

Phonics Patterns

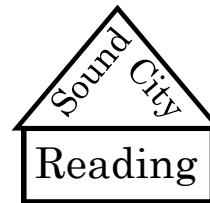
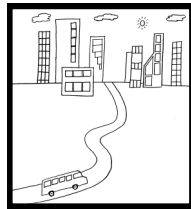
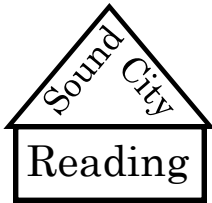
Books 1-8

© 2016 by Kathryn J. Davis

Phonics Patterns

Books 1-8

© 2016 by Kathryn J. Davis



Phonics Patterns

Century Schoolbook Font

Books 1-8

© 2016 by Kathryn J. Davis

Phonics Patterns

Century Schoolbook Font

Books 1-8

© 2016 by Kathryn J. Davis

Visual Instructions

1. The cards are numbered in the order that they are taught in *Phonetic Words And Stories, Books 1-8*. It is easier for students to remember the sounds when the cards are in order, because patterns with similar sounds are grouped together.
2. Introduce one new pattern at a time. Show the new card, model the sound, and have each student repeat individually.
3. Show all of the cards that have been taught. Keep the cards in order while students are learning them. Students say the sounds in unison. Students say the sounds only (no letter names or key words) while looking at the cards.
4. Students will pronounce the basic sound for each pattern and then pronounce any additional sounds that have been taught, with a slight pause between the sounds.
5. After students have mastered the cards in order, mix them up. Saying the sounds out of order will be a more challenging task but will help them remember the sounds when reading.

Visual Instructions

1. The cards are numbered in the order that they are taught in *Phonetic Words And Stories, Books 1-8*. It is easier for students to remember the sounds when the cards are in order, because patterns with similar sounds are grouped together.
2. Introduce one new pattern at a time. Show the new card, model the sound, and have each student repeat individually.
3. Show all of the cards that have been taught. Keep the cards in order while students are learning them. Students say the sounds in unison. Students say the sounds only (no letter names or key words) while looking at the cards.
4. Students will pronounce the basic sound for each pattern and then pronounce any additional sounds that have been taught, with a slight pause between the sounds.
5. After students have mastered the cards in order, mix them up. Saying the sounds out of order will be a more challenging task but will help them remember the sounds when reading.

Visual Instructions

1. The cards are numbered in the order that they are taught in *Phonetic Words And Stories, Books 1-8*. It is easier for students to remember the sounds when the cards are in order, because patterns with similar sounds are grouped together.
2. Introduce one new pattern at a time. Show the new card, model the sound, and have each student repeat individually.
3. Show all of the cards that have been taught. Keep the cards in order while students are learning them. Students say the sounds in unison. Students say the sounds only (no letter names or key words) while looking at the cards.
4. Students will pronounce the basic sound for each pattern and then pronounce any additional sounds that have been taught, with a slight pause between the sounds.
5. After students have mastered the cards in order, mix them up. Saying the sounds out of order will be a more challenging task but will help them remember the sounds when reading.

Visual Instructions

1. The cards are numbered in the order that they are taught in *Phonetic Words And Stories, Books 1-8*. It is easier for students to remember the sounds when the cards are in order, because patterns with similar sounds are grouped together.
2. Introduce one new pattern at a time. Show the new card, model the sound, and have each student repeat individually.
3. Show all of the cards that have been taught. Keep the cards in order while students are learning them. Students say the sounds in unison. Students say the sounds only (no letter names or key words) while looking at the cards.
4. Students will pronounce the basic sound for each pattern and then pronounce any additional sounds that have been taught, with a slight pause between the sounds.
5. After students have mastered the cards in order, mix them up. Saying the sounds out of order will be a more challenging task but will help them remember the sounds when reading.

