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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.

**man**

**hen**

\_\_\_an

\_\_\_en

\_\_\_an

\_\_\_en

\_\_\_an

\_\_\_en

\_\_\_an

\_\_\_en

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

# 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. (Bet, best)

\_\_\_\_\_ a \_\_\_\_\_

\_\_\_\_\_ e \_\_\_\_\_

\_\_\_\_\_ i \_\_\_\_\_

\_\_\_\_\_ o \_\_\_\_\_

\_\_\_\_\_ u \_\_\_\_\_

\_\_\_\_\_ a \_\_\_\_\_

\_\_\_\_\_ e \_\_\_\_\_

\_\_\_\_\_ i \_\_\_\_\_

\_\_\_\_\_ o \_\_\_\_\_

\_\_\_\_\_ 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 *CCVC*). 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. (**Bet**)
- 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. (**Snake**)

at\_

bad\_

cap\_

fad\_

gal\_

gap\_

glad\_

grad\_

mad\_

nap\_

pal_	rat_
scrap_	shad_
slat_	tap_
Pet_	bid_
bit_	dim_
fin_	grim_
grip_	hid_
kit_	pin_
prim_	rid_
rim_	rip_
shin_	sit_
slid_	slim_
snip_	spin_
Tim_	twin_

**cod\_**

**cop\_**

**glob\_**

**mop\_**

**not\_**

**rob\_**

**rot\_**

**tot\_**

**cut\_**

**con\_**

**dot\_**

**hop\_**

**nod\_**

**pop\_**

**rod\_**

**slop\_**

**cub\_**

**us\_**

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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. (Bet)
- When two vowels (*a*, *e*, *i*, *o*, *u*) come together, the first vowel usually says its name and the second is silent. (Eat)

**A**

ad

baat

braad

laad

maad

**B**

a d

baa t

braa d

laa d

maa d

**A**padpalcotgotrodsopbedbestlednetpledsetbred**B**padpalcotgotrodsopbedbestlednetpledsetbred

**A**

fed

Fred

pep

sped

step

wed

**B**

fed

fred

pep

sped

step

wed

**A**

bet

met

red

**B**

bet

met

red

bet

met

red

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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. (**Be**)
- 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. (**Bet, best**)
- The vowel *u* usually says half its name when it ends a word. (**Flu**) (Long *u* usually makes the /ü/ sound rather than the /ū/ sound.)

<b>a</b> _____	<b>be</b> _____	<b>I</b> _____
	<b>he</b> _____	<b>hi</b> _____
<b>go</b> _____	<b>me</b> _____	<b>pi</b> _____
<b>no</b> _____	<b>we</b> _____	
<b>so</b> _____	<b>she</b> _____	<b>flu</b> _____
<b>pro</b> _____	<b>the</b> _____	<b>gnu</b>

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**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)

# **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.

**Whiter**  

**Whitest**  

**Whiten**  

**blue**  

**blue**  

**give**  

**nice**  

**nice**  

**spoke**  

**pale**  

**pale**  

**take**  

**sore**  

**sore**  

**wake**  

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**Rules**

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

**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.

**tapping / taping**

**rat** \_\_\_\_\_

**grip** \_\_\_\_\_

**pin** \_\_\_\_\_

**dot** \_\_\_\_\_

**hop** \_\_\_\_\_

**mop** \_\_\_\_\_

**tapped / taped**

**rat** \_\_\_\_\_

**grip** \_\_\_\_\_

**pin** \_\_\_\_\_

**dot** \_\_\_\_\_

**hop** \_\_\_\_\_

**mop** \_\_\_\_\_

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### 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.

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.	<u>u</u> pon	29.	<u>t</u> ry
S	l	2.	<u>q</u> ueen	30.	<u>t</u> win
F	x	3.	<u>s</u> urpr <u>i</u> se	31.	<u>s</u> corpion
N	o	4.	<u>c</u> ity	32.	<u>s</u> ky
Z	n	5.	<u>c</u> at	33.	<u>s</u> mall
V	a	6.	<u>g</u> arage	34.	<u>s</u> now
P	w	7.	<u>g</u> iant	35.	<u>s</u> pider
C	r	8.	<u>o</u> ff	36.	<u>s</u> top
E	b	9.	<u>b</u> adge	37.	<u>s</u> wing
M	u	10.	<u>b</u> ack	38.	<u>s</u> croll
L	t	11.	<u>g</u> nu	39.	<u>s</u> plash
A	j	12.	<u>k</u> noll	40.	<u>s</u> pread
X	e	13.	<u>w</u> hite	41.	<u>s</u> trange
O	h	14.	<u>w</u> hole	42.	<u>s</u> quare
H	z	15.	<u>w</u> rite	43.	<u>p</u> hoto
K	c	16.	<u>l</u> amb	44.	<u>t</u> ough
B	s	17.	<u>b</u> lack	45.	<u>c</u> hick
T	y	18.	<u>c</u> lean	46.	<u>w</u> atch
D	g	19.	<u>f</u> ly	47.	<u>s</u> hop
J	v	20.	<u>g</u> loves	48.	<u>t</u> hing
Q	p	21.	<u>p</u> lace	49.	<u>t</u> hree
U	m	22.	<u>s</u> leep	50.	<u>t</u> hank
Y	f	23.	<u>b</u> right	51.	<u>d</u> rink
G	k	24.	<u>c</u> rayon	52.	<u>h</u> onk
R	i	25.	<u>d</u> raw	53.	<u>t</u> runk
W	d	26.	<u>f</u> ruit	54.	<u>l</u> ong
		27.	<u>g</u> reen	55.	<u>r</u> ung
		28.	<u>p</u> retty	56.	<u>a</u> nger



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