



## STAR BLENDING A & B

PRODUCT CODE: **260**

### PRODUCT CONTENTS

12 cover-weight sheets – Level A  
14 cover-weight sheets – Level B  
8 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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# 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 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 RIMES & BLEND TO ONSETS UNTIL A WORD IS FORMED

First the student should decode the phonemic base, or rime, using short/long vowel spelling patterns. Sets have adequate tips to use only those following these patterns. Next, the base should be blended to the 3 onsets (octagon star bases). When a word is formed, the tip should be placed there. Students repeat this activity until the three stars are complete.

When students are done, the teacher or another person should check their work. Do not focus on spelling errors since this is a blending activity. If it sounds like a word, accept it. Optimally, students should read the words on each star aloud. Record the activity in the answer key.

Level A contains single initial phonemes, including digraphs in sets 11 and 12. Level B has initial consonant blends, as well as some final blends. Most students should complete level A before starting level B. Additionally, variant vowel bases are included for both levels (underlined to signal their occurrence). These are optional and can be added when students are ready for them.

# BLENDING

Phonetic blending is the ability to join phonemes in a smooth enough manner to approximate a pronunciation that enables identification of the word. Blending is a challenging skill, but if teachers model blending and separating sounds and provide plentiful practice, students develop blending proficiency. Research indicates that students who spend greater than average amounts of time on blending score higher than average reading test scores through the second grade.

The following are the steps students should follow when working with Reading Manipulatives blending materials.

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

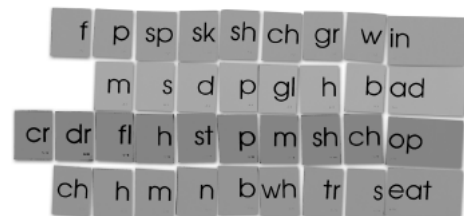
## VARIED BLENDING METHODOLOGIES

Reading Manipulatives offers three sets of blending materials: SLV Word Families, Star Blending A & B, and Intermediate Blending. Each of these products utilizes a different type of methodology.

Word families are the easiest method for developing blending proficiency because rhyming facilitates the process. Reading words in the 91 word families should be done on a one-to-one basis. This product is ideal for teaching blending, but it is not suitable for student seatwork.

Star Blending is a close-ended blending activity, making it the best blending activity for center use. Students work through 2 difficulty levels in this series. The 26 sets afford extensive practice blending onsets and rimes. Each set has 3 initial sounds (8 per star) and 27 rimes that follow short/long vowel patterns. All common phonemic bases are covered. Five or more variant vowel bases (underlined to signal their occurrence) are also included. These extra points give students a few additional choices.

Intermediate Blending drills this critical skill in an open-ended manner. The 20 sets are grouped by digraphs, L-blends, R-blends, and S-blends. Each set has 4 to 7 beginning sounds and 32 to 35 bases that follow the short/long vowel patterns or contain variant vowel phonemes (underlined to signal their occurrence). The final set in each group contains 3-letter blends. Students line up the blends or digraphs. Then they sound out each base, blend it to the initial sounds until they find a word, and place it there. Since a base may blend to more than one beginning sound, answer keys are not possible. Once students complete the activities, they should read the words that they have formed to a teacher or another student.



ch	est
sh	ape
th	ird

## EXTEND BLENDING CONCEPTS INTO ENCODING ACTIVITIES

Students are focusing on phonetic elements and spellings, so consider integrating blending concepts (onsets and rimes) with writing and spelling programs. Teach students to remove the rimes of spelling words and change the onsets. Ask them to write rhyming words for words in spelling lists. If the group can handle it, expect them to be able to spell any word that rhymes with list words on spelling tests.

Students must segment the base of a spelling word (i.e., *make* = *ake*). Dictate multiple words for them to spell that have this base (*bake*, *cake*, *rake*, *shake*, *take*, *wake*). After practicing this skill for some time, include rhyming words on spelling tests.

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

The pages of stars are designed so you can make 4 lengthwise cuts to trim off the edges and separate the points and octagons. Once you have the 3 strips, the pieces can be cut apart with sharp scissors.

When possible, 9 points with short/long vowel spelling patterns were included for each star. The one extra point per star affords some flexibility and makes the activity easier.

Five or more points with variant vowel phonemes are also included. These can be added when students are ready. In actuality, the additional points give students more options and allow for harder words to be skipped.



