

The **BIG** Collection of Phonics Flipbooks

200 Reproducible Flipbooks That Target the Phonics
& Word Study Skills Every Primary Student Needs to Know

Topics Include:

Word Families

Consonant Blends

Digraphs

Vowel Combinations

Prefixes and Suffixes

Plus: Skills Assessments



**A Comprehensive
Resource for All
K-3 Classrooms**

Lynn Gordon

 SCHOLASTIC

The **BIG** Collection of Phonics Flipbooks

200 Reproducible Flipbooks That Target the Phonics
& Word Study Skills Every Primary Student Needs to Know

Lynn Melby Gordon

NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY
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Teaching
Resources

Teachers,

You are to be commended for holding high the torch of literacy and lighting the way for each of your students. As you know, when you teach a child to read, you open an exciting door and change his or her life forever. Thus, teaching is a truly noble endeavor. Go forth to teach with enthusiasm! May you experience the delight of watching the doors open and watching the light of literacy spread as your students sprint forward to embrace a lifetime of reading, learning, and pleasure.

Lynn Melby Gordon, Ph.D.
Department of Elementary Education
California State University, Northridge

Teachers who wish to contact Dr. Gordon may visit her Web site at phonics.info.

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WORD FAMILIES

Short Vowels

Short a

- 19 -ab cab, jab, lab, crab, grab, scab, stab
- 20 -ack back, Jack, pack, sack, black, crack, snack
- 21 -ad ad, bad, Dad, fad, had, mad, sad, glad
- 22 -ag bag, rag, sag, tag, wag, brag, flag
- 23 -am am, ham, jam, Pam, Sam, yam, clam, swam
- 24 -amp amp, camp, damp, lamp, ramp, champ, clamp, stamp
- 25 -an an, can, fan, man, pan, ran, van, than
- 26 -and and, band, hand, land, sand, bland, brand, stand
- 27 -ang bang, fang, gang, hang, rang, sang, slang
- 28 -ank bank, sank, blank, drank, Frank, spank, thank
- 29 -ant ant, pant, rant, chant, grant, plant, slant
- 30 -ap cap, lap, map, nap, sap, snap, trap
- 31 -ash ash, cash, lash, mash, rash, flash, smash, trash
- 32 -ast cast, fast, last, mast, past, vast, blast
- 33 -at at, bat, cat, fat, hat, pat, rat, sat
- 34 -atch batch, catch, hatch, latch, match, patch, snatch
- 35 -ax ax, fax, lax, Max, tax, wax, flax

Short e

- 36 -eck deck, neck, peck, check, fleck, speck
- 37 -ed bed, fed, led, red, wed, bled, sled
- 38 -ell bell, fell, sell, well, yell, smell, spell
- 39 -elt belt, felt, melt, pelt, welt, dwelt
- 40 -en den, hen, men, pen, ten, then, when

- 41 -ench bench, drench, French, quench, stench, trench
- 42 -end end, bend, lend, mend, send, blend, spend, trend
- 43 -ent bent, dent, rent, sent, tent, went, spent
- 44 -ept kept, wept, crept, slept, swept
- 45 -ess less, mess, chess, dress, guess, press, stress
- 46 -est best, nest, pest, rest, test, vest, west
- 47 -et get, jet, let, met, net, pet, wet

Short i

- 48 -ib bib, fib, jib, nib, rib, crib, glib
- 49 -ick kick, lick, pick, sick, quick, stick, trick
- 50 -id did, hid, kid, lid, rid, grid, slid
- 51 -ift gift, lift, sift, drift, shift, swift, thrift
- 52 -ig big, dig, fig, gig, jig, pig, wig
- 53 -ill ill, bill, fill, gill, hill, Jill, will, still
- 54 -im dim, him, Jim, Kim, slim, swim, trim
- 55 -imp imp, limp, chimp, crimp, primp, skimp, shrimp
- 56 -in in, fin, pin, win, chin, skin, thin, twin
- 57 -ing king, ring, sing, wing, bring, sting, thing
- 58 -ink ink, pink, sink, wink, blink, drink, stink, think
- 59 -int hint, lint, mint, tint, print, splint, squint
- 60 -ip dip, hip, lip, rip, sip, tip, zip
- 61 -it it, bit, fit, hit, pit, sit, quit, spit
- 62 -itch itch, ditch, hitch, pitch, witch, glitch, stitch, switch

Short o

- 63 -ob Bob, cob, gob, job, mob, rob, sob
- 64 -ock dock, lock, rock, sock, block, clock, flock
- 65 -od cod, mod, nod, pod, rod, clod, plod
- 66 -og dog, fog, hog, jog, log, clog, frog
- 67 -op cop, hop, mop, pop, top, drop, stop
- 68 -ot dot, got, hot, lot, not, pot, spot
- 69 -ox ox, box, fox, lox, pox

Short u

- 70** -ub cub, hub, rub, sub, tub, club, scrub
71 -ud bud, cud, dud, mud, crud, spud, thud
72 -uck duck, luck, puck, suck, tuck, stuck, truck
73 -uff buff, cuff, huff, puff, fluff, scuff, stuff
74 -ug bug, dug, hug, jug, mug, rug, tug
75 -um gum, hum, rum, sum, chum, drum, plum
76 -ump bump, dump, hump, jump, lump, pump, thump
77 -un bun, fun, gun, pun, run, sun, spun
78 -unch bunch, lunch, munch, punch, brunch, crunch, scrunch
79 -ung hung, lung, sung, clung, slung, sprung, strung
80 -unk bunk, hunk, junk, sunk, drunk, skunk, trunk
81 -unt bunt, hunt, punt, runt, blunt, grunt, stunt
82 -ush hush, mush, rush, blush, brush, crush, flush
83 -ust dust, gust, just, must, rust, crust, trust
84 -ut but, cut, gut, hut, nut, rut, shut

Long Vowels With Silent e

Long a

- 85** -ace ace, face, lace, race, brace, place, space, trace
86 -ade fade, made, wade, blade, grade, shade, trade
87 -age age, cage, page, rage, sage, wage, stage
88 -ake bake, cake, lake, make, take, wake, snake
89 -ale ale, male, pale, sale, tale, scale, stale, whale
90 -ame came, game, name, same, blame, flame, frame
91 -ane cane, Jane, lane, mane, pane, crane, plane
92 -ape ape, cape, gape, tape, drape, grape, scrape, shape
93 -ate ate, date, gate, hate, late, plate, skate, state
94 -ave cave, Dave, gave, save, wave, brave, grave
95 -aze daze, gaze, haze, maze, blaze, craze, glaze

