



INTERMEDIATE BLENDING

PRODUCT CODE: **270**

PRODUCT CONTENTS

20 cover-weight sheets

9 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 RIMES & BLEND TO ONSETS UNTIL A WORD IS FORMED

The sets in Intermediate Blending have either digraphs or consonant blends for the onsets. Blends are formed when 2 to 3 phonemes are blended together. The following are category groupings:

- 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

The first step is to arrange the onsets in a column. Then students decode a phonemic base, or rime, using short/long vowel spelling patterns or variant vowel phonemes (underlined to signal occurrence). When a word is formed, the base should be placed there. Students repeat this activity with all bases.

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 aloud. Record the activity in the answer key.

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 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

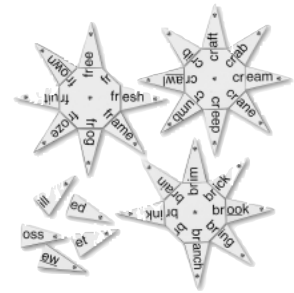
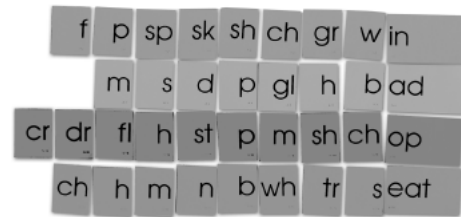
VARIED BLENDING METHODOLOGIES

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	<u>ird</u>

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. The Word Family Resource List included in this guide can be used for this purpose. 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

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.

Make the vertical cuts on a trimmer. Once you have the 5 strips, the pieces can be cut apart with sharp scissors.

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.

There is a card for each set that contains the set grouping and number. Place this on the packet or in the zipper bag.

Each piece in the set also has a set code on it. The first 2 letters of the code indicate the group: digraphs (DI), L-blends (LB), R-blends (RB), or S-blends (SB). The number indicates the set within that group.



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 cards and manipulatives 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.



RESOURCE LIST **WORD FAMILIES**

SHORT A	-ag	land	rang	slash	-atch	paid	flake	-ay	SHORT E
-ab	bag	sand	sang	smash	batch	raid	lake	bay	-eck
blab	brag	stand	slang	stash	catch		make	clay	check
cab	crag	strand	sprang	thrash	scratch	-ail	quake	day	deck
crab	drag		tang	trash	hatch	bail	rake	fray	fleck
dab	flag	-an			match	fail	sake	gay	heck
drab	gag	an	-ant	-ast	patch	frail	shake	gray	neck
gab	lag	ban	ant	blast	thatch	hail	snake	hay	peck
grab	nag	bran	chant	cast		jail	stake	jay	speck
jab	rag	can	grant	fast		mail	take	lay	wreck
lab	sag	clan	pant	last	LONG A	nail	wake	may	
nab	shag	fan	plant	mast	-ace	pail		pay	-ed
scab	snag	man	rant	past	brace	quail	-ame	play	bed
slab	stag	pan	scant	vast	face	rail	blame	pray	bled
stab	swag	plan	slant		grace	sail	came	ray	bred
tab	tag	ran		-ass	mace	snail	dame	say	fed
	wag	scan		bass	lace	tail	fame	slay	fled
-ack	-am	span	-ap	brass	pace	trail	flame	spray	led
back	clam	tan	cap	class	place	wail	frame	stay	red
black	dam	than	chap	glass	race		game	stray	shed
clack	gram	van	clap	grass	space	-ain	lame	sway	shred
crack	ham		flap	lass	trace	brain	name	tray	sled
hack	jam	-ank	gap	mass		chain	same	way	wed
jack	ram	bank	lap	pass	-ade	gain	shame		
lack	sham	blank	map		blade	main	tame	-ase	-ell
pack	slam	clank	nap	-ask	fade	pain		base	bell
quack	tram	crank	rap	ask	glade	plain	-ape	case	cell
rack	yam	drank	sap	cask	grade	rain	cape	chase	fell
sack		flank	scrap	flask	jade	sprain	gape	vase	hell
shack	-amp	frank	slap	mask	made	stain	grape		jell
smack	camp	hank	strap	task	shade	strain	nape	-ave	sell
snack	champ	lank	tap		spade	train	scrape	brave	shell
stack	clamp	plank	trap	-at	trade	vain	shape	cave	smell
tack	cramp	prank	wrap	bat	wade		tape	crave	spell
track	damp	rank		brat		-ane		gave	swell
whack	lamp	sank	-ash	cat	-age	cane	-ate	grave	tell
	ramp	shank	bash	chat	age	crane	ate	pave	well
-ad	stamp	spank	brash	drat	cage	lane	crate	rave	yell
bad	tamp	swank	cash	fat	page	mane	date	save	
clad	tramp	thank	clash	flat	rage	pane	fate	shave	-en
dad	vamp	tank	crash	hat	sage	plane	gate	slave	den
fad		yank	dash	mat	stage	sane	grate	wave	hen
glad	-and	-ang	flash	pat	wage	vane	hate		men
had	band	bang	gash	rat			late	-aze	pen
lad	bland	clang	hash	sat	-aid	-ake	mate	blaze	ten
mad	brand	gang	lash	scat	braid	bake	plate	craze	then
pad	grand	hang	mash	slat	laid	brake	rate	faze	when
sad	hand	pang	rash	that	maid	cake	skate	graze	wren
			sash	vat		fake	state	haze	

