

How to Use the Flashcards

1. Start with the Literacy Screening Tool

Before using the flashcards, complete the Literacy Screening Tool in your toolkit. This will help you figure out where to start with the flashcards.

2. Follow the Flashcard Sequence

Each set of flashcards is numbered and designed to be used in order. Start with the flashcards suggested by the screening tool and work through them step by step.

3. Use the Script on the Back of Each Card

Each flashcard has a script on the back to help guide you. Simply read the script and follow the instructions as you work with your child. The script includes repetition to help your child connect letters and sounds. This repetition is important, don't skip it!

4. Focus on Letter Sounds, Not Letter Names

As you use the flashcards, emphasize the letter sounds, not the letter names. This is key to helping your child build a strong reading foundation.

5. Use the Introduction Set First

Start with the introduction flashcards. Once your child is comfortable with these letters and sounds, move on to the review set to reinforce what they've learned.

6. Practice for 10-15 Minutes Per Day

Spend about 10-15 minutes each day using the flashcards. This regular, short practice will help your child get the repetition they need without overwhelming them.

7. Master One Set Before Moving On

Don't move on to a new set of flashcards until your child has mastered the current set. Mastery means they know the letter sounds without hesitation.

8. Take Your Time and Have Fun!

Learning to read takes time and lots of practice. The repetition in these cards is meant to help your child get plenty of "at-bats" with each sound. Stay patient, be encouraging, and celebrate progress along the way!

cat

bat

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

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If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."



sad

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A word card for the word 'sad'. The word is written in a large, blue, sans-serif font. The letter 'a' is highlighted in orange. Below each letter is a small dot: blue for 's', orange for 'a', and blue for 'd'. A horizontal arrow points from left to right below the dots.



mad

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A word card for the word 'mad'. The word is written in a large, blue, sans-serif font. The letter 'a' is highlighted in orange. Below each letter is a small dot: blue for 'm', orange for 'a', and blue for 'd'. A horizontal arrow points from left to right below the dots.

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”



van

A word card for the word "van". The letters are colored: 'v' is blue, 'a' is orange, and 'n' is blue. Below each letter is a dot of the same color. A horizontal arrow points from left to right across the bottom of the dots.



can

A word card for the word "can". The letters are colored: 'c' is blue, 'a' is orange, and 'n' is blue. Below each letter is a dot of the same color. A horizontal arrow points from left to right across the bottom of the dots.

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

Once they do it correctly: "What's the word?" x3

If they are stuck: "What sound does that letter make?"

If they are still stuck: "That letter is —, it says —."

Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

Once they do it correctly: "What's the word?" x3

If they are stuck: "What sound does that letter make?"

If they are still stuck: "That letter is —, it says —."

Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

red

bed

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

The word "jet" is written in a lowercase, sans-serif font. The letter 'j' is dark blue, 'e' is orange, and 't' is dark blue. Below the letters are three colored dots: a dark blue dot under the 'j', an orange dot under the 'e', and a dark blue dot under the 't'. A horizontal arrow points from left to right across the bottom of these dots.

The word "get" is written in a lowercase, sans-serif font. The letter 'g' is dark blue, 'e' is orange, and 't' is dark blue. Below the letters are three colored dots: a dark blue dot under the 'g', an orange dot under the 'e', and a dark blue dot under the 't'. A horizontal arrow points from left to right across the bottom of these dots.

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."



leg

A tracing guide for the word "leg". The word is written in a large, sans-serif font. The letter 'l' is blue, 'e' is orange, and 'g' is blue. Below the word, there are three colored dots: a blue dot under the 'l', an orange dot under the 'e', and a blue dot under the 'g'. A horizontal arrow points from left to right across the bottom of these dots.



peg

A tracing guide for the word "peg". The word is written in a large, sans-serif font. The letter 'p' is blue, 'e' is orange, and 'g' is blue. Below the word, there are three colored dots: a blue dot under the 'p', an orange dot under the 'e', and a blue dot under the 'g'. A horizontal arrow points from left to right across the bottom of these dots.