Long i

- 96** -ice ice, dice, mice, nice, rice, price, slice, twice
97 -ide hide, ride, side, wide, bride, glide, slide
98 -ife fife, life, rife, wife, strife
99 -ike bike, hike, like, Mike, spike, strike, trike
100 -ile file, mile, pile, tile, vile, smile, while
101 -ime dime, lime, time, chime, crime, grime, slime
102 -ine dine, fine, line, mine, nine, pine, vine
103 -ipe pipe, ripe, wipe, gripe, snipe, swipe, stripe
104 -ite bite, kite, mite, site, quite, spite, white
105 -ive dive, five, hive, jive, live, drive, strive

Long o

- 106** -oke joke, poke, woke, broke, choke, smoke, spoke
107 -ole dole, hole, mole, pole, role, sole, stole
108 -one bone, cone, zone, clone, phone, shone, stone
109 -ope cope, dope, hope, mope, nope, grope, scope
110 -ose hose, nose, pose, rose, chose, close, those
111 -ote dote, note, rote, tote, vote, quote
112 -ove cove, wove, clove, drove, grove, stove, trove

Long u

- 113** -ude dude, nude, rude, crude, prude
114 -ute cute, jute, lute, mute, brute, flute

Other Long Vowel Phonograms

- 115** -ail ail, fail, jail, mail, nail, pail, sail, snail
116 -ain main, pain, rain, brain, plain, stain, train
117 -ay day, may, pay, say, way, gray, play
118 -e be, he, me, we, she
119 -ea pea, sea, tea, flea, plea
120 -each each, beach, leach, peach, reach, teach, bleach, preach
121 -eak beak, leak, peak, weak, sneak, speak, squeak
122 -eal deal, heal, meal, real, seal, steal, squeal
123 -eam beam, team, cream, dream, steam, scream, stream
124 -eat eat, beat, heat, meat, neat, seat, bleat, cheat

- 125** -ee bee, fee, see, flee, free, tree, three
126 -eed feed, need, seed, weed, bleed, greed, speed
127 -eek peek, seek, week, cheek, creek, Greek, sleek
128 -eel eel, feel, heel, keel, peel, reel, steel, wheel
129 -eep beep, deep, jeep, keep, weep, cheep, sleep
130 -eet beet, feet, meet, greet, sheet, sweet, street
131 -ight fight, light, might, right, sight, tight, bright
132 -ind bind, find, kind, mind, wind, blind, grind
133 -oat oat, boat, coat, goat, moat, float, gloat, throat
134 -old old, cold, fold, gold, hold, mold, sold, told
135 -ow low, mow, crow, grow, show, snow
136 -own own, mown, blown, flown, grown, shown, thrown
137 -y by, my, cry, fly, sky, try, shy, why

Diphthongs

- 138** -oil oil, boil, coil, foil, soil, toil, broil, spoil
139 -ouch ouch, couch, pouch, vouch, crouch, grouch, slouch
140 -ound bound, found, hound, pound, round, sound, ground
141 -ouse house, louse, mouse, blouse, grouse, spouse
142 -out out, pout, scout, shout, spout, trout, sprout
143 -ow ow, cow, how, now, vow, wow, brow, plow
144 -owl owl, fowl, howl, jowl, growl, prowl, scowl
145 -own down, town, brown, clown, crown, drown, frown
146 -oy boy, coy, joy, Roy, soy, toy, ploy

Variant Vowel Phonograms

- 147** -all all, call, fall, mall, tall, wall, small, stall
148 -aw aw, jaw, law, paw, raw, saw, draw, straw
149 -awn dawn, fawn, lawn, pawn, yawn, drawn, prawn
150 -ew dew, new, blew, chew, crew, threw
151 -ong gong, long, song, tong, prong, strong
152 -oo boo, coo, goo, moo, too, zoo
153 -ook book, cook, hook, look, took, brook, shook

- 154** -ool cool, fool, pool, tool, drool, school, stool
155 -oom boom, room, zoom, bloom, broom, gloom, groom
156 -oop coop, hoop, loop, droop, scoop, snoop, troop
157 -oot boot, hoot, loot, root, toot, scoot, shoot
158 -oss boss, loss, moss, toss, cross, floss, gloss

R-Controlled Vowels

- 159** -air air, fair, hair, pair, chair, flair, stair
160 -ar bar, car, far, jar, tar, scar, star
161 -are bare, care, rare, scare, share, stare, square
162 -ark bark, dark, mark, park, Clark, shark, spark
163 -art cart, dart, part, tart, chart, smart, start
164 -ear ear, dear, fear, gear, hear, year, clear, smear
165 -irt dirt, flirt, shirt, skirt, squirt
166 -ore ore, more, sore, wore, chore, score, snore, store
167 -ork cork, fork, pork, York, stork
168 -orn born, corn, horn, torn, worn, scorn, thorn
169 -ort fort, Mort, port, sort, short, snort, sport

Initial Consonant Blends

- 170** bl- bled, blob, black, blast, blend, blond, blush
171 br- brad, bran, brat, brim, brand, brass, brick
172 cl- clam, clap, clip, club, class, cliff, clock
173 cr- crab, crib, crop, crack, craft, cross, crust
174 dr- drag, drip, drop, drug, drum, dress, drill
175 fl- flag, flat, flip, flop, flock, floss, fluff
176 fr- fret, frog, fresh, frill, frizz, frost, free
177 gl- glad, glop, glum, gland, glass, glint, gloss
178 gr- grab, grin, grip, grit, grub, grant, grass
179 pl- plan, plop, plot, plug, plum, plus, plant
180 pr- prim, prod, prop, press, prick, primp, print
181 qu- quit, quiz, quack, quest, quick, quill, quilt
182 sc- scab, scan, scam, scat, scum, scoff, scuff
183 scr- scrap, scrub, scratch, scrape, scream, screen

184	sk-	skid, skin, skip, skit, skill, skull, skunk
185	sl-	slam, slap, slid, slip, slug, slant, slept
186	sm-	smug, smack, smash, smell, smelt, smock
187	sn-	snap, snip, snob, snub, snug, snack, sniff
188	squ-	squid, squint, squish, squeak, squeal, squeeze, square
189	sp-	spin, spit, spot, spell, spend, spent, spill
190	spl-	splat, split, splash, splint, splosh, splotch
191	st-	step, stop, stamp, stand, stick, stiff, still
192	str-	strap, strip, stress, string, strong, struck, street
193	sw-	swam, swim, swell, swept, swing, swish, switch
194	tr-	trap, trim, trip, trot, track, truck, trust
195	tw-	twig, twin, twitch, twice, twine, tweed, tweet

Initial Consonant Digraphs

196	ch-	chat, chin, chop, check, chest, chick, chill
197	sh-	shin, ship, shop, shut, shack, shell, shock
198	th-	than, that, them, then, this, these, those
199	th-	thin, thud, thank, thick, think, thing, thump
200	thr-	throb, thrash, thrill, thrush, three, throat, throw
201	wh-	why, when, whip, which, whale, white, wheel

