

ee

deed	feed	need
seed	weed	peek
seek	week	deep
keep	meet	feet
see	bee	fee
reef	beef	beet



sh

sheep	rash	dish
dash	cash	mash
sheet	ship	shot
shut	fish	wish
hush	shun	shop
shot	shin	lash



oo

boot	loot	food
moon	soon	room
boom	hoop	loop
roof	hoot	mood
shoot		



ch

chat	chip	chin
cheek	chop	cheer
much	such	rich



tch

pitch	witch	hitch
patch	match	ditch
itch	notch	latch
catch	fetch	batch



ar

arm	art	part
harm	farm	star
start	park	bark
dark	mark	car
bar	far	hard
yard	barn	shark



ay

day	pay	bay
gay	hay	jay
lay	may	ray
say	way	nay
play	gray	stay
pray		



ai

rain	main	pain
gain	wait	bait



or

or	born	corn
horn	torn	worn
cord	fork	pork
sort	fort	short
cork		



old

old	cold	bold
told	sold	fold
hold	mold	



ea

peach	teach	reach
beat	seat	heat
meat	neat	weak
beak	peak	leap
lean	read	team
leaf	each	hear



oa

oat	boat	coat
goat	moat	soap
toast	boast	roast
coast	loan	moan
load	soak	toad
road	loaf	oak



ck

back	pack	rack
sack	sock	rock
dock	lock	pack
hack	lack	sick
pick	wick	lick



ow

cow	now	how
owl	down	town
gown	brown	clown



ou

found	round	sound
out	shout	pout
pound	pouch	spout



a_e

bake	made	race
safe	age	name
cape	case	face
ate	save	

8

What is the rule for a_e? The e makes the a says its name and the e is silent.

i_e

ice	rice	pipe
ride	wife	bike
mile	lime	line
wire	wise	kite



What is the rule for i_e? The e makes the i says its name and the e is silent.

o_e

globe	rode	broke
mole	home	tone
rope	rose	note



What is the rule for o_e? The e makes the o says its name and the e is silent.

u_e

cube	rude	huge
mule	dune	cute
cure	use	mute

What is the rule for u_e? The e makes the u says its name and the e is silent.

ing

ring	king	sing
wing	bring	
praying	playing	saying
kicking		

all

all	ball	call
fall	hall	mall
tall		

igh

sight	might	light
night	high	sigh
tight	right	



What is the rule for igh?
The i is long (and says its name) and the gh is silent.

th

than	then	them
that	thou	this
thus	thee	

wh

when	white	whip
wheel	which	whale
while	wheat	



What is the rule for wh?
It makes the sound of w.

qu

quick	quiz	queen
quack	quake	quilt
quill	quip	quest
quote	quit	



er

her	herd	herb
term	fern	verb
stern	under	never
perch		



ir

shirt	dirt	bird
girl	first	firm
sir	stir	



ur

sight	might	light
night	high	sigh
tight	right	



a

cat	bat	sat
can	bag	sap
cab	cap	dad
Sam	gas	hat
rat	fan	gap
jam	lap	man
nap	pan	tan



e

beg	wet	pet
pen	den	get
jet	men	set
net	let	wed
shed		



i

pig
pin
sit
lid
him
hip
tin

big
fin
dig
bit
pit
jig
win



u

but
hut
cub
jut
rub
mud
bus

cut
nut
gum
mug
sun
gun

gut
rut
hub
pus
tub
cup



o

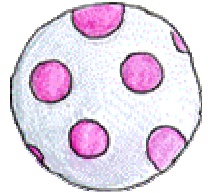
on
pop
hop
rot
don

cob
dog
log
tot



jog
fog
not
con

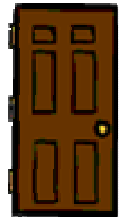
b



c



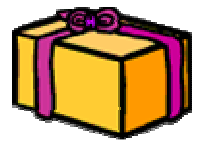
d



f



g



h



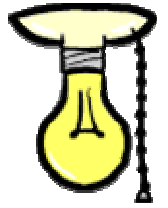
j



k



l



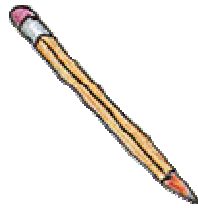
m



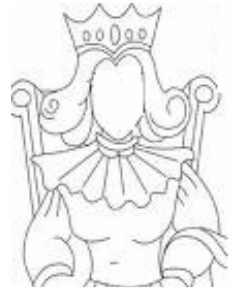
n



p



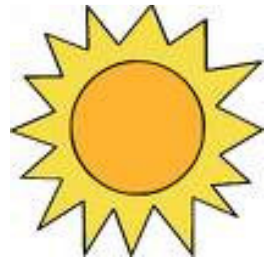
q



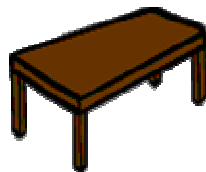
r



s



t



v



W



X

y



Z



Cards are meant to be two-sided. Cut along outer sides, fold on common side, then glue together. You may want to laminate as well.

Tips:
Review flashcards daily
Add new sound cards one at a time, as they are learned. Retire mastered sound cards.

Sample Flashcard Review drills:

- Show student the phonogram side and have him say the sound. If child has trouble, flip over the card and show the visual cue. Note: visual cue is not based upon spelling, but sound.
- Have child read selected words from the back. (not all if it is a review card).
- Dictate 1-2 words from each card for child to spell (orally or written, varied)
- Lay out 5 cards. Ask child to pick out the sound that makes the sound you say. (or beginning/end sound of a word you say)
- For consonants, have child give you a word that starts with a given consonant
- Make the review fun by varying the way you present the cards. Make it like a game. You might add a physical element to it (clap, stomp, snap, jump, hop, walk). Have child start at a position in the room and he takes a step/hop, etc towards a goal/treat for each correct response.
- Tic Tac Toe. Place nine sounds in a tic tac toe grid. Child must say correct sound to place a marker in a spot.
- Stairs. Draw a large set of stairs, placing cards on each step. Child says sound to go up steps. Place a treat at the top. If child misses a sound, tell him the sound and he must start over from the beginning (make a playful sound when he has to "tumble down" the stairs to avoid disappointment.)