## CODING

Both levels are printed on a different color of card stock. In addition, all pieces in each set have a symbol code printed on them. There is a card for each set that contains the set number, the symbol code, and the letters covered in the set. Place this on the packet or in the zipper bag for the set. The student checklist uses this set number along with the symbol code for tracking.

## 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 on the last page of this guide. 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. The manipulatives and cards are part of a comprehensive instructional program, so 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.



# STAR BLENDING CONTENTS

A-1 d f m	A-2 g k n	A-3 t v w	A-4 c h p	A-5 b j l	A-6 b d r	A-7 l s t	A-8 c m r	A-9 p s w
deep	gain	tame	cake	bat	bad*	laid	cab	pan
did	game*	tap	cap	bath	bag*	lean	cage	peach
dim	gas	tape	case	bean	bee	led	came	peck
dime	gate	teach	coat	beat	beg	leg	cash	pile
dip	gave	team	cob	bell	bone	lice	cave	pill*
dock	get	time	code	bet*	boss	lid	coal	pop
dove	(gill)	toad	cub	bill	bus	line	coke	pose
dot	goat	tug	cube	bug*	buzz	loss*	cuff	pot
dug	got	tuck	coin	but	(bare)	lump	cute	puff
dirt	gum	turn	cause	boil	boy	law	call	purse
down	good	toot		ball	burn	look	couch	
	gown	(tore)	(hack)	(bar)				same
face		(tall)	had*	(book)	dad*	sat	mad	seem
(fat)	keep		hate		(deal)	save	(mash)	seen
fell	key	vain	hid	jail	deck	seal	mean	sip
fib	kick	van	hide	jam	die	seat	meat	sit
fire	kid	vane	him	jazz	dine	sing	men	six
foam	kill	vase	hit	jet*	dish	size	mess	soap
fun	king	vent	hive	job	dive	soak	mine	sock
fuss	kiss	vest	home	joke	dog	sob	mix	sung
fuzz	kit	vet*	hung	jug*	duck	sun	mop	soon
fork	kite	vine*	harm	jump	dude	soon	mud	south
fair		vote	hear	jar	due	(saw)	mark	
	name*	voice		join	dart		mouse	wade
main	neat		pack		dare	tan		wag
map	need	wage	pad*	(let)		tape	rack	wax
mash	neck	wave	paid	lace	race	tease	rag	web
mat	(net)	way	pick	lame	rag*	ten	(rage)	wife
math	nice	week	pet	lap	raid	tire	(rash)	will*
meat	nine	wet*	pig	less	rail	top	red	wire
mess	nose	wig	pile	lick	rain	toss*	rid	wish
met	not	(wine)	pin	life	real	tub	ride	with
miss	nut	wipe	pipe	lime	road	tune	ring	walk
moon	noon	with	park	load	roam	town	roach	wood
mouth	now	woke	porch	long	rub	toy	rode	
	noise	wore		(lug)	(rude)	(took)	run	
		wall		look	rare		room	
				loud	raw			

\*duplicate bases included; ( ) additional possibilities; variant vowel phonemes underlined

