

# Countdown Practice Cards User's Guide

Welcome to the *Countdown Practice Cards*! We hope that these cards provide countless opportunities for your students to practice the foundational skills they are learning in their *Countdown* lessons or other foundational skills instruction. The cards can be used to practice the following skills and more:

- Rhyming
- Initial phoneme identification/matching
- Final phoneme identification/matching
- Vowel phoneme identification/matching/categorization
- Counting phonemes
- Segmenting or blending phonemes
- Letter-sound identification

Note that some of the words imaged on the cards

are more appropriate for some activities/games than others. For instance, there are several words in the **-an** and **-am** word families in the card deck (e.g., **fan, pan, ham, jam**). These words would be best used for rhyming activities rather than vowel categorization activities since the vowel sound in these words is distorted by the /n/ or /m/ sound and is not a pure *short a*.

Below are some brief instructions for a variety of games that can be played with the cards. Feel free to modify these to meet your needs. For most of these card games, you will need to presort and choose the cards that you want students to work with. Feel free to play any additional phonemic awareness and phonics games you come up with using the cards. A list of all of the words contained in the deck and their attributes can be found at the end of this guide.

## Card Components

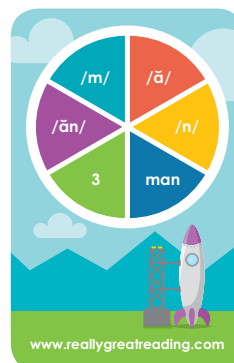
The *Countdown Practice Cards* have been designed to showcase the specific phonemic and phonological features of spoken words, allowing you to use these features to help students practice targeted skills. The following keys explain the presentation of information on the back of each card in the deck. Notice the following features:

- Colorful wedges represent each distinct attribute of the word.
- The color of the grass at the bottom of the cards indicates whether the word's vowel sound is short or long. Short vowel words have light green grass, and long vowel words have dark green grass. This enables you to quickly sort the cards by the category of their vowel sound.
- The letters **B** and **D** beside the rocket ship indicate if the word has a 2-sound blend (**B**) or a digraph (**D**).

### 3-Phoneme/Short Vowel Word

- 6 wedges
- Light green grass at bottom of card indicates that the word has a short vowel
- No **B** or **D** indicates there is no Blend or Digraph in this word.

**B** = Blend  
**D** = Digraph



1. teal = initial sound
2. red = vowel sound
3. yellow = final sound
4. blue = word
5. green = number of sounds
6. purple = rime

## 4-Phoneme/Long Vowel Word

- 7 wedges
- Dark green grass at bottom of card indicates that the word has a long vowel
- **B** indicates there is a Blend in this word.

**B** = Blend  
**D** = Digraph

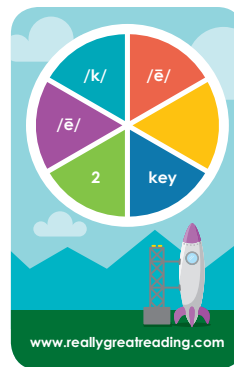


1. **teal** = initial sound
2. **gray** = additional consonant sound in a 2-sound blend (note that the gray wedge may come before or after the red/vowel wedge)
3. **red** = vowel sound
4. **yellow** = final sound
5. **blue** = word
6. **green** = number of sounds
7. **purple** = rime

## 2-Phoneme/Long Vowel Word

- 6 wedges (but one is blank)
- Dark green grass at bottom of card indicates that the word has a long vowel
- No **B** or **D** indicates there is no Blend or Digraph in this word.

**B** = Blend  
**D** = Digraph



1. **teal** = initial sound
2. **red** = vowel sound
3. **yellow** = blank (no final consonant sound)
4. **blue** = word
5. **green** = number of sounds
6. **purple** = rime

## Examples of Games to Play with the Countdown Practice Cards

### SOUND SORT

*Sound Sort* is a game that can be played in a guided group, with partners, or independently.

