



SLV SCRAMBLED SENTENCES

PRODUCT CODE: **230**

PRODUCT CONTENTS

6 sheets of color pictures

9 cover-weight sheets of sentences
(3 each of green, yellow, pink)

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).

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. One uses matching games. Students look at the word to determine if the vowel phoneme is short (one vowel) or long (two vowels). Then they read the word and match it to a picture. The scrambled sentences in this product contain 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.

If you do not have all these materials, 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 SCRAMBLED SENTENCES

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.

Many skills are improved with scrambled sentences. Primarily, students practice decoding words with short and long vowel spelling patterns. 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:

- Figure out the vowel sound by identifying the short/long vowel spelling pattern (previous page); if you do not have flip strips, consider making some (resources are on our web site)
- Read the graphemic base, or rime (vowel to end of word)
- Blend the initial sound (phoneme or blend) to the base

In order to use standard, acceptable English syntax, a few sight words that do not follow the SLV patterns are used in the sentences. These include: *the* (highest frequency word in English); *what, where, how* (question formation words); *of, to, for*.

Students learn to use structural cues as they put the sentences together. Capitals identify the first word in the sentence or a proper noun. Periods or question marks signal the last words in each sentence. Possessive case is occasionally used. Common suffixes (-s, -ing, -ed, -er) have been added to some words. This is a natural language skill and requires little instruction.

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

Each of the 24 student sets has three sentences (green, yellow, pink) with matching pictures. As students work through the entire series, following the steps delineated below, they will improve both reading and organizational skills.

These are the steps students follow:

- Empty the words out and sort them according to color
- Arrange the words of each color into a sentence; use capitalization and punctuation as cues
- Match the correct picture to each sentence (pictures often offer worthwhile clues)
- Have someone check the work; if possible, students should read the sentences aloud
- Record the completed set in the student's checklist; set codes are on all pieces



The man in the snow is freezing.



The roach is leaning on a trash can.



Where will the dog take that rock?

SLV SCRAMBLED SENTENCES

SHORT/LONG VOWEL PATTERN DECODING

SS-1

It is Matt's job to feed the fish.
What is Mom going to bake?
He stepped in the pail and got wet.

SS-9

Is the goat eating the trash can?
Ben is spraying pink paint.
Max wags his tail in the cage.

SS-17

The smock has paint on it.
That fish can toss five things.
Mr. Black has a globe in his hand.

SS-2

Ann cut her knee when she fell.
Sand is piled on that man.
What did he mix in the tubes?

SS-10

The snake is bigger than the man.
Mom gets to take a rest
He just baked a huge cake.

SS-18

The dog is begging to be fed.
The cat must use a crutch.
Is it fun to be in that raft?

SS-3

The rat spins the wheel fast.
The man is licking a stamp.
The mad cat is on top of the dog.

SS-11

The dog sleeps on a rug.
Tom must fill the gas tank.
She wipes a plate with a rag.

SS-19

Steve hopes to kick a goal.
Joan has a job at the bank.
Santa has black spots on his suit.

SS-4

A huge mule sat on the man.
Sam did a show for his class.
Dave has a cast on his leg.

SS-12

This man had a bad bike crash.
The boss has his feet on the desk.
Nick's trip to the beach was fun.

SS-20

The sad dog broke its legs.
Jan is glad to win the race.
Five gulls float on a log.

SS-5

Will the bad cat get the fish?
Ted has a neat space suit.
Does the bug like the taste of the leaf?

SS-13

The sick man has chills.
Mrs. Gray needs to use a cane.
How did that fish get in the tank?

SS-21

The mom is punching a bag.
That dog can spray a fire hose.
Clean dresses hang on a rack.

SS-6

She got roses when she won.
Which dog will get the bone?
The bees go in the hive.

SS-14

This web has a face with a smile.
She has to wait in line.
The vet is checking a sick cat.

SS-22

The man places his vote in a box.
Dad is grilling hot dogs for lunch.
Cole has fun when his sled goes fast.

SS-7

That seal can do a neat trick.
A big bug is sleeping in Bill's bed.
What does he need to fix?

SS-15

The elf must check the list.
Is she going to drop the pile?
We gave Mom a meal in bed.

SS-23

The roach is leaning on a trash can.
Where will the dog take that rock?
The man in the snow is freezing.

SS-8

A snake hangs on the branch.
Pam gave Dad a nice gift.
The yak has a pack on its back.

SS-16

Sue plugs wires in the holes.
The dog's bones are tied to a stick.
Is Chris going to crash?

SS-24

Chad likes to stack his blocks.
Will that bad pup get spanked?
The dog takes a bath in the tub.

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. Copy centers often have a rotary trimmer available for customer use.

Use a trimmer to make the 11-inch cuts on the pictures and to cut the sheets of sentences into strips (8.5 inches wide). Then use sharp scissors to cut the pictures apart. Cut halfway between the individual words. All pieces have a set code on them. If you organize this task to sort as you cut (i.e., 24 piles of one color, which you add to with the next color), you will save yourself time. When you get all these pieces mixed together, it is tedious to sort and package them.

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.



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 also place any 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 accordingly.