# STAR BLENDING CONTENTS

A-10 f g h	A-11 ch sh th	A-12 ch sh wh	B-1 bl pl sl	B-2 cl fl gl	B-3 fl bl cl	B-4 pl gl spl	B-5 br cr fr
fade	chain	champ	blame	claim	black	plain	brain
fake	(chat)	chat	blast	clam	blade	plane	branch
fan	cheat	chase	blaze	clamp	bleach	plant	brave
feet	chess	cheap	blend	clap*	bleed	plate	bribe
fine	chick*	check	blink	clash*	bless	play	brick
fish	chill	cheek	block	clink	bloat	pleat	brim
fix	chime	cheese	blown	close	blond	plop	bring
fuse	chip*	chest	blue	clue	blotch	plug	brink
fork	chop	(chin)	bluff	clump	(bluff)	plush	brisk
food	chug	(chip)	<u>blew</u>	<u>clear</u>	blunt	<u>plow</u>	<u>brook</u>
(fair)	<u>chew</u>	choke	<u>blur</u>	<u>clown</u>	<u>blew</u>	<u>ploy</u>	<u>brawl</u>
	<u>choose</u>	charm			<u>blurt</u>		<u>broil</u>
gab		<u>choice</u>	place	flame		glad	( <u>brown</u> )
game	shack		plan	flap*	flag	glade	
gain	shake	shade	plea	flash*	flake	glass	crab
gap	shame	shag	please	flat	fleck	glee	craft
gas	shed	shape	plod	fled	fleece	glib	crane
gave	sheet	shave	pluck	flint	flesh	glide	crash
goal	shell	sheep	plum	flown	fling	gloat	cream
goat	ship*	shin*	plume	flush	flip*	gloss	creep
gum	shock	shine*	<u>plus</u>	flute	floss	glow	crib
girl	(shop)	(ship)	<u>plow</u>	<u>flew</u>	fluff	<u>gloom</u>	cross
(good)	shut	shot		<u>flare</u>	<u>flair</u>	<u>glare</u>	crumb
	<u>shout</u>	shush			<u>flaw</u>		crowd
ham	<u>shook</u>	<u>sharp</u>	slave	gland	( <u>flew</u> )	splash	<u>crew</u>
heap		<u>shoot</u>	sleep	glaze		splat	( <u>crook</u> )
hen	than		sleeve	gleam	clang	splay	( <u>crown</u> )
hike	that*	wheel	slice	glint	class	spleen	( <u>crawl</u> )
hip	thee	wheeze	slick	glob	clean	splice	
hop	theft	when	slid	globe	clench	splint	frame
hope	then	whiff	slide	glue	cliff	split	free
hose	thick*	whine*	sling	glum	(cling)	splotch	fresh
(hum)	think	which	snip	glut	clip*	splurge	fried
huge	thud	whip	<u>slouch</u>	( <u>glare</u> )	cloak		frill
<u>house</u>	thug	white	( <u>slur</u> )	<u>gloom</u>	clog		frog
<u>hair</u>	<u>third</u>	whiz	<u>slurp</u>		cluck		froze
		<u>whirl</u>			<u>clown</u>		fruit
					( <u>claw</u> )		<u>frown</u>

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# STAR BLENDING CONTENTS

B-6	B-7	B-8	B-9	B-10	B-11	B-12	B-13	B-14
dr gr pr	tr dr str	br cr thr	gr tr shr	fr pr scr	sc sn sp	sk sm st	sp squ sw	sl sn st
drag	track	braid	grab	frail	scab	skate*	speak*	slam
drain*	trade	brand	grape	fray*	scale	sketch	speech	slant
dream	tramp	brat	grave	freak	scan	skid	spend	slap
drench	(tray)	breeze	green	free	scant	skim	spice	slept
dress*	treat	bride	grill*	fret	scat	skimp	spike	slim
drift	trend	brink	grim	frisk	scope	skin	spill	slime
drone	trim	broke	grime	frizz	scuff	skip	spit	slope
drum	trot	brush	groan	frost	scum	skit	spite	slot
drunk	true	brute	grunt	froth	scoop	skull	spot	slush
<u>drew</u>	trust	brook	<u>growl</u>	<u>frown</u>	(score)	<u>skirt</u>	<u>spark</u>	<u>slouch</u>
<u>draw</u>	<u>troop</u>	<u>broom</u>	<u>groove</u>		<u>scarf</u>		<u>spoil</u>	
	<u>trout</u>	(brew)		prank		smack	(spare)	snack
grade		(brown)	trace	pray*	snack	smash	(spoon)	snail
grain*	drab		tract	price	snag	smell*		snake
grant	draft	crack	trash	prim	snap	smile	squeak*	sneak
grass	drape	cramp	tree	prime	snatch	smock	squeal	sneeze
greet	drill	crank	tribe	print	sneak	smog	squeeze	snide
grin	drink	crate	trick	prize	snob	smoke	squelch	sniff
gripe	drive	creek	(trim)	probe	snob	smoke	squelch	sniff
grow	drone	croak	truck	prop	snob	smoke	squelch	sniff
gruff	drop	crush*	true	<u>proof</u>	snug	<u>small</u>	squish*	<u>snout</u>
(grew)	drug	crude	trunk*	<u>proud</u>	(snoop)		squirm	<u>snoop</u>
<u>growl</u>	<u>drown</u>	crust*	<u>troop</u>		<u>snore</u>	(stack)	<u>squirt</u>	
<u>grouch</u>	<u>drew</u>	<u>crown</u>		scrap	(snort)	stain	<u>square</u>	stage
	(draw)	<u>crawl</u>	shrank	scrape		state*		stamp
praise		<u>crew*</u>	shred	scream	space	steep	swam	stand
prep	strand	(crook)	shrill*	screen	speck	sting	sweep	steam
press*	stray		shrimp	scratch	speed	stink	sweet	stiff
price	streak	three	shrine	screech	spell	stitch	swell	still
prick	street	thrift	shrink	script	spent	stone	swept	stove
print	string	thrill	shrub	scrub	spin	stop	swing	stub*
prompt	stripe	thrive	shrug	<u>scrawl</u>	spine	stunt	swish*	stuck*
prong	strive	throat	shrunken*	<u>screw</u>	spoke	<u>stair</u>	switch	<u>star</u>
prune	stroke	throne	shroud		spun	stool	swung	stood
<u>proof</u>	strong	throw	<u>shrewd</u>		<u>spool</u>	<u>store</u>	<u>swoop</u>	( <u>stoop</u> )
	<u>straw</u>	thrust*			<u>sport</u>		<u>swoon</u>	( <u>stout</u> )
		<u>threw*</u>						