**Object:** To sort cards according to specific attributes.

**To play:**

1. Teacher selects specific phonemic attribute he/she wants the students to sort. The attribute might be a specific initial sound, vowel sound, or final sound. For instance, students might be asked to sort a preselected set of cards into words that begin with /b/ and words that begin with /s/ or words with a *short a* sound versus a *long a* sound. *(Be sure to preselect the cards so that students will have a few cards to sort into each of the attribute categories you have chosen.)*

- Teacher places one card representing each category in a horizontal line so the students know by which target attributes they are to sort. For instance, the teacher might place the **map** card (for *short a*) and the **lake** card (for *long a*) as the two category headings.
- Students take remaining cards and sort them according to target phoneme.

### Example:

Short a heading		Long a heading	
<p><b>Words to sort under map (short a):</b>            sad, van, add, bag, bat, cat, fan, flag,            ham, hat, man, mask, nap, pan, rat,            tap, van, wax, yak, yam</p>		<p><b>Words to sort under lake (long a):</b>            quail, ace, ape, cake, chain, eight,            game, grape, hay, nail, pail, rake,            snail, snake, space, tape, wave</p>	

## MATCH IT

*Match It* is a game that can be played in a guided group, with partners, or independently.

**Object:** To match cards according to specific attributes.

### To play:

- Teacher selects a specific phonemic attribute he/she she wants the students to match. The attribute might be initial sounds, vowel sounds, final sounds, or rimes.
- The teacher chooses four pairs of cards for the selected attribute to be matched (initial, vowel, or final sound, or rime). Each pair should have a unique phoneme/rime. For instance, if the chosen attribute to match is initial sound, the teacher may choose two cards with the initial /b/ sound, two with initial /m/, two with initial /f/, and two with initial /r/.
- Teacher lays out the eight cards, either face down or face up.

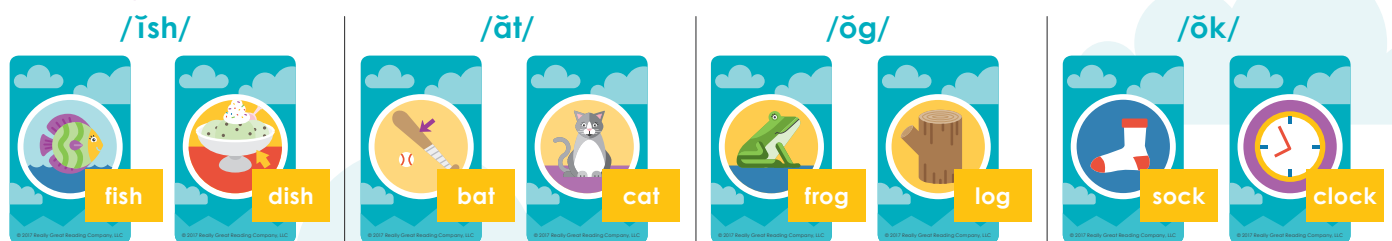
- Students look for pairs of cards with a matching attribute (same initial sound, same rime, etc.) and collect the matches. Students can take turns selecting the matching pairs.

### Examples:

#### Matching Initial Sounds



#### Matching Rimes



### WHICH ONE DOESN'T BELONG?

*Which One Doesn't Belong?* is a game that can be played in a guided group.

**Object:** To identify which card does not match the others.

#### To play:

- Teacher preselects and sorts cards according to specific attributes. Teacher will need to separate the cards into groups of three: two cards that match in some way (same initial sound, vowel sound, final sound, rime, number of sounds, etc.) and one that does not match.
- Teacher horizontally lays out a group of three cards (two that match on a specific attribute and one that does not match).
- Teacher tells students to look for the specific attribute (beginning sound, vowel sound, last sound, rime, number of sounds) that is different than the other cards.
- Students must identify the card that does not belong.
- Optional: students can collect the matching cards and hold onto them so they can see who has the most cards at the end of the game.

