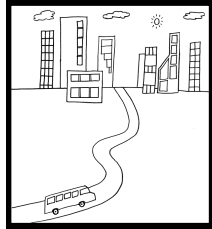


Phonics Patterns Sound Cards

Books 1-8

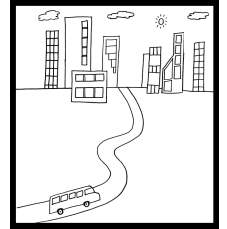


There are cards included in this set that show the letter patterns from all of the sound cards along with key words. The key words can be used by the teacher as a pronunciation guide to learn the sounds. However, when students are saying the sounds from the cards, they do not say the key words.

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Phonics Patterns Sound Cards

Books 1-8

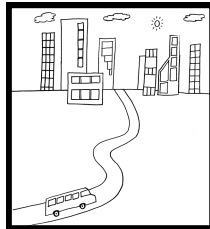


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Phonics Patterns Sound Cards

Books 1-8



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Phonics Patterns Sound Cards

Books 1-8



There are cards included in this set that show the letter patterns from all of the sound cards along with key words. The key words can be used by the teacher as a pronunciation guide to learn the sounds. However, when students are saying the sounds from the cards, they do not say the key words.

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Phonics Patterns - Book 1

- | | | |
|--------------|----------------|-------------|
| 1. sh/ship | 10. ö/to | PREVIEW |
| 2. o/son | 11. _ve/live | |
| 3. a/what | 12. ā/raven | 1. oi/coins |
| 4. ī/bison | 13. ch/chicken | 2. oy/boy |
| 5. ē/secret | 14. tch/match | 3. ou/ouch |
| 6. ō/robot | 15. nch/bench | 4. ow/cow |
| 7. th/thumb | 16. wh/when | 5. ü/push |
| th/this | wh/who | 6. ä/all |
| 8. or/horse | 17. ng/ring | |
| or/tractor * | 18. nk/wink | |
| or/sorry * | 19. ū/tulip | |
| 9. ck/Jack | ū/music | |

* The second and third sound are not taught until Book 7.

Phonics Patterns - Book 1

- | | | |
|--------------|----------------|-------------|
| 1. sh/ship | 10. ö/to | PREVIEW |
| 2. o/son | 11. _ve/live | |
| 3. a/what | 12. ā/raven | 1. oi/coins |
| 4. ī/bison | 13. ch/chicken | 2. oy/boy |
| 5. ē/secret | 14. tch/match | 3. ou/ouch |
| 6. ō/robot | 15. nch/bench | 4. ow/cow |
| 7. th/thumb | 16. wh/when | 5. ü/push |
| th/this | wh/who | 6. ä/all |
| 8. or/horse | 17. ng/ring | |
| or/tractor * | 18. nk/wink | |
| or/sorry * | 19. ū/tulip | |
| 9. ck/Jack | ū/music | |

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Phonics Patterns - Book 1

- | | | |
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| 4. ī/bison | 13. ch/chicken | 2. oy/boy |
| 5. ē/secret | 14. tch/match | 3. ou/ouch |
| 6. ō/robot | 15. nch/bench | 4. ow/cow |
| 7. th/thumb | 16. wh/when | 5. ü/push |
| th/this | wh/who | 6. ä/all |
| 8. or/horse | 17. ng/ring | |
| or/tractor * | 18. nk/wink | |
| or/sorry * | 19. ū/tulip | |
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* The second and third sound are not taught until Book 7.

Phonics Patterns - Book 1

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|--------------|----------------|-------------|
| 1. sh/ship | 10. ö/to | PREVIEW |
| 2. o/son | 11. _ve/live | |
| 3. a/what | 12. ā/raven | 1. oi/coins |
| 4. ī/bison | 13. ch/chicken | 2. oy/boy |
| 5. ē/secret | 14. tch/match | 3. ou/ouch |
| 6. ō/robot | 15. nch/bench | 4. ow/cow |
| 7. th/thumb | 16. wh/when | 5. ü/push |
| th/this | wh/who | 6. ä/all |
| 8. or/horse | 17. ng/ring | |
| or/tractor * | 18. nk/wink | |
| or/sorry * | 19. ū/tulip | |
| 9. ck/Jack | ū/music | |

* The second and third sound are not taught until Book 7.