PREFIXES & SUFFIXES

Prefixes

202	dis-	disobey, dislike, disagree, discover, disinfect, displace
203	pre-	prepay, precook, pretest, preview, premature, preschool
204	re-	redo, react, refill, remove, return, replay
205	sub-	submarine, subdivide, subtest, suburban, subway
206	un-	unzip, unkind, unlock, uncover, unhappy, unlucky

Suffixes

207	-ed /d/	called, fizzed, pulled, yelled, mailed, spilled, stormed
208	-ed /t/	mixed, cooked, kicked, kissed, helped, fished, wished
209	-ed /ed/	dented, landed, listed, melted, needed, tested, planted

210	-er	golfer, helper, painter, pitcher, singer, teacher
211	-ful	careful, helpful, hopeful, painful, playful, respectful
212	-ing	doing, acting, saying, calling, looking, telling, spelling
213	-less	jobless, fearless, helpless, homeless, hopeless, sleepless
214	-ly	gladly, neatly, rudely, safely, softly, quietly
215	-ment	shipment, payment, treatment, agreement, excitement, punishment
216	-s /s/	cats, cuts, hops, lips, naps, pets, zips
217	-s /z/	bags, beds, bugs, cans, kids, hogs, hugs
218	-y	dirty, dusty, sandy, brainy, glassy, frosty, sleepy

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Dictation

219 Phonics Dictation Recording Sheet

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- 220** The Alphabet Sounds Test
- 221** Phonics Skill Test 1: Short *a*
- 222** Phonics Skill Test 2: Short *e*
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- 224** Phonics Skill Test 4: Short *o*
- 225** Phonics Skill Test 5: Short *u*
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- 227** Phonics Skill Test 7: Silent *e* (Long *a* and *i*)
- 228** Phonics Skill Test 8: Silent *e* (Long *o* and *u*)
- 229** Phonics Skill Test 9: *ai, ay*
- 230** Phonics Skill Test 10: *e, ea, ee*
- 231** Phonics Skill Test 11: *oa, old, ow*
- 232** Phonics Skill Test 12: *ew, oo*
- 233** Phonics Skill Test 13: *all, aw*
- 234** Phonics Skill Test 14: *oi, oy*
- 235** Phonics Skill Test 15: *ou, ow*
- 236** Phonics Skill Test 16: *R-Controlled Vowels*
- 237** Phonics Skill Test 17: Consonant Blends
- 238** Phonics Skill Test 18: Consonant Digraphs
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INTRODUCTION

Welcome to *The Big Collection of Phonics Flipbooks*! The 200 reproducible flipbooks and 20 phonics assessments in this book target essential phonics skills such as basic blending, onsets, rimes, prefixes, and suffixes. These materials are designed to inspire engaged learning and provide students with multi-sensory, hands-on, phonetic reading practice. As beginning and early readers construct and use the flipbooks, they get important practice in sound blending, building words, and decoding helpful phonograms, such as *-at* (*at, bat, cat, fat, mat, pat, rat, sat*) and *-ing* (*king, ring, sing, wing, bring, thing, swing*).

In this comprehensive collection, you will find a phonics flipbook for almost every word family that has at least six or seven related words. Flipbooks are also provided for initial consonant blends and digraphs, as well as common prefixes and suffixes. No matter what grade level or reading series you use with students, you will find appropriate flipbooks to supplement your phonics lessons. In addition, you can use the reproducible dictation page and phonics skill tests to monitor student progress, assess mastery, communicate with parents, and identify lesson objectives. Information about phonics and reading research, important teaching tips, and useful word lists for phonics and spelling instruction are also included in this resource.

The materials in *The Big Collection of Phonics Flipbooks* are great for use with beginning readers of all ages, English learners, struggling readers, students in intervention programs, adult learners, and students with learning disabilities, visual impairment, or dyslexia. The activities are designed for use with your reading curriculum as a way to highlight and review important phonics skills, interject variety, and motivate reluctant learners. This collection, which has been successfully piloted with students in the Los Angeles area, supports national and regional mandates for the inclusion of systematic and explicit phonics instruction in beginning reading instruction programs. It also provides practical activities and assessments that teachers can use to address state and district standards for phonics skill mastery.

About the Author

Dr. Lynn Melby Gordon is a full-time tenured professor in the Department of Elementary Education at California State University, Northridge where she specializes in teacher education, reading methodology, and English language development. She taught elementary school for fourteen years, was an LAUSD mentor teacher, and frequently served as a supervising teacher for CSUN and UCLA student teachers. Dr. Gordon holds a Ph.D. in Education from UCLA and is the founder of the International Reading Association's Phonics Special Interest Group.

ABOUT PHONICS INSTRUCTION

What is Phonics?

Phonics is a method of beginning reading instruction that focuses on teaching students the sounds of the letters, the sounds of spelling patterns, and oral blending. Our alphabetic writing system is fundamentally a code system, with the letters and letter combinations standing for spoken sounds. Learning to read words involves decoding or breaking the code and translating the printed symbols back into speech, at first orally and, later, silently. For example, when kindergartners are taught that *h* says /h/ as in *house*, that *a* says /a/ as in *apple* and that *t* says /t/ as in *tiger*—and are then prompted to blend the sounds /h/-/a/-/t/ together to read *hat*—they are learning to read with phonics.

Effective phonics instruction provides clear, explicit, and carefully sequenced lessons that proceed from simple letter-sound associations to more complex spelling pattern-sound associations. Teachers should model careful sound blending for students and provide ample, deliberate oral word reading and writing practice. The use of these strategies helps beginning readers accurately decode, recall sounds, blend sounds into words, and cement the phonetic reading skill set into a dominant and highly efficient cognitive habit.

To maximize success, most phonics-based beginning reading programs are designed to give students practice in reading with specially designed “decodables”—easy sentences and short stories often in little-book form and containing a high percentage of phonetically sound-out-able words composed of previously taught sounds and patterns. Although critics sometimes scoff at decodable text, especially densely rhymed sentences such as “Nan ran to the tan van,” well-written decodable text gives students the support they need to move from basic phonics and word blending to reading sentences and short stories. It also serves as a safe, comfortable stepping stone as students proceed down the path to reading more difficult literature.

Why Teach Phonics?

Since the early 1990’s, the inclusion of systematic and explicit phonics instruction for beginning and struggling readers has become the focus of an important reading reform and school improvement movement across the United States and in many other English-speaking countries. This is largely due to the dissemination of influential and comprehensive reading research reports such as *Beginning to Read: Thinking and Learning About Print* by Marilyn Adams, *Preventing Reading Difficulties in Young Children*, edited by Snow, Burns, and Griffin, and *The Report of the National Reading Panel: Teaching Children to Read*. After reviewing countless empirical studies, researchers found that phonics instruction aids reading at the word level. Furthermore, it produces a cascade of benefits including improved fluency, spelling, and, to some extent, comprehension.

