

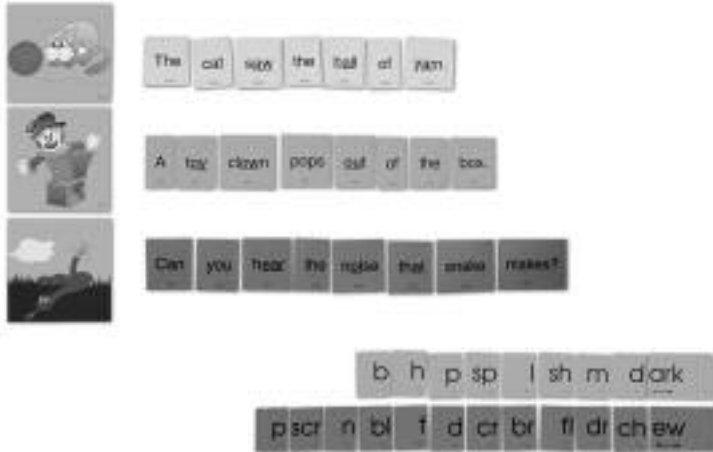
# TIPS FOR TEACHERS



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## VARIANT VOWELS

### READING MANIPULATIVES PRODUCT: Variant Vowels



#### Exposure to high frequency variant vowel phonograms is beneficial.

Word families for 15 commonly used variant vowels are included. Students blend initial sounds to 42 bases, reading the 283 words formed.

Once students are familiar with the word families, they are ready for the 12 sets of scrambled sentences. These are the same format as the SLV sentences, except that they have words with variant vowel phonograms (underlined to alert students).

VARIANT VOWELS	240	\$40
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### TEACHING STRATEGIES: Blending bases containing variant vowels

Once students are adept at decoding words containing short and long vowels, the English vowel phonemes with variant pronunciations and spellings can be introduced. Variant vowel phonemes and spellings with a high frequency of occurrence are listed on the following page.

Most of these variant vowels are phonemes, and several have multiple spellings. These spellings are actually what students need to recognize, and that is why word families are an excellent strategy. It does not matter that *oo* as in *zoo* sounds the same as one of the long *u* spellings (*fruit*) or the *ew* spelling (*new*). Do not dwell on phonetic information that is irrelevant and may confuse students. Teach concepts in the most simplified manner possible.

#### Step 1 – Select variant vowel spellings and instructional sequence

The Reading Manipulatives variant vowel product cover all of these variant vowel phonemes and spellings with word families and then proceed to scrambled sentences.

#### Step 2 – Teach common variant vowels with word families

Word families are the easiest way to drill repetitive variant vowel spellings. Before introducing variant vowels, make sure that students are adept at decoding words containing short and long vowels. Since these are more common, they are more useful in the decoding process. When variant vowel usages are limited (such as the *ou* in *could*), cover them in sight words.

#### Step 3 – Provide decoding practice with scrambled sentences

Again, students must first be introduced to short/long vowel phonemes and spelling patterns since the majority of the words in the scrambled sentences must be decoded using this phonetic information. Strive to include as many variant vowel spellings as possible. Underline variant vowels in all manipulatives to signal their occurrence. This encourages students to think about and apply what they have learned about these sounds and spellings.

## RESOURCE LIST: Common variant vowel phonemes and spellings

### R-Controlled (first three more common)

1. **ä** as in **car**
2. **ûr** as in **fur** (spelled *ur, ir, er,* and *[w]or*)
3. **ôr** as in **for** (same sound for *or, ore,* and *oar*)
4. **âr** as in **air** (spelled *are* and *air*)
5. **îr** as in **ear** (spelled *ear* and *eer*)

### OO (two sounds, two spellings)

1. **oo** as in **zoo** and **few**
2. **oo** as in **took**

### AL / AU / AW (one sound, three spellings)

1. **ô** as in **all**
2. **ô** as in **saw**
3. **ô** as in **taught**

### OU / OW (one sound, two spellings)

1. **ou** as in **out**
2. **ow** as in **now**

### OI / OY (one sound, two spellings)

1. **oi** as in **oil**
2. **oy** as in **boy**

## MAKING MATERIALS: Blending bases to initial sounds

1. Line off cover-weight sheets of paper (8.5 x 11 inches) into 8 horizontal strips (1.375 inches high).
2. Draw 4 vertical lines to divide the width of the page into 5 columns. Draw the lines at 1.4 inch spacing. The last column will be twice as wide and can be divided in half when more initial sounds are needed (see example below).
3. Use the accompanying resource list for the word families. Any initial sounds forming words that are too difficult (sound or vocabulary) can be skipped or pulled as students read the word families.
4. Sets must be coded in some way. This can be done with symbol codes (as on examples below). Each page can be on a different color, thereby limiting the number of unique codes needed.
7. Laminate cards. Cut apart and place pieces in zipper bags or other storage devices. Small rubber bands can be used to keep word families together.