## Examples:

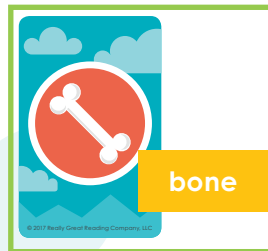
Which card has a different number of sounds than the others?



## OTHER EXAMPLES

- sick, **mask**, hug  
(Which does not have 3 sounds?)
- pan, shed, **eight**  
(Which does not have 3 sounds?)
- **hat**, add, bee  
(Which does not have 2 sounds?)
- snake, **cheese**, flag  
(Which does not have 4 sounds?)

Which card has a different first sound than the others?



## OTHER EXAMPLES

- dime, dog, **bow**  
(Which does not start with /d/?)
- **goat**, phone, fence  
(Which does not start with /f/?)
- ax, add, **chain**  
(Which does not start with /ă/?)
- yak, **soap**, yam  
(Which does not start with /y/?)

## WAR

War is a game that can be played with a partner or in a small, guided group.

**Object:** To collect all the cards.

**To play:**

1. Teacher may preselect cards from the deck according to specific attributes or use the whole deck.
2. The cards are evenly distributed to students; each student places his/her pile face down in front of him/her.
3. Each student flips over a card and whoever does the specified activity/task first collects those cards and keeps them (teacher must specify which task is to be done). The task could be:
  - a. Notice a matching attribute on both students' cards first (*If there is not a match, the students keep going and the student that gets the first match collects all cards.*)
  - b. Determine first sound, final sound, vowel sound first

- c. Determine number of sounds first
- d. Think of a rhyming word first
- e. Think of a word that begins with the same sound (e.g., card is “bat;” student says “ball” or “balloon”)
- f. Stretch the sounds in the word first

4. Notes:

- a. If there is a tie (students perform the task at exactly the same time), students go to the next card.
- b. Game is over when one student is out of cards.

5. Variations:

- a. It may be simpler to use one stack of cards for one pair of students. Teacher can flip one card from the stack and have students perform the specified task. Whoever performs the task first keeps that card, and the student with the most cards at the end wins.
- b. For a small, guided group: teacher flips first card for first two students; teacher flips second card for another two students; etc. This allows all students to play without having to wait long.

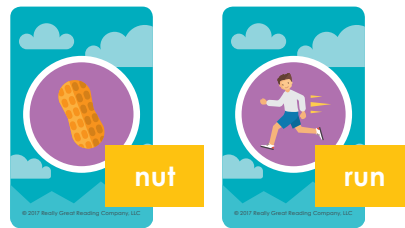
**Examples:**

**Matching attributes:**

Three sounds each; same beginning sound, /sh/



Same vowel sound, /ŭ/; three sounds each



## I HAVE/WHO HAS

*I Have/Who Has* is a game that can be played in a guided group.

**Object:** To identify specific attributes of phonemes of words on cards.

**To play:**

1. Teacher preselects cards from the deck according to specific attribute.
2. Teacher is dealt five or six cards. Students are dealt five or six cards.
3. Students look at the icon side of their cards.
4. Teacher looks at his or her cards and asks students for a card with a specific attribute. (*Teachers can look at the pie pieces to see which attribute they should ask students to find.*) For example:
  - a. "I have a **bat**. Who has a word that starts with /b/?"
  - b. "I have **mug**. Who has a word that rhymes with **mug**?"
5. The student who presents a matching card first wins the round. The cards are put in a discard pile once they have been used. The first student out of cards wins.

**Example:**

**Possible teacher's cards:**



**Possible student's cards:**



**Example questions:**

- a. "I have **bat**. Who has a word that starts with /b/?" **A:** bike
- b. "I have **mug**. Who has a word that rhymes with **mug**?" **A:** hug
- c. "I have **key**. Who has a word with the same number of sounds as **key**?" **A:** ax
- d. "I have **net**. Who has a word with the same last sound as **net**?" **A:** jet
- e. "I have **rug**. Who has a word that starts with /r/?" **A:** robe

## GO FISH

*Go Fish* is a game that can be played in a guided group, or in partners.