\*duplicate bases included; ( ) additional possibilities; variant vowel phonemes underlined

## STAR BLENDING A & B

A-1 \* \_\_\_\_\_ A-10 ✧ \_\_\_\_\_ B-6 \* \_\_\_\_\_  
A-2 ♠ \_\_\_\_\_ A-11 ❁ \_\_\_\_\_ B-7 ☀ \_\_\_\_\_  
A-3 ★ \_\_\_\_\_ A-12 ♠ \_\_\_\_\_ B-8 ☸ \_\_\_\_\_  
A-4 ✚ \_\_\_\_\_ B-9 ● \_\_\_\_\_  
A-5 \* \_\_\_\_\_ B-1 \* \_\_\_\_\_ B-10 ▲ \_\_\_\_\_  
A-6 ◆ \_\_\_\_\_ B-2 ☼ \_\_\_\_\_ B-11 \* \_\_\_\_\_  
A-7 ♥ \_\_\_\_\_ B-3 ☆ \_\_\_\_\_ B-12 ☆ \_\_\_\_\_  
A-8 ♣ \_\_\_\_\_ B-4 † \_\_\_\_\_ B-13 ☼ \_\_\_\_\_  
A-9 ✖ \_\_\_\_\_ B-5 \* \_\_\_\_\_ B-14 \* \_\_\_\_\_

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A-1 \* \_\_\_\_\_ A-10 ✧ \_\_\_\_\_ B-6 \* \_\_\_\_\_  
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A-3 ★ \_\_\_\_\_ A-12 ♠ \_\_\_\_\_ B-8 ☸ \_\_\_\_\_  
A-4 ✚ \_\_\_\_\_ B-9 ● \_\_\_\_\_  
A-5 \* \_\_\_\_\_ B-1 \* \_\_\_\_\_ B-10 ▲ \_\_\_\_\_  
A-6 ◆ \_\_\_\_\_ B-2 ☼ \_\_\_\_\_ B-11 \* \_\_\_\_\_  
A-7 ♥ \_\_\_\_\_ B-3 ☆ \_\_\_\_\_ B-12 ☆ \_\_\_\_\_  
A-8 ♣ \_\_\_\_\_ B-4 † \_\_\_\_\_ B-13 ☼ \_\_\_\_\_  
A-9 ✖ \_\_\_\_\_ B-5 \* \_\_\_\_\_ B-14 \* \_\_\_\_\_

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A-3 ★ \_\_\_\_\_ A-12 ♠ \_\_\_\_\_ B-8 ☸ \_\_\_\_\_  
A-4 ✚ \_\_\_\_\_ B-9 ● \_\_\_\_\_  
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A-8 ♣ \_\_\_\_\_ B-4 † \_\_\_\_\_ B-13 ☼ \_\_\_\_\_  
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A-8 ♣ \_\_\_\_\_ B-4 † \_\_\_\_\_ B-13 ☼ \_\_\_\_\_  
A-9 ✖ \_\_\_\_\_ B-5 \* \_\_\_\_\_ B-14 \* \_\_\_\_\_