



SHORT VOWEL POSTERS

PRODUCT CONTENTS

- 5 color short vowel posters
- 1 page containing words to songs
- 3 pages of teacher information

SKILL DEVELOPMENT

Being able to produce and segment short and long vowel phonemes is a decoding prerequisite. The five short vowels are the most commonly used phonemes, yet the most challenging to learn. However, they can easily be taught in isolation using auditory associations for sounds students can relate to. You will be able to teach short vowels in a snap with these clever posters.

Scientific research clearly demonstrates the superiority of explicit phonics methodology for developing phonemic awareness. When phonemes are taught explicitly, sounds are identified in isolation and blended to form words. On the following page is a resource list of English phonemes containing both analytic and synthetic (explicit) examples. The problem with analytic phonics is that students must know phonemes before they can extract them.

USING THE SONGS & POSTERS

The words for the short vowel phoneme songs in the Reading Manipulatives Phoneme Songs & Blending program are included on the final page of this PDF. Even without the music, students can repeat the jingles as you hold up the posters.

Discuss the phonemes even further. Have students open their mouths, as if for a doctor, and say /o/. Talk about bad smells and say /i/. Make the sound one might make if something tastes bad /a/. Discuss the fact that people have a harder time hearing as they get older. Have students cup a hand by an ear and say /e/. Act forgetful and say /u/ as you try to remember (do not confuse this with “duh,” the sound some say when they mean “obviously” or “stupid”). In the songs, the phonemes are enunciated in a similar, clear manner. Sounds can be exaggerated in instruction.

Long vowels are easier to master. Remind students that the long vowels “say their names.” Long u is somewhat troublesome because it has two sounds (as in *fuse* [fyooz] and *plume* [ploom]). Work with the easier vowels first.

SLV Flip Strips help students to master short and long vowels and spelling patterns. Page 3 of this guide gives you words for making these, and they are available as a digital product download.

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RESOURCE LIST **ENGLISH PHONEMES**

ANALYTIC APPROACH Students are given words that contain the phoneme and must extract the similar sound in each word (usually in the initial position).

SYNTHETIC APPROACH Phonemes are taught in isolation using sound associations and illustrations. Students then learn to blend phonemes to form words.

BREATH CONSONANTS

ANALYTIC	SYNTHETIC
foot, phone	hissing cat
cat, key, duck	clock pendulum
horn	huffing of a runner
pig	corn popping
sun, city	hissing snake
top	typewriter keys
chair, match	chugging train
shell, wish	prompt to be quiet
thump	
wheel	

VOICED CONSONANTS

ANALYTIC	SYNTHETIC
bunny	babbling baby
dog	dripping faucet
goat	gulping of drink
jar	engine of old car
lamp	ringing alarm clock
moon	something tastes good
nest	running motor
rabbit	growling dog
valentine	vibrating sound
watch	whirling lasso
yarn	yo-yo moving on string
zebra	buzzing bee
song	gong
the, with	

LONG VOWELS

ANALYTIC	SYNTHETIC
cake, play, rain	article "a"
tree, meat, be	said when scared
hive, fly, sigh	pronoun "you"
rose, snow, boat	said when surprised
use, few	pronoun "you"

SHORT VOWELS

ANALYTIC	SYNTHETIC
apple	something tastes bad
egg	asking to repeat
igloo	you don't like a smell
ostrich	as doctor checks throat
umbrella	trying to remember

VARIANT VOWELS

ANALYTIC	SYNTHETIC
saw, ball, taught	something's too bad
moon, chew	wailing ghost
book, put	doing push-ups
cow, house	when you get hurt
boy, oil	pogo stick spring
car	howling dog
fork	seal
spur, her, work, fur	growling dog

EXTENSION – TEACH SLV SPELLING PATTERNS

To assure that students can both identify and use short/long vowel phonemes, decoding practice is necessary. Flip strips are ideal for this purpose. Teach this rule for short/long vowel spelling 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.

Flip strips are a concrete, visual material for illustrating these patterns. Students read short vowel words and then change them into long vowel words as the second vowel is folded over. Flip strips give students the practice they need to solidify usage of vowel phonemes.

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.

SLV Pattern Flip Strips one of Reading Manipulatives' most popular products. You can use the resource list below to make some. Directions and resources for making your own flip strips are on our web site. A PDF download of this product is also available.



SHORT/LONG VOWEL COMBINATIONS RESOURCE LIST

VCE Pattern – A		VCE Pattern – I		VV Pattern – AI		VV Pattern – EA	
back	bake	bit	bite	bat	bait	bed	bead
can	cane	dim	dime	bran	brain	bet	beat
cap	cape	fin	fine	clam	claim	den	dean
fat	fate	hid	hide	mad	maid	men	mean
hat	hate	kit	kite	man	main	met	meat
mad	made	lick	like	pad	paid	net	neat
man	mane	quit	quite	pal	pail	red	read
plan	plane	rip	ripe	pan	pain	set	seat
rat	rate	shin	shine	plan	plain	speck	speak
snack	snake	slid	slide	ran	rain	stem	steam
tap	tape	spin	spine	van	vain		
VV Pattern – OA		VCE Pattern – U		VV Pattern – EE		VCE Pattern – O	
blot	bloat	cub	cube	bet	beet	clock	cloak
cost	coast	cut	cute	fed	feed	hop	hope
cot	coat	fuss	fuse	fell	feel	mop	mope
got	goat	hug	huge	met	meet	not	note
rod	road	plum	plume	step	steep	rob	robe
sop	soap	tub	tube	wed	weed	rod	rode
						slop	slope

After students learn short/long vowel sounds and spelling patterns, they begin to use these to decode words. The patterns are found in many words. As a matter of fact, half of the high-frequency words in the Dolch 220 list can be decoded using short/long vowel phonemes and spelling patterns.

The more practice you provide, the sooner application will become automatic for your students.

á





i



o



u



a



When I get well I will be glad, a a a
Because my medicine tastes so bad. a a a
It's really amazing how it can be
That something so yucky is good for me. a a a

e



It's sure hard for Grandma to hear. e e e
She puts her hand up by her ear. e e e
Everyone starts to talk so loud.
We sound just like a noisy crowd. e e e

o



The doctor told me to open wide, o o o
So he could look deep inside. o o o
He had to see so he could say
Whether or not my throat was OK. o o o

i



My poor dog tangled with a skunk. i i i
Ever since he has really stunk. i i i
Until that terrible smell goes away,
He has to stay out both night and day. i i i

u



I am trying hard to recall u u u
Why it was I made this call. u u u
My memory's so bad that I can bet
If it isn't written down, I will forget. u u u