Phonics Patterns - Book 2

- | | | |
|---------------|---------------------------|---------------|
| 20. ee/feet | 28. i_e/pine | * The second |
| 21. e_e/these | 29. ie/pie, | sounds is not |
| 22. ei/weird | ie/shield * | taught until |
| ei/veil * | 30. igh/night | Book 6. |
| 23. ey/key | 31. ind/find | # The third |
| ey/they * | 32. ild/child | sound is not |
| 24. ea/eat | 33. y/yo-yo | taught until |
| ea/head | y/happy | Book 6. |
| ea/steak # | y/my | |
| 25. ai/rain | y/gymnastics « | |
| 26. ay/play | | |
| 27. a_e/safe | « The fourth sound is not | |
| | taught until Book 8. | |

Phonics Patterns - Book 2

- | | | |
|---------------|---------------------------|---------------|
| 20. ee/feet | 28. i_e/pine | * The second |
| 21. e_e/these | 29. ie/pie, | sounds is not |
| 22. ei/weird | ie/shield * | taught until |
| ei/veil * | 30. igh/night | Book 6. |
| 23. ey/key | 31. ind/find | # The third |
| ey/they * | 32. ild/child | sound is not |
| 24. ea/eat | 33. y/yo-yo | taught until |
| ea/head | y/happy | Book 6. |
| ea/steak # | y/my | |
| 25. ai/rain | y/gymnastics « | |
| 26. ay/play | | |
| 27. a_e/safe | « The fourth sound is not | |
| | taught until Book 8. | |

Phonics Patterns - Book 2

- | | | |
|---------------|---------------------------|---------------|
| 20. ee/feet | 28. i_e/pine | * The second |
| 21. e_e/these | 29. ie/pie, | sounds is not |
| 22. ei/weird | ie/shield * | taught until |
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| 23. ey/key | 31. ind/find | # The third |
| ey/they * | 32. ild/child | sound is not |
| 24. ea/eat | 33. y/yo-yo | taught until |
| ea/head | y/happy | Book 6. |
| ea/steak # | y/my | |
| 25. ai/rain | y/gymnastics « | |
| 26. ay/play | | |
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Phonics Patterns - Book 2

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|---------------|---------------------------|---------------|
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| 21. e_e/these | 29. ie/pie, | sounds is not |
| 22. ei/weird | ie/shield * | taught until |
| ei/veil * | 30. igh/night | Book 6. |
| 23. ey/key | 31. ind/find | # The third |
| ey/they * | 32. ild/child | sound is not |
| 24. ea/eat | 33. y/yo-yo | taught until |
| ea/head | y/happy | Book 6. |
| ea/steak # | y/my | |
| 25. ai/rain | y/gymnastics « | |
| 26. ay/play | | |
| 27. a_e/safe | « The fourth sound is not | |
| | taught until Book 8. | |

Phonics Patterns - Book 3

- | | |
|---------------|-------------------------|
| 34. oa/boat | 45. ue/glue, ue/cue |
| 35. oe/toe | 46. u_e/flute, u_e/cube |
| 36. o_e/home | 47. ew/flew, ew/few |
| 37. o_e/love | 48. dge/fudge |
| 38. old/gold | |
| 39. olt/bolt | |
| 40. oll/troll | |
| 41. olk/yolk | |
| 42. a/across | |
| 43. a/panda | |
| 44. ui/fruit | |

Phonics Patterns - Book 3

- | | |
|---------------|-------------------------|
| 34. oa/boat | 45. ue/glue, ue/cue |
| 35. oe/toe | 46. u_e/flute, u_e/cube |
| 36. o_e/home | 47. ew/flew, ew/few |
| 37. o_e/love | 48. dge/fudge |
| 38. old/gold | |
| 39. olt/bolt | |
| 40. oll/troll | |
| 41. olk/yolk | |
| 42. a/across | |
| 43. a/panda | |
| 44. ui/fruit | |