Auditory Instructions

1. Also plan to use these cards during handwriting and spelling instruction. This will be just the opposite of using the cards visually. Instead of seeing the card and saying the sound, students hear the sound without seeing anything and write the letter pattern. They should say the sound or sounds as they write it. After students have written the pattern, turn the card around for students to see. This provides visual reinforcement. Students can check to see if they wrote the correct pattern. If not, they should immediately bracket the incorrect letters and write the correct ones, saying the sound.
2. You can use the same cards you use to practice the letters visually, or you can make a separate card pack. Choose the cards you want to use each day and put them in the order you want. Review the patterns taught during the previous five days. Also choose patterns that will be needed when spelling the words and writing the sentence during the lesson. Rotate in older patterns for review and any patterns that are still proving difficult.

Auditory Instructions

1. Also plan to use these cards during handwriting and spelling instruction. This will be just the opposite of using the cards visually. Instead of seeing the card and saying the sound, students hear the sound without seeing anything and write the letter pattern. They should say the sound or sounds as they write it. After students have written the pattern, turn the card around for students to see. This provides visual reinforcement. Students can check to see if they wrote the correct pattern. If not, they should immediately bracket the incorrect letters and write the correct ones, saying the sound.
2. You can use the same cards you use to practice the letters visually, or you can make a separate card pack. Choose the cards you want to use each day and put them in the order you want. Review the patterns taught during the previous five days. Also choose patterns that will be needed when spelling the words and writing the sentence during the lesson. Rotate in older patterns for review and any patterns that are still proving difficult.

Auditory Instructions

1. Also plan to use these cards during handwriting and spelling instruction. This will be just the opposite of using the cards visually. Instead of seeing the card and saying the sound, students hear the sound without seeing anything and write the letter pattern. They should say the sound or sounds as they write it. After students have written the pattern, turn the card around for students to see. This provides visual reinforcement. Students can check to see if they wrote the correct pattern. If not, they should immediately bracket the incorrect letters and write the correct ones, saying the sound.
2. You can use the same cards you use to practice the letters visually, or you can make a separate card pack. Choose the cards you want to use each day and put them in the order you want. Review the patterns taught during the previous five days. Also choose patterns that will be needed when spelling the words and writing the sentence during the lesson. Rotate in older patterns for review and any patterns that are still proving difficult.

Auditory Instructions

1. Also plan to use these cards during handwriting and spelling instruction. This will be just the opposite of using the cards visually. Instead of seeing the card and saying the sound, students hear the sound without seeing anything and write the letter pattern. They should say the sound or sounds as they write it. After students have written the pattern, turn the card around for students to see. This provides visual reinforcement. Students can check to see if they wrote the correct pattern. If not, they should immediately bracket the incorrect letters and write the correct ones, saying the sound.
2. You can use the same cards you use to practice the letters visually, or you can make a separate card pack. Choose the cards you want to use each day and put them in the order you want. Review the patterns taught during the previous five days. Also choose patterns that will be needed when spelling the words and writing the sentence during the lesson. Rotate in older patterns for review and any patterns that are still proving difficult.