In 2001, the No Child Left Behind (NCLB) legislation required states and districts in the United States to fund only evidence-based reading programs. In response, phonics was officially put back in the curriculum and the law has been widely credited with raising reading achievement across the nation. In addition, state and national reading organizations updated their standards to clarify the importance of phonics and emphasize the urgency of embracing scientifically based reading instruction. The following research shows a variety of positive outcomes associated with instruction in phonemic awareness (the ability to differentiate and manipulate the individual spoken sounds in words) and phonics.

- Phonemic awareness allows students to benefit from phonics instruction and predicts reading achievement (Adams, 2000; Shaywitz, 2003).
- Phonemic awareness training normalizes brain function in dyslexics and improves reading ability (Shaywitz, 2003; Temple, 2003).
- Phonemic awareness training is more effective when it is taught with letters (National Reading Panel, 2000).
- Systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade (National Reading Panel).
- Systematic phonics instruction produces significant benefits for struggling readers as well as for students with learning disabilities (National Reading Panel).
- Systematic synthetic phonics instruction is significantly more effective in improving low socioeconomic status (SES) than instructional approaches that are less focused on these initial reading skills (National Reading Panel).
- Phonics instruction is associated with significant improvement in students' ability to comprehend text. (National Reading Panel).
- Across all grade levels, systematic phonics instruction improves the ability of good readers to spell (National Reading Panel).
- Explicit phonics instruction helps English learners acquire English reading skills (equivalent to native speakers) in two to three years (Resnick, 2004).
- Systematic and strategic rime-based and phoneme-based phonics instruction is associated with improved word reading (White, 2005; Wylie & Durell, 1970) and reading comprehension (White, 2005).

Teaching Tip

Use lowercase letters for phonics instruction. Many beginning and struggling readers are familiar only with the shapes of the capital letters. Teach students to automatically recognize the lowercase letters (and the sounds associated with those letters) before using the phonics flipbooks.

How Do I Begin Teaching Phonics?

When preparing for phonics instruction, plan to teach the basic (most frequent) letter sounds before asking students to read words. You can use the Letter-Sound Chart on page 17 as a guide to teach the individual sound for each letter of the alphabet. A good rule of thumb, at the preschool and kindergarten level, is to spend at least two days to a week on each letter and sound.

Effective letter-sound instruction is vivid, engaging, multisensory, and often involves the use of puppets, songs, alliterative chants, kinesthetic memory cues (pantomimed actions to go along with and reinforce the sound being taught), and, especially, objects or picture cards that begin with the featured sound. Plan an array of motivating activities and hands-on projects to help anchor the primary sound for each letter in students' memories. As you focus on each letter-sound correspondence, display the letter in large print—using its lowercase form—on half-sheets of tagboard or construction paper to help reinforce the association of its sound with the printed letter. (Capital letters are much less important since readers encounter them in text less frequently.)

Are Short Vowels Sounds Important?

Yes! Students who do not know their short vowel sounds often fail to learn how to blend small words sound by sound—a crucial first step in learning how to read. When students begin to practice blending sounds and reading words, present them with numerous three-letter consonant-vowel-consonant (CVC) words, such as *cat*, *hen*, *win*, *fog*, and *sun*. Help them understand that when a vowel is between two consonants, such as in these words, it very reliably makes its short vowel sound. Students must learn the short vowel sounds to the point of mastery to enable successful early blending practice with CVC words. When referring to the vowel sounds during instruction, be careful to say the actual sounds and not the letter names.

Is it improper to say that a letter “says” or “makes” a certain sound?

While literacy experts are not in full agreement, the answer to this question is basically “No.” Perhaps, because young children learn that cats say “Meow,” and cows say “Moo,” it makes sense to them when a teacher explains that “S says /s/” or “S makes the /s/ sound like we hear at the beginning of *s-s-snake*.” Children accept and process this direct and commonsensical explanation easily and the use of these terms can be a good, clear way to help students understand the link between spoken and written language. Letters and letter combinations are the written symbols of our speech, and when we read, we actually are translating the symbols into sounds, in our minds, if not aloud.

ABOUT THIS BOOK

What's Inside?

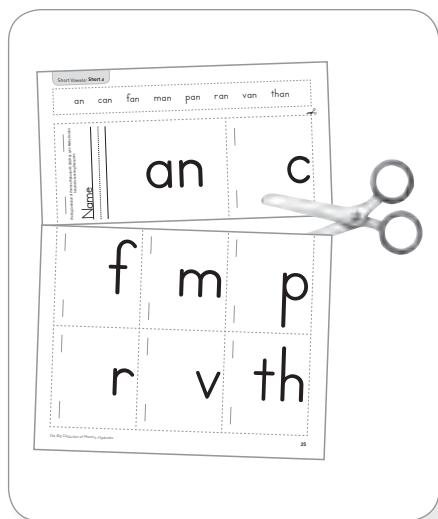
Here's what you'll find in *The Big Collection of Phonics Flipbooks*:

- 200 Reproducible Phonics Flipbooks—Easy-to-assemble flipbooks are designed to give students phonetic reading practice in basic blending, onsets, rimes, prefixes, and suffixes. The word strip at the top of each reproducible page lists the words featured in the flipbook and can also be used to reinforce learning (see Extension Activities on page 15).
- Phonics Dictation Recording Sheet—Students practice sound-spelling relationships by writing dictated words on copies of this reproducible.
- Assessments—The results from The Alphabet Sounds Test and Phonics Skill Tests can be used to guide your phonics instruction, evaluate and track individual learning, and communicate student progress with families.

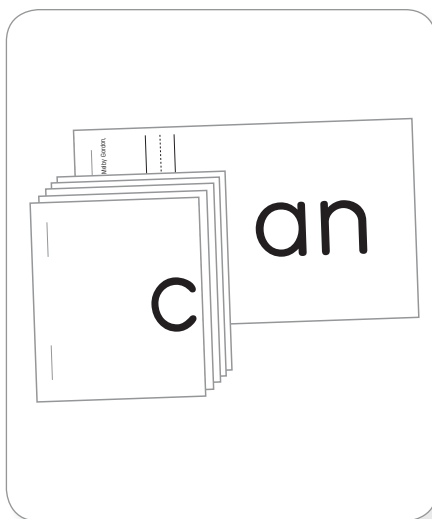
How Are the Flipbooks Constructed?

Making each phonics flipbook is easy! Simply copy the flipbook of your choice (for variety and interest, you might make colored copies), distribute the pages to students, and have them follow the directions below. In three quick steps, the flipbook is completed and ready for use!