Phonics Patterns - Book 3

- | | |
|---------------|-------------------------|
| 34. oa/boat | 45. ue/glue, ue/cue |
| 35. oe/toe | 46. u_e/flute, u_e/cube |
| 36. o_e/home | 47. ew/flew, ew/few |
| 37. o_e/love | 48. dge/fudge |
| 38. old/gold | |
| 39. olt/bolt | |
| 40. oll/troll | |
| 41. olk/yolk | |
| 42. a/across | |
| 43. a/panda | |
| 44. ui/fruit | |

Phonics Patterns - Book 3

- | | |
|---------------|-------------------------|
| 34. oa/boat | 45. ue/glue, ue/cue |
| 35. oe/toe | 46. u_e/flute, u_e/cube |
| 36. o_e/home | 47. ew/flew, ew/few |
| 37. o_e/love | 48. dge/fudge |
| 38. old/gold | |
| 39. olt/bolt | |
| 40. oll/troll | |
| 41. olk/yolk | |
| 42. a/across | |
| 43. a/panda | |
| 44. ui/fruit | |

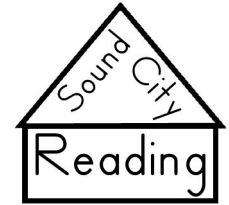
Phonics Patterns - Book 4

- | | |
|-------------------------------|----------------|
| 49. oi/coins | 60. alk/talk |
| 50. oy/boy | 61. wa/wasp |
| 51. ou/ouch, ōu/four, öu/soup | 62. swa/swan |
| 52. ow/cow, ōw/snow | 63. ou/country |
| 53. ü/push | |
| 54. oo/moon, oo/book | |
| 55. ould/could | |
| 56. au/Paul | |
| 57. aw/saw | |
| 58. all/ball | |
| 59. al/salt | |



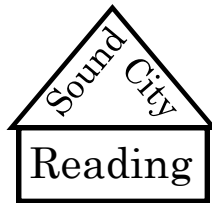
Phonics Patterns - Book 4

- | | |
|-------------------------------|----------------|
| 49. oi/coins | 60. alk/talk |
| 50. oy/boy | 61. wa/wasp |
| 51. ou/ouch, ōu/four, öu/soup | 62. swa/swan |
| 52. ow/cow, ōw/snow | 63. ou/country |
| 53. ü/push | |
| 54. oo/moon, oo/book | |
| 55. ould/could | |
| 56. au/Paul | |
| 57. aw/saw | |
| 58. all/ball | |
| 59. al/salt | |



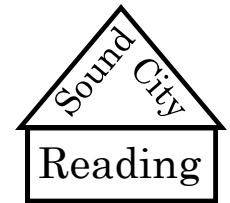
Phonics Patterns - Book 4

- | | |
|-------------------------------|----------------|
| 49. oi/coins | 60. alk/talk |
| 50. oy/boy | 61. wa/wasp |
| 51. ou/ouch, ōu/four, öu/soup | 62. swa/swan |
| 52. ow/cow, ōw/snow | 63. ou/country |
| 53. ü/push | |
| 54. oo/moon, oo/book | |
| 55. ould/could | |
| 56. au/Paul | |
| 57. aw/saw | |
| 58. all/ball | |
| 59. al/salt | |



Phonics Patterns - Book 4

- | | |
|-------------------------------|----------------|
| 49. oi/coins | 60. alk/talk |
| 50. oy/boy | 61. wa/wasp |
| 51. ou/ouch, ōu/four, öu/soup | 62. swa/swan |
| 52. ow/cow, ōw/snow | 63. ou/country |
| 53. ü/push | |
| 54. oo/moon, oo/book | |
| 55. ould/could | |
| 56. au/Paul | |
| 57. aw/saw | |
| 58. all/ball | |
| 59. al/salt | |



