

Appendix 6: Flashcards

Each flashcard has two sides. They are numbered in the order that the letter or digraph is introduced in this program. So, the first two cards are **i** and **t** because those letters are introduced in Lesson 1.

At the start of each lesson you will find a note on which cards you can use for review at that lesson. You should review the flashcards at the beginning of each lesson while you're doing the other review work in the workbook itself.

Show your child the letter or digraph on the front of the card. Your child should then tell you the *sound* or *sounds* that the letter or digraph represents, and he should do so in the same order listed on the back of the card.

For example, card #1, the letter **i**, has three sounds listed, /i/, /ie/, /ee/, in that order, and that is how your child should learn to respond to that card. He should just say /i../ie../ee/.

When you show your child card #2, the letter **t**, all he should say is /t/.

A few of the cards, including the first one, the letter **i**, have a number in parentheses after the last sound or two. The number is the lesson that sound was introduced in the program. There is a (101) after "/ee/ ski" on that card. That means your child will not learn that the letter **i** can also be the /ee/ sound until lesson 101. So, until you've reached lesson 102, you shouldn't require your child to say more than the first two sounds, /i/ and /ie/ in response to that card. (If he learns it earlier, cross out the 101 and have him respond with all three sounds after that.)

To use the flashcards in this appendix:

- You can copy the pages onto a card stock paper, then cut them into rectangles with front and back on a rectangle, fold them over at the centerline, then either tape the edges or glue them together, making a single card with the letter or digraph on the front and its associated sounds on the back.
- You can make your own as you go along using blank index cards. Only one or two new cards are usually introduced each lesson so it won't take long to do at each lesson. That way you could make them bigger and easier to handle. Just print the letter or digraph on the front with a black marker and write the sounds on the back, along with the key words if you need them.

As you go through the lessons, remove cards that your child clearly knows so that you are only having him review those that he still needs to memorize. You can put one or two back in occasionally to make sure he still knows all the sounds, and the order he should say them.

If you've already set aside a card, like the letter **i**, that has an additional sound taught later in the course, you will be reminded in that lesson to add the card back into those being reviewed.

i	1 /i/ sit /ie/ find /ee/ ski (101)	t	2 /t/ toy
n	3 /n/ net /ng/ bunk (57)	s	4 /s/ sit /z/ has
h	5 /h/ hot	m	6 /m/ mat