sh

sh

1

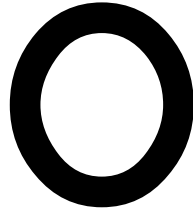
1

sh

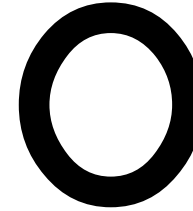
sh

1

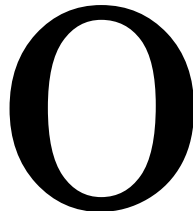
1



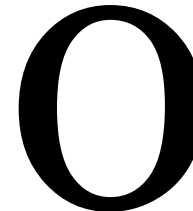
2



2



2



2



a

3



a

3



a

3



a

3

ī

4

ī

4

ī

4

ī

4

ē

5

ē

5

ē

5

ē

5

Ō

6

Ō

6

Ō

6

Ō

6

th

th

7

7

th

th

7

7

or

or

8

8

Or

Or

8

8

ck

9

ck

9

ck

9

ck

9

Ö

10

Ö

10

Ö

10

Ö

10

_ve

_ve

_ve

_ve

ā

12

ā

12

ā

12

ā

12

ch

13

ch

13

ch

13

ch

13

tch

tch

14

14

tch

tch

14

14

nch

nch

15

15

nch

nch

15

15

wh

wh

wh

wh

ng

17

ng

17

ng

17

ng

17

nk

18

nk

18

nk

18

nk

18

ū

ū

ū

ū

ee

ee

20

20

ee

ee

20

20

e _ e

21

e _ e

21

e _ e

21

e _ e

21

ei

ei

ei

ei

ey

23

ey

23

ey

23

ey

23

ea

ea

24

24

ea

ea

24

24

ai

25

ai

25

ai

25

ai

25

ay

26

ay

26

ay

26

ay

26

a_e

27

a_e

27

a_e

27

a_e

27

i_e

i_e

i_e

i_e

ie

ie

ie

ie

igh

30

igh

30

igh

30

igh

30

ind

ind

ind

ind

ild

ild

ild

ild

y

y

y

y

o a

o a

o a

o a

oe

oe

oe

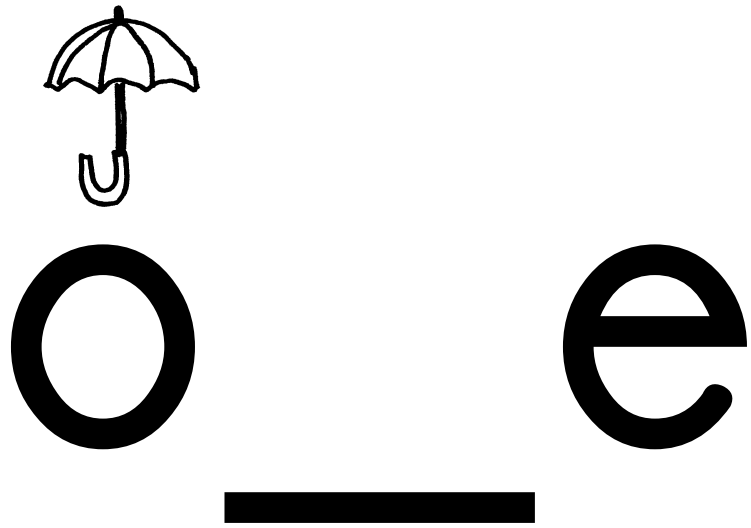
oe

O_e

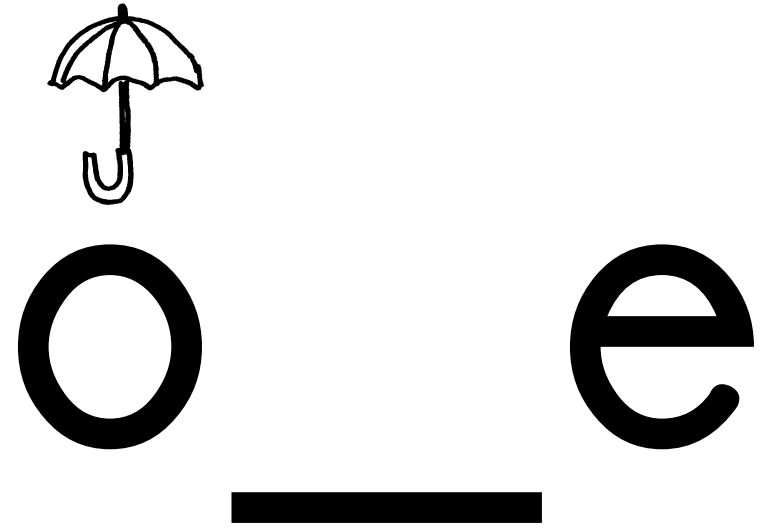
