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Digital Worksheets for the Alphabet Flashcards

Word Families

Directions: Groups of words that both rhyme and end with the same letters are a word family. Insert initial letters in the spaces provided to form words from the -*an* and -*en* word families. Call on students to sound out the words. Then use one or more of the words in a sentence.

m**an**	h**en**
___an	___en
___an	___en
___an	___en
___an	___en

_____

_____

_____

Examples: ***an*** (can, fan, pan, ran, tan, than); ***en*** (Ben, den, men, pen, ten, then)

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Short Vowels

Directions: Insert one or more consonants in the spaces before and/or after the vowels to form words with the short vowel sound. Identify the pattern of each word, such as the *CVC* (consonant-vowel-consonant) pattern in *dog* or the *CVCC* pattern in *duck*. Call on students to sound out the words. Then use one or more of the words in a sentence.

Rule: When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B<u>e</u>**t**, b<u>e</u>**s**t)

_____a_____	_____a_____
_____e_____	_____e_____
_____i_____	_____i_____
_____o_____	_____o_____
_____u_____	_____u_____

_____

_____

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Digital Worksheets for the Alphabet and Phonics Flashcards

Vowel sounds changed by a final *e*

Directions: Identify the pattern of each word (*vc*, *cvc*, *ccvc*, or *cccvc*). Call on a student to sound out a word. Then change the vowel sound by inserting a final *e* at the end. When students have finished sounding out the words with and without the final *e*, use one or more of the words in a sentence.

Rules

- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (Be**t**)
- When a word has two vowels (a, e, i, o, u) and one is a final *e*, the final *e* is usually silent, and the first vowel says its name. (Sna**e**)

at_	b**a**d_
c**a**p_	f**a**d_
g**a**l_	g**a**p_
gl**a**d_	gr**a**d_
m**a**d_	n**a**p_

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p**a**l_	r**a**t_
scr**a**p_	sh**a**d_
sl**a**t_	t**a**p_
P**e**t_	b**i**d_
b**i**t_	d**i**m_
f**i**n_	gr**i**m_
gr**i**p_	h**i**d_
k**i**t_	p**i**n_
pr**i**m_	r**i**d_
r**i**m_	r**i**p_
sh**i**n_	s**i**t_
sl**i**d_	sl**i**m_
sn**i**p_	sp**i**n_
T**i**m_	tw**i**n_

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c**o**d_	c**o**n_
c**o**p_	d**o**t_
gl**o**b_	h**o**p_
m**o**p_	n**o**d_
n**o**t_	p**o**p_
r**o**b_	r**o**d_
r**o**t_	sl**o**p_
t**o**t_	c**u**b_
c**u**t_	**u**s_

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Single and Double Vowels

Vowel digraphs: Two vowels that come together to make one sound

Directions: Identify the pattern of each word. Call on a student to sound out a word in the *A* section. Then change the word in the *B* section by inserting an extra vowel (*a*, *e*, or *i*) in the space provided so that two vowels are side by side. When students have finished sounding out the words, use one or more of the words in a sentence.

Rules

- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B**e**t)
- When two vowels (a, e, i, o, u) come together, the first vowel usually says its name and the second is silent. (Eat)

A	B
ad	a_d
bat	ba_t
brad	bra_d
lad	la_d
mad	ma_d

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A	B
pad	pa_d
pal	pa_l
cot	co_t
got	go_t
rod	ro_d
sop	so_p
bed	be_d
best	be_st
led	le_d
net	ne_t
pled	ple_d
set	se_t
bred	bre_d

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A	B
fed	f_d
Fred	fr_d
pep	p_p
sped	sp_d
step	st_p
wed	w_d

A	B	
bet	b_t	b_t
met	m_t	m_t
red	r_d	r_d

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V, VC, VCC, CV, CVC, CVCC, CCV, CCVC, and *CCVCC* Words

Directions: Identify the pattern of each word. Call on a student to sound out a word. Then change the vowel sound by inserting one or more consonants in the space provided. When students have finished sounding out the words, short and long vowel words can be used in a sentence. (E.g., *I **bet** he will **be** here. **She** found a **shell**. I said **hi** to **him**.*)

Rules

- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it ends the word, the vowel usually says its name. (B<u>e</u>)
- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B<u>e</u>**t**, b<u>e</u>**s**t)
- The vowel *u* usually says half its name when it ends a word. (Fl<u>u</u>) (Long *u* usually makes the /ü/ sound rather than the /ū/ sound.)

a____	b**e**____	**I**____
	h**e**____	h**i**____
g**o**____	m**e**____	p**i**____
n**o**____	w**e**____	
s**o**____	sh**e**____	fl**u**____
pr**o**____	th**e**____	gn**u**

Examples: a (ask, at); **be** (bed, beg, best, bet); **he** (held, help); **me** (met, mess); **we** (well, wet); **she** (shed, shell); **the** (them, then); **I** (if, in, it); **hi** (hill, him); **pi** (pick, pit); **go** (got, gob, golf); **no** (nod, not); **so** (sob, sock); **pro** (prom, prop); **flu** (fluff, flush)

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Digital Worksheets for the Phonics Flashcards

Directions: Call on a student to read a word under the "Whiter" heading. Change the word by adding *r* at the end and let the student read the word with the /ər/ sound. Add *st* to the end of words under the "Whitest" heading and *n* to words under the "Whiten" heading. Then use one or more of the words in a sentence.

