# STAGE 5: SIMPLE SHORT VOWEL DOUBLED CONSONANTS

## SHORT VOWEL DOUBLES

Although you may have visited short vowel doubles earlier, now the child has learned about long vowels we will reintroduce the idea of short vowel doubles in comparison to long vowel spellings.

### TEACHING SHORT VOWEL DOUBLES

The following letters are doubled after short vowels:

**-ss**  **-ll**  **-ff**  **-zz**  **-ck**

#### IMAGE ANCHORING

Encourage the child to think of a sentence and create an image to remind them which letters double IF they have difficulty remembering. Here are some examples:

*A gruff troll licks less fuzz.*
*The sick troll is off jazz class.*
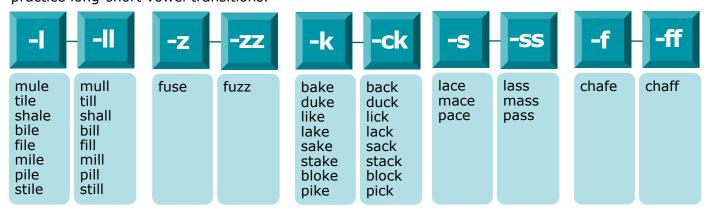*Stroll off to jazz class duck.*

#### EXPLANATION

Often an explanation of WHY something is the way it is helps us remember it...

*Scribes knew that some short or quiet sounds were likely to be missed when people wrote things down. To make this less likely they wrote the letter twice to make sure people did not forget that letter.*
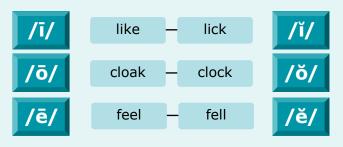
It does not even need to be true!

## MINIMAL PAIRS

These examples are minimal pair words which differ by just one sound. The sound changes from the long vowel sound to its equivalent short vowel sound. These words are useful for continuing to practice long-short vowel transitions.

| -l | -ll | -z | -zz | -k | -ck | -s | -ss | -f | -ff |
|---|---|---|---|---|---|---|---|---|---|
| mule | mull | fuse | fuzz | bake | back | lace | lass | chafe | chaff |
| tile | till | | | duke | duck | mace | mass | | |
| shale | shall | | | like | lick | pace | pass | | |
| bile | bill | | | lake | lack | | | | |
| file | fill | | | sake | sack | | | | |
| mile | mill | | | stake | stack | | | | |
| pile | pill | | | bloke | block | | | | |
| stile | still | | | pike | pick | | | | |

Begin by providing the long vowel version orally, and ask the child to write the short version. Focus on remembering the need to double the final letter. Because we are working orally we can also include long vowels with spelling that have not yet been taught. This gives us more word pairs we can use if the child needs further practice.

| /ī/ | like — lick | /ĭ/ |
|---|---|---|
| /ō/ | cloak — clock | /ŏ/ |
| /ē/ | feel — fell | /ĕ/ |

### CONSOLIDATION

Most children have little difficulty understanding this rule, but some difficulty remembering which sounds need to double, and even more difficulty using it in their independent writing. Those children without much visual memory for words will need a plenty of practice.

Do not wait for a child to do this consistently before moving on. It will be a slow process and you will need to return to it many times before it becomes automatic.

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