Phonics Patterns - Book 5

- | | |
|---------------|----------------------------------|
| 64. ce/cent | 74. er/her |
| 65. ci/city | er/heron « |
| 66. cy/cycle | 75. ur/turtle |
| 67. _ce/fence | 76. _se/mouse |
| 68. ir/bird | _se/cheese |
| 69. ge/gem | 77. _ze/freeze |
| 70. gi/giant | |
| 71. gy/gym | * The second and third sounds |
| 72. _ge/hinge | are not taught until Book 7. |
| 73. ar/car | |
| ar/dollar * | « The second sound is not taught |
| ar/carrot * | until Book 7. |

Phonics Patterns - Book 5

- | | |
|---------------|----------------------------------|
| 64. ce/cent | 74. er/her |
| 65. ci/city | er/heron « |
| 66. cy/cycle | 75. ur/turtle |
| 67. _ce/fence | 76. _se/mouse |
| 68. ir/bird | _se/cheese |
| 69. ge/gem | 77. _ze/freeze |
| 70. gi/giant | |
| 71. gy/gym | * The second and third sounds |
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| ar/dollar * | « The second sound is not taught |
| ar/carrot * | until Book 7. |

Phonics Patterns - Book 5

- | | |
|---------------|----------------------------------|
| 64. ce/cent | 74. er/her |
| 65. ci/city | er/heron « |
| 66. cy/cycle | 75. ur/turtle |
| 67. _ce/fence | 76. _se/mouse |
| 68. ir/bird | _se/cheese |
| 69. ge/gem | 77. _ze/freeze |
| 70. gi/giant | |
| 71. gy/gym | * The second and third sounds |
| 72. _ge/hinge | are not taught until Book 7. |
| 73. ar/car | |
| ar/dollar * | « The second sound is not taught |
| ar/carrot * | until Book 7. |

Phonics Patterns - Book 5

- | | |
|---------------|----------------------------------|
| 64. ce/cent | 74. er/her |
| 65. ci/city | er/heron « |
| 66. cy/cycle | 75. ur/turtle |
| 67. _ce/fence | 76. _se/mouse |
| 68. ir/bird | _se/cheese |
| 69. ge/gem | 77. _ze/freeze |
| 70. gi/giant | |
| 71. gy/gym | * The second and third sounds |
| 72. _ge/hinge | are not taught until Book 7. |
| 73. ar/car | |
| ar/dollar * | « The second sound is not taught |
| ar/carrot * | until Book 7. |

Phonics Patterns - Books 6 And 7

Book 6

- 78. eigh/sleigh
- 79. ë/ballet
- 80. eu/neutron
eu/Europe
- 81. ï/pizza

- * Add the ëi/veil sound with card 22.
- * Add the ëy/they sound with card 23.
- * Add the ëa/steak sound with card 24.

- * Add the ie/shield sound with card 29.

Book 7

- 82. wor/worm
- 83. ear/early
- 84. our/journal

- * Add the er/heron sound with card 74.
- * Add the or/tractor and or/sorry sound with card 8.
- * Add ar/dollar and ar/carrot sound with card 73.

Phonics Patterns - Books 6 And 7

Book 6

- 78. eigh/sleigh
- 79. ë/ballet
- 80. eu/neutron
eu/Europe
- 81. ï/pizza

- * Add the ëi/veil sound with card 22.
- * Add the ëy/they sound with card 23.
- * Add the ëa/steak sound with card 24.

- * Add the ie/shield sound with card 29.

Book 7

- 82. wor/worm
- 83. ear/early
- 84. our/journal

- * Add the er/heron sound with card 74.
- * Add the or/tractor and or/sorry sound with card 8.
- * Add ar/dollar and ar/carrot sound with card 73.

Phonics Patterns - Books 6 And 7

Book 6

- 78. eigh/sleigh
- 79. ë/ballet
- 80. eu/neutron
eu/Europe
- 81. ï/pizza

- * Add the ëi/veil sound with card 22.
- * Add the ëy/they sound with card 23.
- * Add the ëa/steak sound with card 24.

- * Add the ie/shield sound with card 29.

Book 7

- 82. wor/worm
- 83. ear/early
- 84. our/journal

- * Add the er/heron sound with card 74.
- * Add the or/tractor and or/sorry sound with card 8.
- * Add ar/dollar and ar/carrot sound with card 73.