O_e

O_e

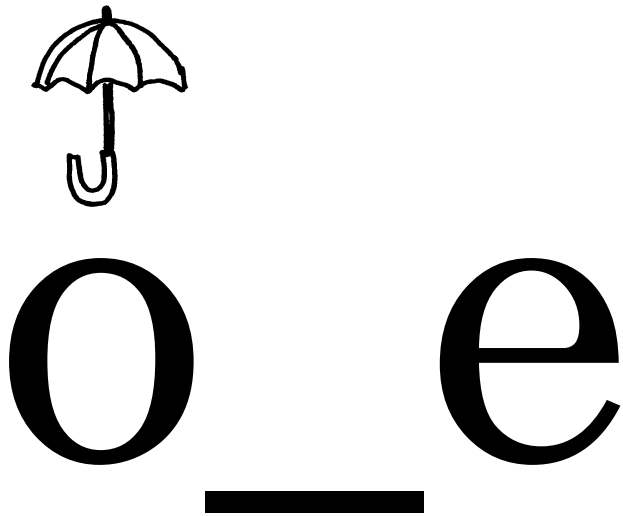
O_e



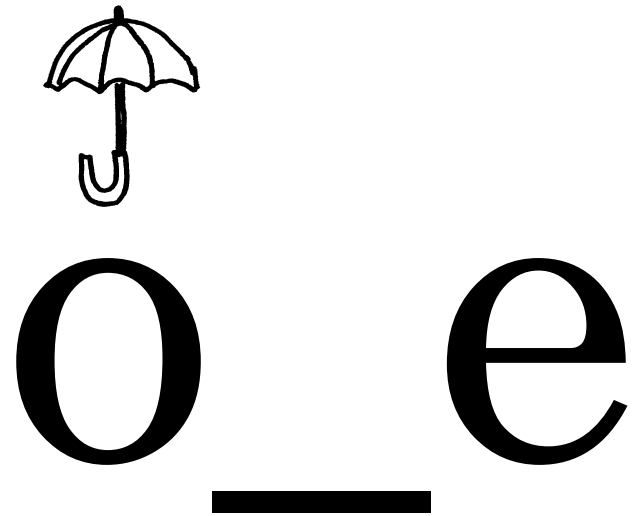
37



37



37



37

old

old

old

old

olt

olt

olt

olt

oll

oll

oll

oll

olk

41

olk

41

olk

41

olk

41



a



a



a



a





a



a



a



a



ui

ui

ui

ui

ue

ue

ue

ue

u_e

46

u_e

46

u_e

46

u_e

46

ew

ew

ew

ew

dgge

48

dgge

48

dgge

48

dgge

48

oi

oi

oi

oi

oy

50

oy

50

oy

50

oy

50

ou

51

ou

51

ou

51

ou

51

O W

O W

OW

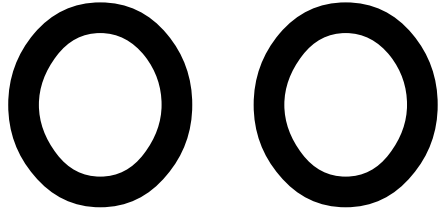
OW

ü

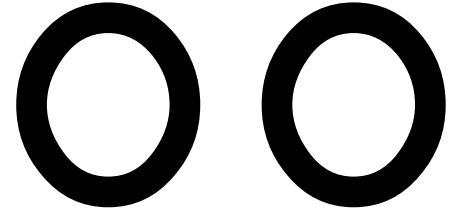
ü

ü

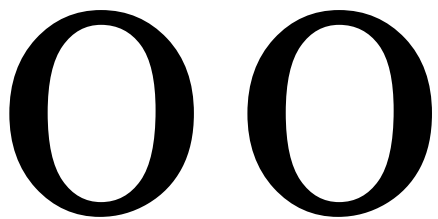
ü



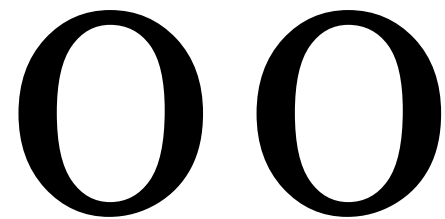
54



54



54



54

ould ould

ould ould

au

au

au

au

aw

57

aw

57

aw

57

aw

57

all

all

all

all

al

al

al

al

alk

60

alk

60

alk

60

alk

60

wa

wa

61

61

wa

wa

61

61

swa

swa

62

62

swa

swa

62

62



ou



ou



ou



ou

ce

ce

ce

ce

ci

ci

ci

ci

cy

cy

cy

cy

_ ce

_ ce

_ ce

_ ce

ir

ir

ir

ir

ge

69

ge

69

ge

69

ge

69

gi

70

gi

70

gi

70

gi

70

gy

71

gy

71

gy

71

gy

71

—ge

72

—ge

72

—ge

72

—ge

72

ar

ar

73

73