-end	-et	-ean	-eek	SHORT I	swift	-in	-ip	-iss	LONG I
bend	bet	bean	cheek		thrift	bin	blip	bliss	
blend	fret	clean	creek	-ib		chin	chip	hiss	-ice
end	get	dean	meek	bib	-ig	din	clip	kiss	dice
fend	jet	glean	peek	crib	big	fin	dip	miss	lice
lend	let	lean	seek	fib	dig	gin	drip		mice
mend	met	mean	sleek	nib	fig	grin	flip	-ist	nice
send	net	wean	week	glib	jig	kin	grip	fist	price
spend	pet			rib	pig	pin	hip	gist	rice
tend	set	-eat	-eel		rig	shin	lip	list	slice
trend	wet	beat	feel	-ick	sprig	sin	nip	mist	splice
	yet	bleat	heel	brick	swig	skin	quip	twist	spice
-ent		cheat	keel	chick	twig	spin	rip	wrist	thrice
bent		cleat	kneel	click	wig	thin	ship		twice
cent	LONG E	feat	peel	flick		tin	sip	-it	vice
dent		heat	reel	kick	-ill	twin	slip	bit	
gent	-eak	meat	steel	lick	bill	win	snip	fit	-ide
lent	beak	neat	wheel	pick	chill		strip	flit	bide
rent	bleak	peat		quick	dill	-ing	trip	grit	bride
scent	creak	pleat	-een	sick	drill	bring	tip	hit	chide
sent	leak	seat	green	slick	fill	cling	trip	it	glide
spent	peak	treat	queen	stick	frill	ding	whip	kit	hide
tent	sneak	wheat	screen	thick	gill	fling	zip	knit	pride
vent	speak		seen	tick	grill	king		lit	ride
went	squeak	-ee	sheen	trick	hill	ping	-in	pit	side
	streak	bee	teen	wick	ill	ring	flint	quit	slide
-est	teak	fee			kill	sing	glint	sit	snide
best	weak	flee	-eep	-id	mill	sling	hint	skit	stride
chest		free	cheep	bid	pill	spring	lint	slit	tide
crest	-eal	glee	creep	did	quill	sting	mint	spit	wide
guest	deal	knee	deep	grid	sill	string	print	split	
jest	heal	see	jeep	hid	skill	swing	splint	wit	-ile
nest	meal	spree	keep	kid	spill	thing	sprint		file
pest	peal	tee	peep	lid	still	wing	squint	itch	bile
quest	real	thee	seep	rid	thrill	wring	stint	ditch	mile
rest	seal	three	sheep	skid	till	zing	tint	itch	pile
test	squeal	wee	sleep	slid	twill			hitch	smile
vest	steal		steep	squid	will	-ink	-ish	pitch	tile
west	veal	-eed	sweep			blink	dish	snitch	vile
zest	zeal	bleed	weep	-iff	-im	brink	fish	stitch	while
		creed		cliff	brim	clink	swish	switch	
-ess	-eam	deed	-eet	skiff	dim	drink	squish	twitch	-ike
bless	beam	feed	beet	sniff	grim	kink	wish	witch	bike
chess	cream	fleet	feet	stiff	him	link			dike
dress	dream	greet	fleet	whiff	prim	mink	-isk	-ilt	hike
guess	gleam	meet	greet		rim	pink	brisk	jilt	like
less	ream	sheet	meet	-ift	skim	rink	disk	kilt	pike
mess	scream	sleet	sheet	drift	slim	shrink	frisk	quilt	spike
press	seam	street	sleet	gift	swim	sink	risk	silt	strike
stress	steam	sweet	street	lift	trim	stink	whisk	spilt	
	stream	tweet	sweet	rift	vim	think		tilt	
	team	tweet	tweet	shift		wink		wilt	
				sift					