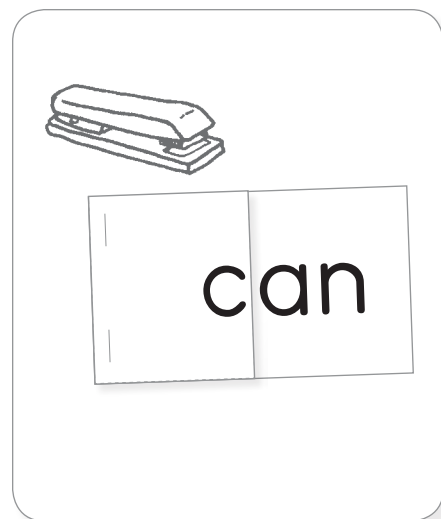
1. Carefully cut apart the flipbook pages.



2. Stack the pages.



3. Staple the pages together, then read!



Teaching Tip

Always give students a purpose for reading their flipbooks. For example, invite them to read their flipbooks aloud to:

- the class
- individual classmates
- a parent or other adult volunteer
- a small group during reading lessons
- family members (at home)

The Alphabet Sounds Test

m	s	t	c	b	a	i	n	p
d	f	o	z	g	l	e	y	u
j	h	k	q	r	v	x	w	

Date: _____ To the parents of _____

Your child was tested on sound and letter identification today. The circled letters indicate sounds your child still needs to learn. Please continue to help your child practice naming and saying the letter sounds. Thanks.

Name: _____ Date: _____

The Alphabet Sounds Test: Teacher Score Sheet

Point to each letter on this student sheet and say:

- What is the name of this letter?
- What sound does this letter make?
- Write a word that starts with this sound.

Letter	Sound	Word	Mastered
m			
s			
t			
c			
b			
a			
i			
n			
p			
d			
f			
o			
z			
g			
l			
e			
y			
u			
j			
h			
k			
q			
r			
v			
x			
w			

Note: Circle letters on the student section after the test is completed.

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When Should I Use the Alphabet Sounds Test?

The phonics flipbooks provide terrific help for students who need practice with blending and sounding out phonetically regular words. But, if students know only the names of the letters, they are not yet ready for blending practice. In order for students to successfully sound out words, it is essential that they first master the most frequent sounds of the letters—especially the short vowel sounds. Before introducing beginning and struggling readers to any of the phonics flipbooks, use The Alphabet Sounds Test (page 220) to find out which letters and sounds they know and which still need to be taught.

To administer The Alphabet Sounds Test, copy and cut apart the two sections of the page. Fill in the student’s name and date where indicated on both sections. Then give the student the top section of the test to use for his or her responses as you follow directions on the teacher section to give the test. During the test, record each response on the teacher’s score sheet only. Afterward, circle the letters on the student section to indicate which ones the student needs to learn and practice. Send this section home to communicate with the student’s family and encourage them to take an active role in their child’s learning. You might also send a copy of the Letter-Sound Chart (page 17) for parents to use as a guide for the letter sounds.

As a reminder, if students have not yet mastered the letter sounds, plan to review or teach them in a fun, engaging, systematic, and explicit manner before using the phonics flipbooks. (See the Letter-Sound Chart on page 17.)

How Do I Use the Flipbooks With Students?

Students who have mastered letter sounds, especially the short vowel sounds, are ready to start working with phonics flipbooks to practice blending. Use the following guidelines and suggestions to help students experience success when using the flipbooks.

Start with consonant-vowel-consonant words. Present beginning readers with flipbooks that feature consonant-vowel-consonant (CVC) words containing the letters and sounds that they have already learned and mastered. Flipbooks with only the CVC pattern include those for the short vowel phonograms *-ad*, *-at*, *-et*, *-ig*, *-ip*, *-ob*, *-ox*, and *-ug*. For a complete list of flipbooks for short vowel phonograms, check the Short Vowels section under “Word Families” in the Contents (pages 3–4).

Teach blending. Preview each new word family or phonics principle. Guide students to follow along at the top of each new flipbook page as you first read the words aloud. Then help students slowly “sound out” or smoothly blend new words sound by sound. During the lesson, do the following:

The Alphabet Sounds Test Can Help You:

- plan your phonics instruction
- decide how to group students for small group lessons
- individualize instruction
- record student learning over time
- communicate student progress with families, classroom aides, and instructional tutors

- Encourage beginning readers to slowly and orally sound out each sound in CVC words. (Relatively slow oral blending is appropriate and most helpful for beginning readers.)
- Demonstrate a deliberate sounding-out strategy. Show students how to move their fingers from letter to letter as they blend the sounds together.
- When working with struggling students, strategically use words that start with continuous consonants such as *l, m, n, r, s, v, u,* and *z*.
- Prompt students to “keep their motor running.” Model how to sustain the first sound, blend that sound into the vowel sound, and finally add the last sound. Use “*Repeat after me*” as your refrain, until students are ready to make the developmental leap and practice blending on their own.

Pick and choose flipbooks. The 200 flipbooks in this collection are designed to supplement engaging, systematic (well-sequenced), and explicit phonics lessons—not replace them. Rather than requiring students to make all the flipbooks, choose flipbooks that correspond to students’ needs for additional blending practice. According to their learning styles, some students may benefit from using a greater variety of flipbooks or from using them more often for practice. The order in which you choose flipbooks for instruction might vary as well, depending on your phonics program, your teaching criteria and style, and student needs. As you use the flipbooks with students, keep in mind that effective reading instruction includes lessons related to phonemic awareness, phonics, fluency, vocabulary, and comprehension, and also integrates listening, speaking, and writing.

How Do I Use the Phonics Dictation Recording Sheet?

After introducing a new word family or phonics skill, use the Phonics Dictation Recording Sheet (page 219) to give students practice and reinforcement in sound-letter and sound-spelling relationships. Before conducting a dictation exercise, introduce the phonics generalization or featured spelling pattern that will be used in the activity. Lead students to sound out and read the words in the targeted phonics flipbook or the corresponding word strip. Then explain that they will be sounding out and writing words for practice—not taking a spelling test. (For this reason, teachers sometimes choose to leave up displays of phonogram word charts or word lists during dictation.) Assure students that it’s okay to make mistakes and corrections—they will not be graded. The script at the top of page 14 provides an example of how you might conduct a dictation lesson.

Teaching Tip

Phonics experts strongly recommend avoiding rapid sight word drills with struggling readers, as this can encourage them to become impulsive word guessers. For students who are still learning to blend sounds together, limit sight word practice to perhaps 10–15 words (such as *the, is, are, a, to, was, for, he, she,* and *you*). The flipbooks in this collection should not be used as flashcards for rapid sight word memorization.