ar

ar

73

73

er

er

74

74

er

er

74

74

ur

ur

75

75

ur

ur

75

75

_ se

_ se

_ se

_ se

_ze

77

_ze

77

_ze

77

_ze

77

eigh

78

eigh

78

eight

78

eight

78

ë

ë

ë

ë

eu

eu

80

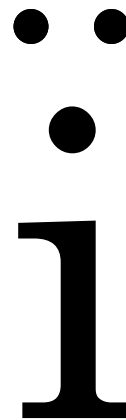
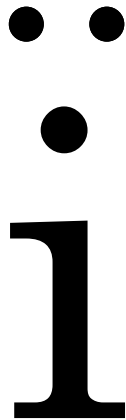
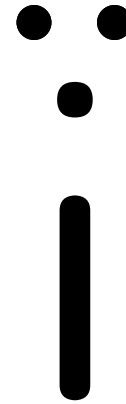
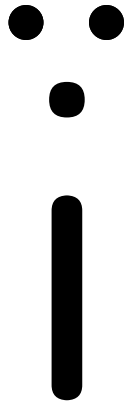
80

eu

eu

80

80



wor

wor

82

82

wor

wor

82

82

ear

ear

83

83

ear

ear

83

83

our

our

84

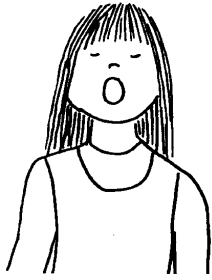
84

our

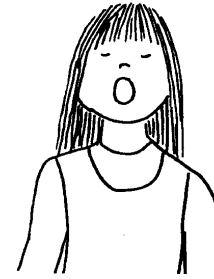
our

84

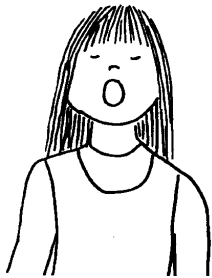
84



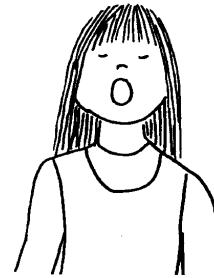
a



a



a



a

kn

kn

kn

kn

wr

wr

wr

wr

gh

88

gh

88

gh

88

gh

88

ought

89

ought

89

ought

89

ought

89

ph

90

ph

90

ph

90

ph

90

ugh

91

ugh

91

ugh

91

ugh

91

ye

ye

ye

ye

y _ e

93

y _ e

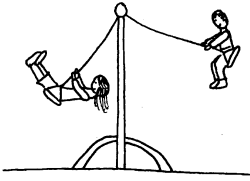
93

y _ e

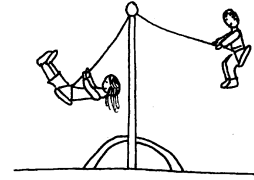
93

y _ e

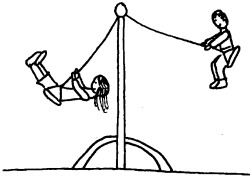
93



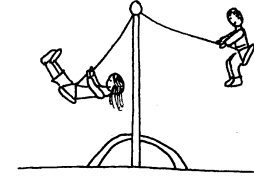
Y



Y



y



y

qu a

qu a

qua

qua

squa

96

squa

96

squa

96

squa

96