-ime	-ite	-oss	flop	-oal	stoke	tote	-uck	rum	plump
chime	bite	boss	hop	coal	stroke	vote	buck	scum	pump
crime	kite	cross	mop	foal	woke	wrote	cluck	slum	rump
dime	mite	gloss	plop	goal			duck	sum	slump
grime	quite	loss	pop	shoal	-ole	-own	huck	swum	stump
lime	rite	moss	prop		dole	blown	luck		trump
prime	site	toss	shop	-oam	hole	flown	muck	-un	
slime	spite		slop	foam	mole	grown	pluck	bun	-unch
time	white	-od	stop	loam	pole	known	puck	fun	bunch
	write	clod	top	roam	role	own	shuck	gun	brunch
-ine		cod			stole	shown	struck	nun	crunch
brine	-ive	god	-oth	-oan	whole		suck	pun	hunch
dine	chive	nod	broth	loan		-ow	truck	run	lunch
fine	dive	plod	cloth	groan	-one	bow	tuck	shun	munch
line	drive	pod	froth	moan	bone	blow		spun	punch
mine	five	prod	moth		clone	glow	-uff	stun	scrunch
nine	hive	rod		-oat	cone	grow	bluff	sun	
pine	strive	sod	-ot	bloat	crone	know	buff		-ung
shine	thrive	trod	blot	boat	drone	low	cuff	-umb	clung
shrine			clot	coat	hone	row	fluff	crumb	flung
spine		-og	cot	float	lone	show	gruff	dumb	hung
swine	SHORT O	bog	got	goat	phone	slow	muff	numb	lung
vine		clog	hot	moat	prone	snow	puff	plumb	rung
whine	-ob	cog	jot	oat	stone	stow	scuff	thumb	slung
wine	bob	dog	knot	throat	tone	tow	snuff		sprung
	blob	flog	lot		zone		stuff	-unk	strung
-ie	cob	fog	not	-oast				bunk	stung
die	gob	frog	plot	boast	-ope	SHORT U	-ug	chunk	sung
lie	job	hog	pot	coast	cope	-ud	bug	drunk	swung
pie	knob	jog	rot	roast	dope	bud	chug	dunk	wrung
tie	lob	log	shot	toast	grope	dud	drug	flunk	
	mob	slog	slot		hope	mud	dug	funk	-unt
-ife	rob	smog	spot	-obe	mope	spud	hug	hunk	blunt
knife	slob		tot	globe	nope	stud	jug	junk	bunt
life	snob	-ong	trot	probe	pope	thud	lug	plunk	grunt
strife	sob	bong		robe	rope		mug	punk	hunt
wife		dong			scope	-ub	plug	shrunk	punt
	-ock	gong	LONG O	-ode	slope	club	rug	skunk	runt
-ipe	block	long		code		cub	shrug	spunk	stunt
gripe	clock	prong	-oach	lode	-ose	dub	slug	stunk	
pipe	croak	song	coach	mode	chose	flub	smug	sunk	-ush
ripe	dock	strong	poach	node	close	grub	snug	trunk	blush
snipe	flock	thong	roach	rode	hose	hub	tug		brush
stripe	hock	throng		strode	nose	nub		-ump	crush
swipe	knock	tong	-oad		pose	pub	-um	bump	flush
wipe	lock	wrong	load	-oke	prose	rub	bum	chump	gush
	mock		road	broke	rose	scrub	chum	clump	hush
-ire	rock	-op	toad	choke	those	shrub	drum	dump	lush
fire	shock	chop		coke		snub	glum	grump	mush
hire	smock	cop	-oak	joke	-ote	stub	gum	hump	plush
spire	sock	crop	cloak	poke	note	tub	hum	jump	rush
tire	stock	drop	croak	smoke	quote		plum	lump	slush
wire			soak	spoke	rote				

INTERMEDIATE BLENDING

DI-1 _____ LB-1 _____ RB-1 _____ SB-1 _____
DI-2 _____ LB-2 _____ RB-2 _____ SB-2 _____
LB-3 _____ RB-3 _____ SB-3 _____
LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
LB-6 _____ RB-6 _____ SB-6 _____

INTERMEDIATE BLENDING

DI-1 _____ LB-1 _____ RB-1 _____ SB-1 _____
DI-2 _____ LB-2 _____ RB-2 _____ SB-2 _____
LB-3 _____ RB-3 _____ SB-3 _____
LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
LB-6 _____ RB-6 _____ SB-6 _____

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DI-1 _____ LB-1 _____ RB-1 _____ SB-1 _____
DI-2 _____ LB-2 _____ RB-2 _____ SB-2 _____
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LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
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LB-3 _____ RB-3 _____ SB-3 _____
LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
LB-6 _____ RB-6 _____ SB-6 _____

INTERMEDIATE BLENDING

DI-1 _____ LB-1 _____ RB-1 _____ SB-1 _____
DI-2 _____ LB-2 _____ RB-2 _____ SB-2 _____
LB-3 _____ RB-3 _____ SB-3 _____
LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
LB-6 _____ RB-6 _____ SB-6 _____

INTERMEDIATE BLENDING

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DI-2 _____ LB-2 _____ RB-2 _____ SB-2 _____
LB-3 _____ RB-3 _____ SB-3 _____
LB-4 _____ RB-4 _____ SB-4 _____
LB-5 _____ RB-5 _____ SB-5 _____
LB-6 _____ RB-6 _____ SB-6 _____