Phonics Patterns - Books 6 And 7

Book 6

- 78. eigh/sleigh
- 79. ë/ballet
- 80. eu/neutron
eu/Europe
- 81. ï/pizza

- * Add the ëi/veil sound with card 22.
- * Add the ëy/they sound with card 23.
- * Add the ëa/steak sound with card 24.

- * Add the ie/shield sound with card 29.

Book 7

- 82. wor/worm
- 83. ear/early
- 84. our/journal

- * Add the er/heron sound with card 74.
- * Add the or/tractor and or/sorry sound with card 8.
- * Add ar/dollar and ar/carrot sound with card 73.

Phonics Patterns - Book 8

- 85. a/father
- 86. kn/knife
- 87. wr/wren
- 88. gh/ghost, gh/straight
- 89. ought/bought
- 90. ph/phone
- 91. ugh/laugh
- 92. ye/rye
- 93. y_e/type
- 94. y/gymnastics
- 95. qua/quarrel
- 96. squa/squash



Phonics Patterns - Book 8

- 85. a/father
- 86. kn/knife
- 87. wr/wren
- 88. gh/ghost, gh/straight
- 89. ought/bought
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- 95. qua/quarrel
- 96. squa/squash



Phonics Patterns - Book 8

- 85. a/father
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- 91. ugh/laugh
- 92. ye/rye
- 93. y_e/type
- 94. y/gymnastics
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Phonics Patterns - Book 8

- 85. a/father
- 86. kn/knife
- 87. wr/wren
- 88. gh/ghost, gh/straight
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- 90. ph/phone
- 91. ugh/laugh
- 92. ye/rye
- 93. y_e/type
- 94. y/gymnastics
- 95. qua/quarrel
- 96. squa/squash



- 9. /ck/ after a short vowel
- 11. /_ve/ at the end
- 14. /tch/ after a short vowel
- 17. /ng/ after a short vowel
- 18. /nk/ after a short vowel
- PREV. 1. /oi/ in the middle
- PREV. 2. /oy/ at the end
- 22. /ēi/ in the middle (Books 2-5)
- 22, /ēi/, /ëi/ in the middle (Books 6-8)
- 23. /ēy/ at the end (Books 2-5)
- 23. /ēy/, /ëy/ at the end (Books 6-8)
- 25. /ai/ in the middle
- 26. /ay/ at the end
- 34. /oa/ in the middle
- 35. /oe/ at the end
- 42. first syllable /u/
- 43. last syllable /u/
- 44. /ui/ in the middle

The teacher and students should use the exact phrasing on this card when saying these sounds. The slash marks on each side of the pattern mean "say the sound, not the names of the letters."

- 45. /ö/, /ū/ at the end
- 48. /dge/ after a short vowel
- 49. /oi/ in the middle
- 50. /oy/ at the end
- 56. /au/ in the middle
- 57. /aw/ in the middle or at the end
- 58. /all/ at the end
- 59. /al/ in the middle
- 67. /s/ at the end
- 72. /j / at the end
- 76. /s/, /z/ at the end
- 77. /z/ at the end
- 78. /f/ at the end

- 9. /ck/ after a short vowel
- 11. /_ve/ at the end
- 14. /tch/ after a short vowel
- 17. /ng/ after a short vowel
- 18. /nk/ after a short vowel
- PREV. 1. /oi/ in the middle
- PREV. 2. /oy/ at the end
- 22. /ēi/ in the middle (Books 2-5)
- 22, /ēi/, /ëi/ in the middle (Books 6-8)
- 23. /ēy/ at the end (Books 2-5)
- 23. /ēy/, /ëy/ at the end (Books 6-8)
- 25. /ai/ in the middle
- 26. /ay/ at the end
- 34. /oa/ in the middle
- 35. /oe/ at the end
- 42. first syllable /u/
- 43. last syllable /u/
- 44. /ui/ in the middle

The teacher and students should use the exact phrasing on this card when saying these sounds. The slash marks on each side of the pattern mean "say the sound, not the names of the letters."