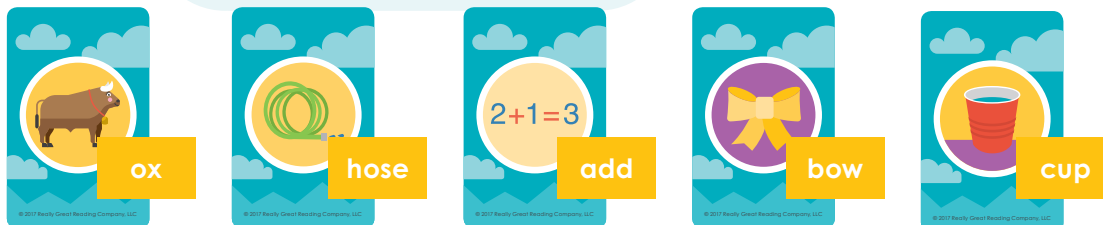
**Object:** To collect the most pairs by matching cards that have the same attributes.

**To play:**

1. Teacher preselects 20 cards that each have a matching attribute with at least one other card in the group of 20.
2. Students are each dealt five cards. All remaining cards are placed icon side down in a pile in the middle.
3. Students look at the icons and ask a friend for a card based on a specific attribute. For example:
  - a. "Do you have a word with an /*ō*/ (*short o*)?"
  - b. "Do you have a word that rhymes with **nose**?"
  - c. "Do you have a word with only two sounds?"
4. If the student being asked does not have a card with a matching attribute, the questioned student says, "Go fish!" and the asking student picks up a card from the pile.
5. Student with the most matches at the end wins.

**Example:**

**Student 1:**



**Student 2:**



**Example student questions:**

- a. Student 1 (card **ox**) - "Do you have a word with an /*ō*/ (*short o*)?" **A:** yes, fox
- b. Student 2 (card **nose**) - "Do you have a word that rhymes with **nose**?" **A:** yes, hose
- c. Student 1 (card **bow**) - "Do you have a word with only two sounds?" **A:** Go fish!
- d. Student 2 (card **gum**) - "Do you have a word with the same vowel sound as **gum**?" **A:** cup
- e. Student 1 (card **add**) - "Do you have a word with the same vowel sound as **add**?" **A:** cat



## SLAP THE SOUND

*Slap the Sound* is a game that can be played in a guided group or in partners.

**Object:** To collect the most cards by identifying a specific phoneme or rime.

**To play:**

1. Teacher preselects cards with matching attributes and some cards without that attribute. (*This game is best played by matching phonemes—initial, vowel, or final.*)
2. Teacher evenly deals cards to students.
3. Students place cards in a pile, icon side down.
4. Teacher determines “Winner is the ‘ \_\_\_\_ ’” (*whatever skill he or she wants the students to work on*). For example, teacher might say, “Winner is the sound /b/.”
5. Students flip over cards at the same time and look for the attribute.
6. When a student sees an icon with that attribute, he or she will need to slap it. For example, if “Winner is the ‘/b/’” and the three cards flipped (if three students are playing) are **pig**, **bug** and **hat**, then the student who notices that the **bug** has the /b/ sound and slaps the **bug** wins that round.
7. Student that correctly slaps the correct icon first collects all the cards for that round. If the attribute does not appear on any cards in a round, teacher can have one student or all students flip another card.
8. Whoever has the most cards when all cards have been used wins.

**Example:**

“Winner is the sound /b/.” Preselect these /b/ cards, along with some cards beginning with other sounds. Students must “slap” whichever of these cards beginning with /b/ is flipped, rather than the non-/b/ card.

**Possible cards to “slap”:**



### Variation:

You may opt NOT to preselect cards with an attribute because some attributes may only show up on a few cards. If you do not preselect cards, simply place the full deck face down on the table and flip two cards. Then, based on the cards that were flipped, teachers chooses an attribute to ask for. Students then slap the card (no matter whose card it is) with the requested attribute. This way, there is always a round winner and no preselection needs to be done in order to play.