### WORD FAMILIES

•	b	•	c	•	f	•	h	all	•
•	m	•	sm	•	st	•	t	w	bl
■	br	■	b	■	r	■	gl	oom	■
*	f	*	gr	*	r	*	s	ound	*
x	t	x	h	x	n	x	sm	r	h
x	cl	x	d	x	f	x	y	ear	x
♦	bl	♦	ch	♦	d	♦	f	ew	♦
♦	n	♦	thr	♦	scr	♦	kn	br	♦
♦	n	♦	thr	♦	scr	♦	kn	br	♦

### ADD VARIANT VOWELS TO SLV BLENDING SETS

If you made short/long vowel pattern blending sets from Blending issue, add some variant vowel bases after they are taught with word families. An example of SLV pattern set is on left and possible bases to add are on the right. Always underline variant vowel phonograms. Otherwise, students may think the first of two vowels is long. Eventually, they will memorize these phonemes.

R-Blends • #1	ab	ace	ack	ade	aw	ook	own		
	br	ag	ain	ame	ank	oop	oil		
	cr	ash	ay	eam	eat	awn	oin		
	dr	ee	een	eeze	ess	ood	ound		
	fr	ibe	ick	ill	im	ool	ouch		
	gr	int	ip	ize	og	oom	out		
	pr	oke	op	ost	ow	oon	ow		
	tr	uck	ug	ush	ust	ew	owl		

## RESOURCE LIST: Variant vowel word families

<b>o</b> as in <b>all</b>	<b>-ause</b>	<b>-ark</b>	glare	<b>-ore</b>	<b>ur</b> as in <b>fur</b>	<b>-ound</b>	<b>oi</b> as in <b>oil</b>	<b>-oo</b>	<b>-oop</b>
<b>-alk</b>	cause	bark	mare	bore	<b>-urn</b>	bound	<b>-oil</b>	boo	droop
balk	clause	dark	rare	chore	burn	found	boil	coo	hoop
chalk	pause	hark	scare	core	churn	ground	broil	goo	loop
stalk	<b>-awn</b>	lark	share	fore	turn	hound	coil	moo	scoop
talk	dawn	mark	snare	gore		mound	foil	shoo	sloop
walk	drawn	park	spare	more	<b>-ur</b>	pound	soil	too	snoop
	fawn	shark	square	pore	blur	round	spoil	woo	swoop
<b>-aw</b>	lawn	spark	stare	score	fur	sound	toil	zoo	troop
caw	pawn	stark		shore	slur				
claw	prawn	<b>-arm</b>	<b>ir</b> as in <b>ear</b>	sore	spur	<b>-ouse</b>	<b>-oin</b>	<b>-ool</b>	<b>-oot</b>
craw	spawn	arm	<b>-ear</b>	store		douse	coin	cool	boot
draw	yawn	charm	clear	swore	<b>-urse</b>	house	groin	drool	loot
flaw		farm	dear	tore	curse	louse	join	fool	root
gnaw		harm	ear	wore	nurse	mouse	loin	pool	shoot
jaw			fear		purse	spouse		school	toot
law	<b>a</b> as in <b>car</b>	<b>-arn</b>	gear	<b>-ork</b>	<b>-irt</b>	<b>-ow</b>	<b>-oy</b>	spool	
paw	<b>-ar</b>	barn	hear	cork	dirt	bow	boy	stool	
raw	bar	darn	near	fork	flirt	brow	coy		<b>oo</b> as in
saw	car	yarn	rear	stork	shirt	chow	joy	<b>-oom</b>	<b>took</b>
slaw	char		sear	<b>-orn</b>	skirt	cow	soy	boom	<b>-ood</b>
squaw	far	<b>-arp</b>	shear	born	squirt	how	toy	broom	good
straw	jar	carp	smear	corn		now		doom	hood
	mar	harp	spear	horn		plow		gloom	stood
<b>-all</b>	scar	sharp	tear	morn		vow	<b>oo</b> as in <b>zoo</b>	groom	wood
all	star	tarp	year	scorn	<b>ou</b> as in <b>out</b>	wow		loom	
ball	tar			shorn	<b>-ouch</b>		<b>-ew</b>	room	<b>-ook</b>
call		<b>ar</b> as in <b>air</b>	<b>-eer</b>	sworn	couch	<b>-owl</b>	blew		book
fall	<b>-ard</b>	beer	beer	thorn	crouch	fowl	brew	<b>-oon</b>	brook
gall	bard	deer	deer	torn	grouch	growl	chew	boon	cook
hall	card	jeer	jeer	worn	gouch	howl	crew	croon	crook
mall	guard	peer	peer		pouch	jowl	dew	goon	hook
small	hard	queer	queer	<b>-ort</b>	slouch	owl	drew	loon	look
squall	lard	sneer	sneer	fort		prowl	few	moon	shook
stall	yard	steer	steer	port	<b>-out</b>	scowl	flew	noon	took
tall		stair		short	bout		hew	soon	
wall	<b>-art</b>			snort	out	<b>-own</b>	knew	spoon	<b>-ould</b>
	cart	<b>-are</b>		sport	pout	brown	new	swoon	could
<b>-aught</b>	chart	bare	<b>or</b> as in <b>for</b>	<b>-oar</b>	scout	clown	pew		should
caught	dart	blare		boar	shout	crown	screw	<b>-ood</b>	would
fraught	mart	care	<b>-orch</b>	roar	spout	down	skew	brood	
naught	part	dare	porch	soar	sprout	drown	slew	food	
taught	smart	fare	scorch		stout	frown	stew	mood	
	start	flare	torch		trout	gown	threw		
	tart					town			