- 45. /ö/, /ū/ at the end
- 48. /dge/ after a short vowel
- 49. /oi/ in the middle
- 50. /oy/ at the end
- 56. /au/ in the middle
- 57. /aw/ in the middle or at the end
- 58. /all/ at the end
- 59. /al/ in the middle
- 67. /s/ at the end
- 72. /j / at the end
- 76. /s/, /z/ at the end
- 77. /z/ at the end
- 78. /f/ at the end

- 9. /ck/ after a short vowel
- 11. /_ve/ at the end
- 14. /tch/ after a short vowel
- 17. /ng/ after a short vowel
- 18. /nk/ after a short vowel
- PREV. 1. /oi/ in the middle
- PREV. 2. /oy/ at the end
- 22. /ēi/ in the middle (Books 2-5)
- 22, /ēi/, /ëi/ in the middle (Books 6-8)
- 23. /ēy/ at the end (Books 2-5)
- 23. /ēy/, /ëy/ at the end (Books 6-8)
- 25. /ai/ in the middle
- 26. /ay/ at the end
- 34. /oa/ in the middle
- 35. /oe/ at the end
- 42. first syllable /u/
- 43. last syllable /u/
- 44. /ui/ in the middle

The teacher and students should use the exact phrasing on this card when saying these sounds. The slash marks on each side of the pattern mean "say the sound, not the names of the letters."

- 45. /ö/, /ū/ at the end
- 48. /dge/ after a short vowel
- 49. /oi/ in the middle
- 50. /oy/ at the end
- 56. /au/ in the middle
- 57. /aw/ in the middle or at the end
- 58. /all/ at the end
- 59. /al/ in the middle
- 67. /s/ at the end
- 72. /j / at the end
- 76. /s/, /z/ at the end
- 77. /z/ at the end
- 78. /f/ at the end

- 9. /ck/ after a short vowel
- 11. /_ve/ at the end
- 14. /tch/ after a short vowel
- 17. /ng/ after a short vowel
- 18. /nk/ after a short vowel
- PREV. 1. /oi/ in the middle
- PREV. 2. /oy/ at the end
- 22. /ēi/ in the middle (Books 2-5)
- 22, /ēi/, /ëi/ in the middle (Books 6-8)
- 23. /ēy/ at the end (Books 2-5)
- 23. /ēy/, /ëy/ at the end (Books 6-8)
- 25. /ai/ in the middle
- 26. /ay/ at the end
- 34. /oa/ in the middle
- 35. /oe/ at the end
- 42. first syllable /u/
- 43. last syllable /u/
- 44. /ui/ in the middle

The teacher and students should use the exact phrasing on this card when saying these sounds. The slash marks on each side of the pattern mean "say the sound, not the names of the letters."

- 45. /ö/, /ū/ at the end
- 48. /dge/ after a short vowel
- 49. /oi/ in the middle
- 50. /oy/ at the end
- 56. /au/ in the middle
- 57. /aw/ in the middle or at the end
- 58. /all/ at the end
- 59. /al/ in the middle
- 67. /s/ at the end
- 72. /j / at the end
- 76. /s/, /z/ at the end
- 77. /z/ at the end
- 78. /f/ at the end

Visual Instructions - See And Say The Sounds

1. The cards are numbered in the order in which 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. Students say the sounds in unison. Students say the sounds only (no letter names or key words). However, some patterns appear only in a certain place in words. Students will say the sound and where the pattern appears for these patterns. An instruction card in this set shows all of these patterns and exactly what to say.
4. Students 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 all of 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.

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Auditory Instructions - Listen And Write

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 or 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 draw a bracket around 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 any patterns that will be needed when spelling new phonetic words and writing the sentence during the lesson. Rotate in older patterns for review and any patterns that are still proving to be difficult.