Name	Name
Date	Date
Phonics Dictation	Phonics Dictation
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

The Big Collection of Phonics Flipbooks © 2008 by Lynn Melby Gordon, Scholastic Teaching Resources

1. Prompt listening, speaking, and writing during the dictation exercise.

Say: *Get ready to write the sounds in the words you hear. Don't worry about making mistakes. Just listen carefully to the sounds in the words as I say them slowly and try to write what you hear. The word is _____. Everybody say _____. Good. Now write what you hear.*

2. Give immediate feedback after each word and prompt students to check their work.

Write each word on the board and say: *Now look up here at the board and check the word. If you made a mistake, fix it. If you got the word right, draw a little happy face next to it.*

3. Read all the dictated words silently and then aloud.

Say: *Now put your finger next to the first word on your list. Silently read that word to yourself. Then read the next word to yourself. Do this with all the words on your sheet. Good. Now put your finger next to the first word again. Let's read each word slowly out loud. Here we go.*

As students' blending and writing skills improve, they will also benefit from writing and reading sentences. When first introducing sentence dictation exercises, devise and use very short sentences that feature mostly three-letter CVC words, such as *pan, can, pat, cat, let, net, jog, dog, but, cut*, and so on. Try to strictly limit the use of sight words in these early sentence-writing exercises. Some good, useful beginning sight words include *the, is, are, a, to, was, for, he, she, and you*. Here are some examples of the type of very basic dictation sentences you might use with beginning readers and writers:

The dog is hot.

The cat can run.

The bug is sad.

After each dictated sentence, help students check, correct, and read their writing. You can develop more complex dictation sentences based on the new phonograms and word families as they are taught.

Conducting Dictation

During a dictation exercise, do the following:

- Slowly pronounce each word one at a time. Prompt students to repeat each word and write what they hear, sound by sound on the sheet.
- Provide immediate feedback by displaying the proper spelling of each dictated word after students write it. Encourage students to check their work and correct their mistakes.
- At the end of a dictation exercise, have students read each word on their dictation sheet silently, and then aloud.

How Do I Use the Phonics Skills Tests?

The 20 Phonics Skills Tests (pages 221–240) can be used to monitor student learning and progress. They also serve as useful tools for guiding your phonics instruction and communicating with families. The handy one-page design allows you to send home one part to parents and retain the other section for your records. After students learn the skill or skills targeted on each Phonics Skill Test, follow these steps to use the test:

1. Copy and cut apart the two sections of the page. Fill in the student's name and date where indicated on both sections.
2. Place the top section of the test in front of the student. Ask the student to read each word one at a time. On the Teacher Score Sheet only, check the box for each word the student reads correctly.
3. After the student completes the test, count how many correct words he or she read. Write that number in the box labeled "Total words read correctly" at the top of the Teacher Score Sheet.
4. Use the key at the bottom of the score sheet to determine the level of fluency with which the student read the words. Check the box next to the most accurate description of the student's performance. Record any notes on the lines at the bottom of the sheet.
5. On the student section of the test, check each word he or she read correctly. Transfer the remaining information from the Teacher Score Sheet to the student section.
6. Send the student section home to inform families of their student's skill, progress, and needs. Keep the Teacher Score Sheet for your records.

What Are Some Ways I Can Extend Phonics Learning?

Listed below are just a few ways you can extend the use of your phonics flipbooks and provide fun, engaging activities that motivate and reinforce student learning.

Illustrate the Flipbooks. Allow students to draw pictures on the back of the pages in their flipbooks to illustrate the meaning of as many words as possible.

Make Word Bracelets. Invite students to cut out the word strip at the top of each phonics flipbook page and make bracelets with them. They can fit the strip to their wrist and then tapes the ends together. Encourage students to read and reread the words on their bracelets throughout the day. They can also wear their bracelets home to share with their families!

Create a Flipbooks Center. Place a tub of file folders containing flipbook patterns in a center. Add scissors and staplers. Then allow students to make new phonics flipbooks whenever they have spare time or as a reward.

Phonics Skill Test 9: ai, ay

mail	rain	way	fail
day	gray	jail	play
stain	pay	pain	sail
plain	snail	brain	train

Date: _____

To the parents of _____

Phonics Skill Test 9: ai, ay was administered today.

Name: _____ Date: _____

SKILL Test 9: ai, ay
Teacher Score Sheet

Check box if student read word correctly.

mail	rain	way	fail	day	gray	jail	play	stain	pay	pain	sail	plain	snail	brain	train
------	------	-----	------	-----	------	------	------	-------	-----	------	------	-------	-------	-------	-------

Check box if student read word correctly.

Notes: _____

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Create Interactive Bulletin Boards. Make a 3-D interactive display by attaching phonics flipbooks to a bulletin board! Pin each flipbook to the display, leaving the pages loose to allow students to turn the pages and read the words.

Use the Flipbook Patterns in a Pocket Chart. Cut apart the pattern for the flipbooks of your choice and use the pages in a pocket chart. Invite students to move the pages around in the chart to create new and different words to sound out and spell.

Create Stories and Poems. To help build vocabulary and word usage, challenge students to use the flipbook words to tell or write their own silly or serious stories and poems. Students will enjoy working with the rhyming or alliterative flipbook words—and sharing their creations with the class!

Create Games. The words in the word family flipbooks can be used in a wide variety of easy-to-make games, such as Bingo, Go Fish, Memory, word sorts, and so on. You can even involve students in making the game cards and establishing game rules.

Make Giant Flipbooks. Make enlarged copies of the flipbook patterns and invite students to make large versions of the books. Use the giant flipbooks for whole-class lessons.

Make Nonsense Words. Allow students to play with letters and sounds from different flipbooks to invent non-words or nonsense words. Such word play can provide valuable reinforcement and practice with core phonemic awareness and phonics skills.

Connect to Literature. Be on the lookout for aspects of word play, word families, phonograms, and so on as you share read-aloud books or literature from your basal reading program. Where possible, introduce flipbooks that complement the text. This will help students make literature connections, as well as enrich your language arts program.

Link to Decodable Books. If your basal reading program features decodable or sound-out-able reading books for beginning readers, you might use the phonics flipbooks that correspond to the featured word patterns to provide additional reinforcement.

Create a Flipbooks Collection. Provide each student with a large envelope labeled “[Student’s Name] Phonics Flipbook Collection.” Store all the envelopes in a tub or basket in the classroom. Invite students to deposit their completed flipbooks into their envelopes for easy storage and safekeeping. Each time they make a new flipbook, send the envelope and a note home with students explaining to families how to use the flipbooks to reinforce their students’ learning. For example, the note might say, “Ask your child to read the new flipbook out loud three times. Then have your child read all the other flipbooks once. Be sure to return this envelope and all flipbooks to school tomorrow. Happy Reading!”

Letter-Sound Chart

This chart features the primary (most frequent) letter sounds and words that can be used to teach them. When students are first learning letter-sound relationships, they should always be taught the primary sound for each letter.

A a says /ă/ like we hear
at the beginning of *a-a-apple*.

B b says /b/ like we hear
at the beginning of *b-b-boy*.

C c says /k/ like we hear
at the beginning of *c-c-cat*.

D d says /d/ like we hear
at the beginning of *d-d-dinosaur*.

E e says /ĕ/ like we hear
at the beginning of *e-e-elephant*.

F f says /f/ like we hear
at the beginning of *f-f-fish*.