Whit**e**r	Whit**e**st	Whit**e**n
blu**e**__	blu**e**__	giv**e**__
nic**e**__	nic**e**__	spok**e**__
pal**e**__	pal**e**__	tak**e**__
sor**e**__	sor**e**__	wak**e**__

_____

_____

_____

Rules

- When *r* is added to a word that ends with a silent *e*, the /ər/ sound is added to the word. (Whit**e**r)
- When *st* is added to a word that ends with a silent *e*, the /əst/ sound is added to the word. (Whit**e**st)
- When *n* is added to a word that ends with a silent *e*, the /ən/ or /ᵊn/ sound is added to the word. (Whit**e**n)

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Directions: Review the rules at the bottom of this page. Then write -*ing* or -*ed* in the spaces provided. On some of the words, double the final consonant before adding the ending so that the short vowel sound is heard. Ask: "Does *a* say /ă/ or its name in this word? Does *i* say /ĭ/ or its name in this word? Does *o* say /ŏ/ or its name in this word?" Then use one or more of the words in a sentence.

t**a**pping / t**a**ping	t**a**pped / t**a**ped
r**a**t_____	r**a**t_____
gr**i**p_____	gr**i**p_____
p**i**n_____	p**i**n_____
d**o**t_____	d**o**t_____
h**o**p_____	h**o**p_____
m**o**p_____	m**o**p_____

Rules

- In *tapping*, *a* says the short vowel sound because the consonant just before -*ing* is doubled. In *taping*, *a* says its name because the consonant just before -*ing* is not doubled.
- In *tapped*, *a* says the short vowel sound because the consonant just before -*ed* is doubled. In *taped*, *a* says its name because the consonant just before -*ed* is not doubled.

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Name: _____ **Grade:** _____

Date and form of phonics test (pretest or posttest): _____

Directions: Identify the sounds made by the letters and letter combinations below.

I	q	1.	upon	29.	try
S	l	2.	queen	30.	twin
F	x	3.	surprise	31.	scorpion
N	o	4.	c**i**ty	32.	sky
Z	n	5.	cat	33.	small
V	a	6.	garage	34.	snow
P	w	7.	g**i**ant	35.	spider
C	r	8.	off	36.	stop
E	b	9.	badge	37.	swing
M	u	10.	back	38.	scroll
L	t	11.	gnu	39.	splash
A	j	12.	knoll	40.	spread
X	e	13.	white	41.	strange
O	h	14.	wh**o**le	42.	square
H	z	15.	write	43.	photo
K	c	16.	lamb	44.	tough
B	s	17.	black	45.	chick
T	y	18.	clean	46.	watch
D	g	19.	fly	47.	shop
J	v	20.	gloves	48.	thing
Q	p	21.	place	49.	three
U	m	22.	sleep	50.	thank
Y	f	23.	bright	51.	drink
G	k	24.	crayon	52.	honk
R	i	25.	draw	53.	trunk
W	d	26.	fruit	54.	long
		27.	green	55.	rung
		28.	pretty	56.	anger

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57. sing
58. going
59. goes
60. buses
61. played
62. jumped
63. shouted
64. terrific**ic**ally
65. warmly
66. warmer
67. warmest
68. happier
69. happiest
70. happiness
71. carries
72. cries
73. carried
74. cried
75. girl
76. little
77. vowel
78. oval
79. always
80. fall
81. walk
82. audio
83. saw
84. wash
85. caught
86. bought
87. across
88. panda
89. co**m**e
90. so**n**
91. lo**v**e
92. unread
93. am
94. and
95. gem
96. enjoy
97. brighten
98. at**e**
99. wait
100. day
101. eight
102. thes**e**
103. eat
104. see
105. neither
106. we
107. movie
108. key
109. funny
110. cry
111. symbol
112. rid**e**
113. lie
114. hi
115. high
116. child
117. find
118. hom**e**
119. coat
120. goes
121. no
122. cold
123. show
124. us**e**
125. cue
126. cow
127. out
128. oil
129. boy
130. rud**e**
131. blue
132. fruit
133. new
134. flu
135. zoo
136. book
137. barn
138. warm
139. floor
140. corn
141. color
142. molar
143. work
144. fur
145. earth
146. teacher
147. first
148. deer
149. hear
150. bear
151. chair
152. arrow
153. berry
154. care
155. caring
156. cared
157. spiritual
158. collision
159. mission
160. musician
161. lotion
162. nation
163. certain
164. littl**e**r
165. littl**e**st
166. whit**e**n
167. tapping
168. taping
169. tapped
170. taped

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