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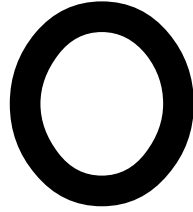
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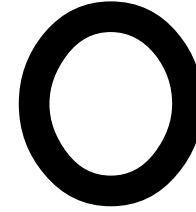
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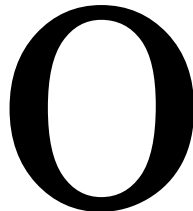
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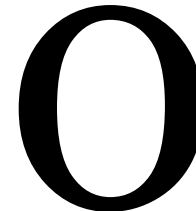
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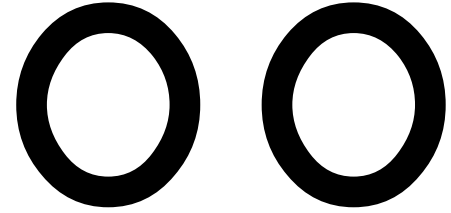
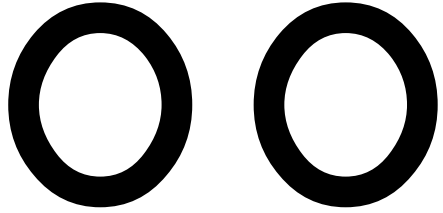
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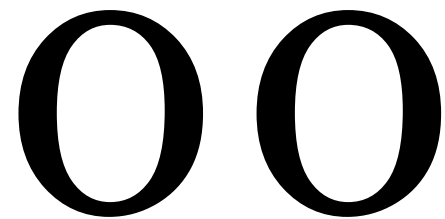
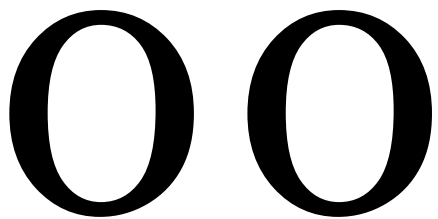
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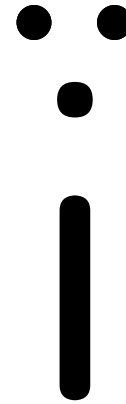
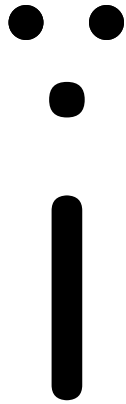
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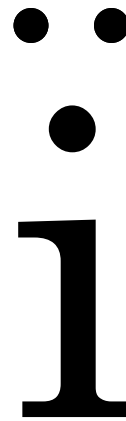
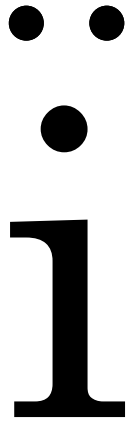
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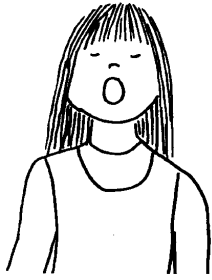
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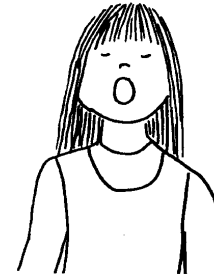
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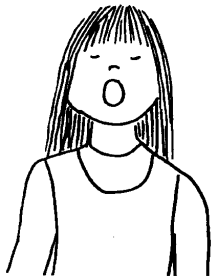
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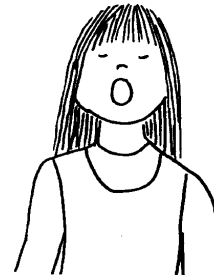
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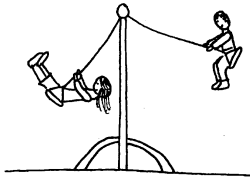
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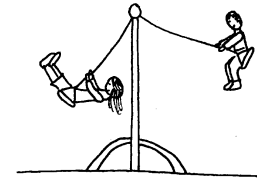
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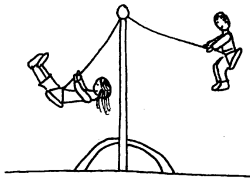
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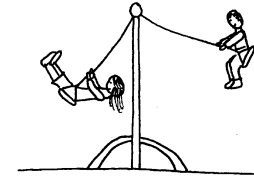
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