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

Once they do it correctly: "What's the word?" x3

If they are stuck: "What sound does that letter make?"

If they are still stuck: "That letter is __, it says __."

Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

Once they do it correctly: "What's the word?" x3

If they are stuck: "What sound does that letter make?"

If they are still stuck: "That letter is __, it says __."

Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

The word "lip" is written in a large, blue, sans-serif font. The letter "i" is colored orange. Below the word are three colored dots: a blue dot under the "l", an orange dot under the "i", and a blue dot under the "p". A horizontal arrow points from left to right below the dots.

The word "sip" is written in a large, blue, sans-serif font. The letter "i" is colored orange. Below the word are three colored dots: a blue dot under the "s", an orange dot under the "i", and a blue dot under the "p". A horizontal arrow points from left to right below the dots.

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

kin



win



“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

dim



rim



"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."



hot

A word card for the word "hot". The letters are lowercase. The 'h' and 't' are blue, and the 'o' is orange. Below each letter is a dot of the same color: blue under 'h', orange under 'o', and blue under 't'. A grey arrow points from left to right below the dots.



not

A word card for the word "not". The letters are lowercase. The 'n' and 't' are blue, and the 'o' is orange. Below each letter is a dot of the same color: blue under 'n', orange under 'o', and blue under 't'. A grey arrow points from left to right below the dots.

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
x3
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
x3
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."



dog

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A word card for the word "dog". The word is written in a large, blue, sans-serif font. The letter "o" is highlighted in orange. Below the word, there are three colored dots: a blue dot under the "d", an orange dot under the "o", and a blue dot under the "g". A horizontal arrow points from left to right below the dots.



log

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A word card for the word "log". The word is written in a large, blue, sans-serif font. The letter "o" is highlighted in orange. Below the word, there are three colored dots: a blue dot under the "l", an orange dot under the "o", and a blue dot under the "g". A horizontal arrow points from left to right below the dots.

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

top



mop



“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”



rug

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The word 'rug' is written in a blue, rounded font. The letter 'u' is highlighted in orange. Below the letters are three colored dots: a blue dot under 'r', an orange dot under 'u', and a blue dot under 'g'. A horizontal arrow points from left to right below the dots.



bug

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The word 'bug' is written in a blue, rounded font. The letter 'u' is highlighted in orange. Below the letters are three colored dots: a blue dot under 'b', an orange dot under 'u', and a blue dot under 'g'. A horizontal arrow points from left to right below the dots.

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

cup



mud



"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."

"Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."
Once they do it correctly: "What's the word?" x3
If they are stuck: "What sound does that letter make?"
If they are still stuck: "That letter is __, it says __."
Then, start at the beginning again: "Point to each dot and say each sound. Then slide your finger across the arrow and say it fast."



sun

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A word card for the word 'sun'. The word is written in a simple, rounded font. The letter 's' is dark blue, 'u' is orange, and 'n' is dark blue. Below the word are three dots: a dark blue dot under 's', an orange dot under 'u', and a dark blue dot under 'n'. A horizontal arrow points to the right below the dots.



fun

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A word card for the word 'fun'. The word is written in a simple, rounded font. The letter 'f' is dark blue, 'u' is orange, and 'n' is dark blue. Below the word are three dots: a dark blue dot under 'f', an orange dot under 'u', and a dark blue dot under 'n'. A horizontal arrow points to the right below the dots.

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

“Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

Once they do it correctly: “What’s the word?” x3

If they are stuck: “What sound does that letter make?”

If they are still stuck: “That letter is —, it says —.”

Then, start at the beginning again: “Point to each dot and say each sound. Then slide your finger across the arrow and say it fast.”

how to

How do I use the CVC flashcards? (Gray)

- 1) Read the back of the card aloud to your child using the script provided.
- 2) Allow your child to touch each sound and then say it fast.
- 3) If they do it right, ask your child to repeat three times.
- 4) If they are stuck, isolate the sound. If they are still stuck, model the sound and have them repeat.
- 5) Start again.