S E _____
(red) |
| #5 S/L I _____
(orange) | #6 S I _____
(yellow) |
| #7 S/L O _____
(teal) | #8 S O _____
(pink) |
| #9 S/L U _____
(blue) | #10 S U _____
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