G g says /g/ like we hear
at the beginning of *g-g-girl*.

H h says /h/ like we hear
at the beginning of *h-h-horse*.

I i says /ĭ/ like we hear
at the beginning of *i-i-insect*.

J j says /j/ like we hear
at the beginning of *j-j-jellyfish*.

K k says /k/ like we hear
at the beginning of *k-k-kangaroo*.

L l says /l/ like we hear
at the beginning of *l-l-lion*.

M m says /m/ like we hear
at the beginning of *m-m-monkey*.

N n says /n/ like we hear
at the beginning of *n-n-nose*.

O o says /ŏ/ like we hear
at the beginning of *o-o-octopus*.

P p says /p/ like we hear
at the beginning of *p-p-pig*.

Q q says /kw/ like we hear
at the beginning of *qu-qu-queen*.

R r says /r/ like we hear
at the beginning of *r-r-rabbit*.

S s says /s/ like we hear
at the beginning of *s-s-sun*.

T t says /t/ like we hear
at the beginning of *t-t-tiger*.

U u says /ŭ/ like we hear
at the beginning of *u-u-umbrella*.

V v says /v/ like we hear
at the beginning of *v-v-violin*.

W w says /w/ like we hear
at the beginning of *w-w-wagon*.

X x says /ks/ like we hear
at the end of *ax*.

Y y says /y/ like we hear
at the beginning of *y-y-yellow*.

Z z says /z/ like we hear
at the beginning of *z-z-zipper*.

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Helpful Websites

- eric.ed.gov (Educational Resources Information Center, an online digital library of educational research and information sponsored by the U.S. Department of Education)
- nrrf.org (The National Right to Read Foundation)
- phonics.info (Dr. Lynn Gordon's phonics website)
- phonicsbulletin.info (information and resources from the International Reading Association's Phonics Special Interest Group)
- readingrockets.org (information and resources on reading sponsored by the U.S. Department of Education)

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Name _____

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step stop stamp stand stick stiff still



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Name _____

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Name _____

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Name _____

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Name _____

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Name _____

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Name _____

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Name _____

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throb thrash thrill thrush three throat throw



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Name _____

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Name _____

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disobey dislike disagree discover disinfect displace

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Name _____

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obey

like

agree

cover

infect

place

prepay precook pretest preview premature preschool

pre

Name _____

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pay

cook

test

view

mature

school

redo react refill remove return replay

re

Name _____

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do

act

fill

move

turn

play

submarine subdivide subtest suburban subway

sub

Name _____

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marine

divide

test

urban

way



unzip unkind unlock uncover unhappy unlucky



Name _____

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un

zip

kind

lock

cover

happy

lucky

called fizzed pulled yelled mailed spilled stormed



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Name _____

ed

call

fizz

pull

yell

mail

spill

storm

mixed cooked kicked kissed helped fished wished



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Name _____

ed

mix

cook

kick

kiss

help

fish

wish

dented landed listed melted needed tested planted



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Name _____

ed

dent

land

list

melt

need

test

plant

golfer helper painter pitcher singer teacher

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Name _____

er 

golf

help

paint

pitch

sing

teach

careful helpful hopeful painful playful respectful

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Name _____

ful 

care

help

hope

pain

play

respect

doing acting saying calling looking telling spelling



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Name _____

ing

do

act

say

call

look

tell

spell

jobless fearless helpless homeless hopeless sleepless

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Name _____

less 

job

fear

help

home

hope

sleep

gladly neatly rudely safely softly quietly



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Name _____

ly

glad

neat

rude

safe

soft

quiet

shipment payment treatment agreement excitement punishment

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Name _____

ment 

ship

pay

treat

agree

excite

punish

cats cuts hops lips naps pets zips



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Name _____

s

cat

cut

hop

lip

nap

pet

zip

bags beds bugs cans kids hogs hugs

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Name _____

s

bag

bed

bug

can

kid

hog

hug

dirty dusty sandy brainy glassy frosty sleepy



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Name _____

y

dirt

dust

sand

brain

glass

frost

sleep

Name

Date

Phonics Dictation

1

2

3

4

5

6

7

8

Name

Date

Phonics Dictation

1

2

3

4

5

6

7

8

The Alphabet Sounds Test

m	s	t	c	b	a	i	n	p
d	f	o	z	g	l	e	y	u
j	h	k	q	r	v	x	w	

Date: _____ To the parents of _____ .

Your child was tested on sound and letter identification today. The circled letters indicate sounds your child still needs to learn. Please continue to help your child practice naming and saying the letter sounds. Thanks.

↑ Give above section to student. ↑



Name _____ Date _____

The Alphabet Sounds Test: Teacher Score Sheet

Point to each letter on the student sheet and say:

1. What's the name of this letter?
2. What sound does it make?
3. Tell me a word that starts with that sound.

	Knows Letter	Knows Sound	Word Given		Knows Letter	Knows Sound	Word Given
m				g			
s				l			
t				e			
c				y			
b				u			
a				j			
i				h			
n				k			
p				q			
d				r			
f				v			
o				x			
z				w			

Note: Circle letters on the student section after the test is completed.

Phonics Skill Test 1: Short a

cab	sad	jam	Sam
cat	lap	wax	ant
and	van	clam	swam
fast	lamp	flag	black

Date: _____

To the parents of _____

Phonics Skill Test 1: Short a was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 1: Short a Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly

cab	sad	jam	Sam
cat	lap	wax	ant
and	van	clam	swam
fast	lamp	flag	black

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 2: Short e

bed	hen	jet	red
pet	spell	bend	deck
wept	mess	rest	felt
neck	yell	when	sent

Date: _____

To the parents of _____

Phonics Skill Test 2: Short e was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 2: Short e Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

bed	hen	jet	red
pet	spell	bend	deck
wept	mess	rest	felt
neck	yell	when	sent

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 3: Short i

rib	kid	pig	ill
him	fin	tip	sit
zip	will	swim	gift
mint	twin	trick	quit

Date: _____

To the parents of _____

Phonics Skill Test 3: Short i was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 3: Short i Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

rib	kid	pig	ill
him	fin	tip	sit
zip	will	swim	gift
mint	twin	trick	quit

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 4: Short o

job	ox	fog	hop
got	pox	rob	nod
cob	log	drop	frog
flock	spot	plod	clock

Date: _____

To the parents of _____

Phonics Skill Test 4: Short o was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 4: Short o Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

job	ox	fog	hop
got	pox	rob	nod
cob	log	drop	frog
flock	spot	plod	clock

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 5: Short u

tub	mud	hug	gum
fun	cut	run	hunt
club	duck	jump	luck
just	stuff	truck	scrub

Date: _____

To the parents of _____

Phonics Skill Test 5: Short u was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 5: Short u Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

tub	hug	mud	gum
fun	run	cut	hunt
club	jump	duck	luck
just	truck	stuff	scrub

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 6: Silly Words

sab	pef	jid	rox
cug	yan	kez	hib
lom	wum	ques	tiv

Date: _____

To the parents of _____

Phonics Skill Test 6: Silly Words was administered today.

