



## FLIP STRIPS – SLV PATTERNS

PRODUCT CODE: **210**

### PRODUCT CONTENTS

15 cover-weight sheets (105 flip strips)

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 materials can be used for seatwork activities 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.

Flip strips are instructional manipulatives, as opposed to individualized student sets. They help to prepare students for several decoding and blending products.

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# SHORT/LONG VOWELS & SPELLING PATTERNS

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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 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.

These flip strips that 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. Scrambled sentences containing words that follow the SLV patterns are also available. These 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 these, make up activities that include words following these 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 a resource list of word families containing short and long vowels. Use words from the flip strips and make up rhyming words for them.

# USING SLV FLIP STRIPS

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## SHORT/LONG VOWEL SPELLING PATTERNS

Once students can identify and make the short and long vowel phoneme sounds, they are ready to learn about vowel spelling patterns. These English spellings have a high level of consistency and are quite helpful for early readers.

Some teachers try to teach the spelling patterns with clever sayings, like those below. Avoid this type of abstract verbiage. It is likely to confuse students. Hands-on flip strips demonstrate these patterns in a concrete, visual manner.

When an e is at the end of a word, it tells the first vowel to say its name. (e at the end)

When two vowel go walking, the first one does the talking. (two vowels together)

Simplify the basic concepts being taught. Flip strips are a perfect visual tool for illustrating short/long vowel spelling patterns. The flip strips show that when a word has one vowel, it is short. As the second vowel is flipped over, the first vowel becomes long and the second is silent.

## NOTES ON SPELLING PATTERNS

As you are folding the flip strips, spelling patterns will become evident. These are:

- The /k/ sound at the end of a word with a short vowel is spelled with the digraph ck. When the vowel is long, -ck is replaced with -ke (-ake, -ike, -oke, -uke). There are also spellings with two vowels together (-eek, -eak, -oak). These are common phonemic bases, and 18 examples are included in this set.
- Certain letters are usually doubled when they follow the vowel at the end of a one-syllable, short-vowel word (l, f, s). In the 7 included words that end in -ll, the -ll is replaced by -le, -eel, or -eal when the vowel becomes long. One word shows -ss changed to -se (*fuss* becomes *fuse*).

## OPEN & CLOSED SYLLABLES

The reason the rule notes in parentheses that this applies to vowels at the beginning or the middle of a word is because vowels at the end of a word or syllable are long. This is not a factor in the concept taught by the flip strips since these are all one-syllable words. Early readers often already know these high-frequency one-syllable words that end in long vowels: *be, go, he, me, no, see, she, so, we, by, fly, my, try, why* (from the Dolch 220 list).

The concept of open syllables is learned later when students are decoding multisyllabic words. Flip strips are helpful for reviewing the short and long vowel phonemes prior to teaching syllabication rules. Typically, students at this level are in the orthographic stage of reading. Most automatically recognize vowel and syllable spelling patterns. The following summarizes vowels sounds as applied to open and closed syllables:

There are two kinds of syllables: open and closed. A closed syllable ends with a consonant and the vowel is usually short (or a schwa). An open syllable ends with a vowel that is generally long (clo•ver, e•vent). The vowel may be a y pronounced as /e/ (fun•ny) or occasionally /i/ (my•self).

## TRANSFER TO SPELLING PROGRAMS

Consider developing spelling lists that include words that follow the SLV patterns. Decoding and encoding are reciprocal skills. The ideal time to teach SLV patterns as spelling concepts is when students are using flip strips and decoding words that follow these patterns.

Half of the Dolch 220 sight words follow these spelling patterns, and these would be ideal words to incorporate into spelling programs.

# PREPARING & CONTENTS

## CUTTING

A rotary paper trimmer is ideal for cutting laminated manipulatives. 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.

Cut the flip strips along the horizontal lines with a trimmer. After all sheets have been cut apart, fold over the right edges. The fold line is at 2.25 inches. When making these folds, simply line up the text on the back next to the vowel on the front and then set the crease.

Due to the paper weight and lamination, folds will not hold. Place a heavy rubber band over several folded flip strips to set the folds.



## CONTENTS

There are 105 flip strips in this product that illustrate the short/long vowel patterns. Consider breaking the sets according to vowels. Early readers and special-needs students have more success when the vowel phonemes are consistent (i.e., short a to long a).

<b>VCE - A</b>		<b>VV - AI</b>		<b>VCE - I</b>		<b>VV - EA</b>		<b>VCE - A (ck)</b>	
can	cane	bat	bait	bit	bite	bed	bead	back	bake
cap	cape	brad	braid	dim	dime	best	beast	lack	lake
fad	fade	bran	brain	fill	file	bet	beat	quack	quake
fat	fate	clam	claim	fin	fine	men	mean	rack	rake
hat	hate	lad	laid	grim	grime	met	meat	sack	sake
mad	made	mad	maid	grip	gripe	net	neat	snack	snake
man	mane	man	main	hid	hide	red	read	stack	stake
mat	mate	pad	paid	kit	kite	sell	seal	tack	take
pal	pale	pal	pail	mill	mile	set	seat		
pan	pane	pan	pain	pill	pile	stem	steam	<b>VV - EE/EA (ck)</b>	
plan	plane	plan	plain	pin	pine	tell	teal	check	cheek
rat	rate	ran	rain	quit	quite			peck	peek
scrap	scrape	van	vain	rip	ripe			peck	peak
tap	tape			shin	shine	<b>VV - EE</b>		speck	speak
van	vane			slid	slide	bet	beet		
				slim	slime	bled	bleed	<b>VCE - I (ck)</b>	
				spin	spine	fed	feed	lick	like
				till	tile	fell	feel	trick	trike
				twin	twine	met	meet		
				win	wine	sped	speed	<b>VCE - O (ck)</b>	
						step	steep	smock	smoke
						wed	weed		
<b>VCE - O</b>		<b>VV - OA</b>		<b>VCE - U</b>				<b>VV - OA (ck)</b>	
cod	code	blot	bloat	cub	cube			clock	cloak
cop	cope	cost	coast	cut	cute			sock	soak
hop	hope	cot	coat	fuss	fuse				
mop	mope	got	goat	hug	huge			<b>VCE - U (ck)</b>	
not	note	rod	road	plum	plume			duck	duke
rob	robe	sop	soap	tub	tube				
rod	rode								
slop	slope								