Total words read correctly

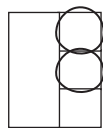
- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Name _____ Date _____

Skill Test 6: Silly Words Teacher Score Sheet

Total words read correctly

Say: This game is called Silly Words because none of these words are real words. Let's see how many of these words you can read. Think about the sounds of the letters and just try to sound out the words as best you can.



Circle the small box for each letter sound the student misses or mispronounces.

sab	pef	jid	rox
s a b	p e f	j i d	r o x
cug	yan	kez	hib
c u g	y a n	k e z	h i b
lom	wum	ques	tiv
l o m	w u m	q u e s	t i v

↑ Give above section to student. ↑

Summary: Circle all the missed letters from above.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.



Phonics Skill Test 7: Silent e (Long a and i)

make	same	tape	gave
face	blade	page	lane
ripe	hide	bike	smile
wife	nice	dime	jive

Date: _____

To the parents of _____

Phonics Skill Test 7: Silent e (Long a and i) was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 7: Silent e (Long a and i) Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

make	same	tape	gave
face	blade	page	lane
ripe	hide	bike	smile
wife	nice	dime	jive

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes

Phonics Skill Test 8: Silent e (Long o and u)

pole	bone	woke	rose
note	joke	zone	stove
hope	vote	scope	dude
lute	rude	cute	flute

Date: _____

To the parents of _____

Phonics Skill Test 8: Silent e (Long o and u) was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 8: Silent e (Long o and u) Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

pole	bone	woke	rose
note	joke	zone	stove
hope	vote	scope	dude
lute	rude	cute	flute

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes

Phonics Skill Test 9: ai, ay

mail	rain	way	fail
day	gray	jail	play
stain	pay	pain	sail
plain	snail	brain	train

Date: _____

To the parents of _____

Phonics Skill Test 9: ai, ay was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 9: ai, ay Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

mail	day	stain	plain	rain	gray	pay	snail	way	jail	pain	brain	fail	play	sail	train
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 10: e, ea, ee

be	sea	meat	real
creek	feet	weak	cheat
wheel	she	three	street
sleep	teach	speed	dream

Date: _____

To the parents of _____

Phonics Skill Test 10: e, ea, ee was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 10: e, ea, ee Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

be	meat	sea	real
creek	weak	feet	cheat
wheel	three	she	street
sleep	speed	teach	dream

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 11: *oa, old, ow*

grow	boat	show	cold
mow	gold	oat	grown
sold	snow	goat	told
blown	mold	crow	throat

Date: _____

To the parents of _____.

Phonics Skill Test 11: oa, old, ow was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 11: *oa, old, ow* Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

grow	boat	show	cold
mow	gold	oat	grown
sold	snow	goat	told
blown	mold	crow	throat

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 12: ew, oo

new	boo	cool	look
hoop	chew	droop	pool
too	crew	boot	loop
room	shoot	threw	school

Date: _____

To the parents of _____

Phonics Skill Test 12: ew, oo was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 12: ew, oo Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

new	hoop	too	room	boo	cool	look	chew	droop	boot	threw	school	loop	pool	loop
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 13: *all, aw*

fall	saw	yawn	tall
lawn	paw	call	fawn
law	all	dawn	draw
mall	drawn	straw	small

Date: _____

To the parents of _____

Phonics Skill Test 13: all, aw was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 13: *all, aw* Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

fall	saw	yawn	tall
lawn	paw	call	fawn
law	all	dawn	draw
mall	drawn	straw	small

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 14: oi, oy

boy	oil	joy	coil
toy	foil	soy	boil
coy	toil	boy	ploy
spoil	Roy	soil	broil

Date: _____

To the parents of _____

Phonics Skill Test 14: oi, oy was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 14: oi, oy Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

boy	oil	joy	coil
toy	foil	soy	boil
coy	toil	boy	ploy
spoil	Roy	soil	broil

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 15: *ou, ow*

out	how	mouse	howl
sound	town	now	growl
couch	trout	vow	round
cow	found	pouch	clown

Date: _____

To the parents of _____

Phonics Skill Test 15: *ou, ow* was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 15: *ou, ow* Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

out	how	mouse	howl
sound	town	now	growl
couch	trout	vow	round
cow	found	pouch	clown

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 16: R-Controlled Vowels

far	sort	dirt	corn
part	fork	dark	more
sport	share	horn	skirt
chair	gear	stork	squirt

Date: _____

To the parents of _____

Phonics Skill Test 16: R-Controlled Vowels was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 16: R-Controlled Vowels Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

far	dirt	sort	corn
part	dark	fork	more
sport	horn	share	skirt
chair	stork	gear	squirt

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes

Phonics Skill Test 17: Consonant Blends

bran	clip	crab	drop
flat	frog	skin	slug
step	spot	trip	glad
quack	skull	split	still

Date: _____

To the parents of _____.

Phonics Skill Test 17: Consonant Blends was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 17: Consonant Blends Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

bran	clip	crab	drop
flat	frog	skin	slug
step	spot	trip	glad
quack	skull	split	still

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes

Phonics Skill Test 18: Consonant Digraphs

chat	ship	thin	chop
shut	thick	check	that
thank	which	shock	when
throw	this	thump	throb

Date: _____

To the parents of _____

Phonics Skill Test 18: Consonant Digraphs was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Name _____ Date _____

Skill Test 18: Consonant Digraphs Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

↑ Give above section to student. ↑

chat	ship	thin	chop
shut	thick	check	that
thank	which	shock	when
throw	this	thump	throb

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 19: Prefixes

discover	react	preschool	remove
subway	submarine	unlock	dislike
preview	precook	return	subtest
unzip	refill	unhappy	disinfect

Date: _____

To the parents of _____

Phonics Skill Test 19: Prefixes was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 19: Prefixes Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

discover	react	preschool	remove
subway	submarine	unlock	dislike
preview	precook	return	subtest
unzip	refill	unhappy	disinfect

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes



Phonics Skill Test 20: Suffixes

calling	pets	painful	yelled
bugs	softly	kicked	shipment
landed	teacher	playful	homeless
quietly	dusty	tested	payment

Date: _____

To the parents of _____

Phonics Skill Test 20: Suffixes was administered today.

Total words read correctly

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

↑ Give above section to student. ↑

Name _____ Date _____

Skill Test 20: Suffixes Teacher Score Sheet

Total words read correctly

Check box if student reads word correctly.

calling	pets	painful	yelled
bugs	softly	kicked	shipment
landed	teacher	playful	homeless
quietly	dusty	tested	payment

- Knew few or no sounds and could not blend at all.
- Struggled, but could sound out a few words.
- Slowly sounded out many of the words.
- Read many of the words accurately and fairly easily.
- Read all words accurately and easily.

Notes