## LETTER-SOUND MATCH IT

*Letter-Sound Match It* is a game that can be played whole group, in a guided group, or in partners.

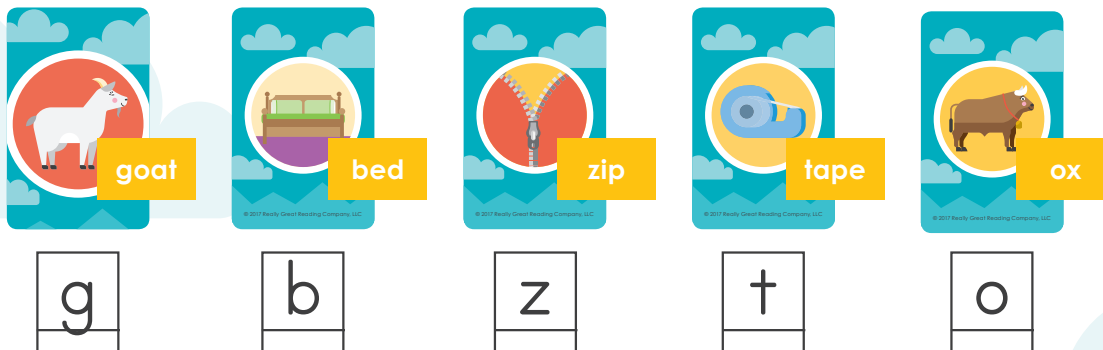
**Object:** To correctly identify the letter tile that matches a specific phoneme.

### To play:

1. The teacher preselects cards with the desired initial phonemes. For example, if students need practice with the digraph sounds, teacher can preselect all of the cards with icons beginning with digraph sounds. If students need practice with specific letter sounds, teacher can preselect cards with icons beginning with the letter sounds to be practiced. *(Note that the card deck contains the word **phone**, but students do not have a **ph** tile in their Countdown kits because they do not learn this digraph in Countdown.)*
2. The teacher puts the cards, icon side down, in a pile.
3. The teacher draws a card and asks the students to find the letter tile on their holding board that spells the first sound in the icon word and hold up that tile. For example, if the icon is the wig, the student should find the **w** tile.
4. The first student to find and hold up the correct tile wins that round and gets to keep the card.

### Example:

#### Teacher's Cards:



## TEACHER SAYS

*Teacher Says* is a game that can be played whole group or in a guided group.

**Object:** To correctly complete whatever task the “teacher says.”

### To play:

1. The teacher puts the cards, icon side down, in a pile.
2. The teacher draws a card and asks the students to complete a task. For example:
  - a. Teacher says, “Say the first sound in the word \_\_\_\_.”
  - b. Teacher says, “Segment the sounds in the word \_\_\_\_.”
  - c. Teacher says, “Tell me the vowel sound in the word \_\_\_\_.”
3. Game can be played for as long as time allows.











### Example:

























### Example Tasks:












- a. Teacher says, “Say the first sound in the word **seal**.” A: /s/
- b. Teacher says, “Segment the sounds in the word **pail**.” A: /p/ /ā/ /l/
- c. Teacher says, “Tell me the vowel sound in the word **six**.” A: /ĭ/, short i
- d. Teacher says, “Say the last sound in the word **quick**.” A: /k/












## COMPLETE LIST OF CARDS, IN ALPHABETICAL ORDER

Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	ace	/ā/		/ā/	/s/	2	/ās/			
	add	/ă/	/ă/		/d/	2	/ăd/			
	ape	/ā/		/ā/	/p/	2	/āp/			
	ax	/ă/	/ă/		/ks/	2	/ăks/			
	bag	/b/	/ă/		/g/	3	/ăg/			
	bat	/b/	/ă/		/t/	3	/ăt/			
	beach	/b/		/ē/	/ch/	3	/ēch/		ch	
	bed	/b/	/ě/		/d/	3	/ěd/			
	bee	/b/		/ē/	/ē/	2	/ē/			
	bike	/b/		/ī/	/k/	3	/īk/			












Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	bone	/b/		/ō/	/n/	3	/ōn/			
	bow	/b/		/ō/	/ō/	2	/ō/			
	box	/b/	/ŏ/		/ks/	3	/ŏks/			
	brick	/b/	/ĭ/		/k/	4	/ĭk/	br-	ck	/b/ /r/ /ĭ/ /k/
	bug	/b/	/ŭ/		/g/	3	/ŭg/			
	cake	/k/		/ā/	/k/	3	/āk/			
	cat	/k/	/ă/		/t/	3	/ăt/			
	chain	/ch/		/ā/	/n/	3	/ān/		ch	
	check	/ch/	/ĕ/		/k/	3	/ĕk/		ch, ck	
	cheese	/ch/		/ē/	/z/	3	/ēz/		ch	
	chess	/ch/	/ĕ/		/s/	3	/ĕs/		ch	












Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	chin	/ch/	/ĭ/		/n/	3	/ĭn/		ch	
	chop	/ch/	/ŏ/		/p/	3	/ŏp/		ch	
	clock	/k/	/ŏ/		/k/	4	/ŏk/	cl-	ck	/c/ /l/ /ŏ/ /k/
	coat	/k/		/ō/	/t/	3	/ōt/			
	cone	/k/		/ō/	/n/	3	/ōn/			
	cry	/k/		/ī/	/ī/	3	/ī/	cr-		/k/ /r/ /ī/
	cub	/k/	/ŭ/		/b/	3	/ŭb/			
	cube	/k/		/yōō/	/b/	3	/yōōb/			
	cup	/k/	/ŭ/		/p/	3	/ŭp/			
	cut	/k/	/ŭ/		/t/	3	/ŭt/			
	desk	/d/	/ĕ/		/k/	4	/ĕsk/	-sk		/d/ /ĕ/ /s/ /k/












Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	dig	/d/	/ɪ/		/g/	3	/ɪg/			
	dime	/d/		/ɪ/	/m/	3	/ɪm/			
	dish	/d/	/ɪ/		/sh/	3	/ɪsh/		sh	
	dog	/d/	/ɔ/		/g/	3	/ɔg/			
	duck	/d/	/ʊ/		/k/	3	/ʊk/		ck	
	eight	/ā/		/ā/	/t/	2	/āt/			
	fan	/f/	/ă/		/n/	3	/ăn/			
	feet	/f/		/ē/	/t/	3	/ēt/			
	fence	/f/	/ě/		/s/	4	/ěns/			/f/ /ě/ /n/ /s/
	fish	/f/	/ɪ/		/sh/	3	/ɪsh/		sh	
	flag	/f/	/ă/		/g/	4	/ăg/	fl-		/f/ /l/ /ă/ /g/












Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	flip	/f/	/ɪ/		/p/	4	/ɪp/	fl-		/f/ /l/ /ɪ/ /p/
	fly	/f/		/ɪ/	/ɪ/	3	/ɪ/	fl-		/f/ /l/ /ɪ/
	fox	/f/	/ɔ/		/ks/	3	/ɔks/			
	frog	/f/	/ɔ/		/g/	4	/ɔg/	fr-		/f/ /r/ /ɔ/ /g/
	game	/g/		/ā/	/m/	3	/ām/			
	gift	/g/	/ɪ/		/t/	4	/ɪft/	-ft		/g/ /ɪ/ /f/ /t/
	go	/g/		/ō/	/ō/	2	/ō/			
	goat	/g/		/ō/	/t/	3	/ōt/			
	grape	/g/		/ā/	/p/	4	/āp/	gr-		/g/ /r/ /ā/ /p/
	gum	/g/	/ʊ/		/m/	3	/ʊm/			
	ham	/h/	/ă/		/m/	3	/ăm/			

























Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	hat	/h/	/ă/		/t/	3	/ăt/			
	hay	/h/		/ā/	/ā/	2	/ā/			
	hop	/h/	/ŏ/		/p/	3	/ŏp/			
	hose	/h/		/ō/	/z/	3	/ōz/			
	hot	/h/	/ŏ/		/t/	3	/ŏt/			
	hug	/h/	/ŭ/		/g/	3	/ŭg/			
	huge	/h/		/yōō/	/j/	3	/yōōj/			
	jam	/j/	/ă/		/m/	3	/ăm/			
	jeep	/j/		/ē/	/p/	3	/ēp/			
	jet	/j/	/ĕ/		/t/	3	/ĕt/			
	jump	/j/	/ŭ/		/p/	4	/ŭmp/	-mp		/j/ /ŭ/ /m/ /p/












Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	key	/k/		/ē/	/ē/	2	/ē/			
	kite	/k/		/ī/	/t/	3	/īt/			
	knee	/n/		/ē/	/ē/	2	/ē/			
	knife	/n/		/ī/	/f/	3	/īf/			
	lake	/l/		/ā/	/k/	3	/āk/			
	leap	/l/		/ē/	/p/	3	/ēp/			
	lime	/l/		/ī/	/m/	3	/īm/			
	loaf	/l/		/ō/	/f/	3	/ōf/			
	log	/l/	/ŏ/		/g/	3	/ŏg/			
	man	/m/	/ă/		/n/	3	/ăn/			
	map	/m/	/ă/		/p/	3	/ăp/			












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	mask	/m/	/ă/		/k/	4	/ăsk/	-sk		/m/ /ă/ /s/ /k/
	meat	/m/		/ē/	/t/	3	/ēt/			
	mitt	/m/	/ĭ/		/t/	3	/ĭt/			
	mix	/m/	/ĭ/		/ks/	3	/ĭks/			
	mop	/m/	/ŏ/		/p/	3	/ŏp/			
	mug	/m/	/ŭ/		/g/	3	/ŭg/			
	mule	/m/		/yōō/	/l/	3	/yōōl/			
	mute	/m/		/yōō/	/t/	3	/yōōt/			
	nail	/n/		/ā/	/l/	3	/āl/			
	nap	/n/	/ă/		/p/	3	/ăp/			
	neck	/n/	/ĕ/		/k/	3	/ĕk/		ck	

Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	net	/n/	/ĕ/		/t/	3	/ĕt/			
	nose	/n/		/ō/	/z/	3	/ōz/			
	nut	/n/	/ŭ/		/t/	3	/ŭt/			
	ox	/ŏ/	/ŏ/		/ks/	2	/ŏks/			
	pail	/p/		/ā/	/l/	3	/āl/			
	pan	/p/	/ă/		/n/	3	/ăn/			
	peas	/p/		/ē/	/z/	3	/ēz/			
	pen	/p/	/ĕ/		/n/	3	/ĕn/			
	phone	/f/		/ō/	/n/	3	/ōn/		ph	
	pie	/p/		/ī/	/ī/	2	/ī/			
	pig	/p/	/ī/		/g/	3	/īg/			









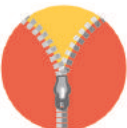
Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	quail	/kw/		/ā/	/l/	3	/āl/			
	queen	/kw/		/ē/	/n/	3	/ēn/			
	quick	/kw/	/ĭ/		/k/	3	/ĭk/		ck	
	quit	/kw/	/ĭ/		/t/	3	/ĭt/			
	rake	/r/		/ā/	/k/	3	/āk/			
	rat	/r/	/ă/		/t/	3	/ăt/			
	robe	/r/		/ō/	/b/	3	/ōb/			
	rose	/r/		/ō/	/z/	3	/ōz/			
	rug	/r/	/ŭ/		/g/	3	/ŭg/			
	run	/r/	/ŭ/		/n/	3	/ŭn/			
	sad	/s/	/ă/		/d/	3	/ăd/			

Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	seal	/s/		/ē/	/l/	3	/ēl/			
	shed	/sh/	/ĕ/		/d/	3	/ĕd/		sh	
	sheep	/sh/		/ē/	/p/	3	/ēp/		sh	
	shell	/sh/	/ĕ/		/l/	3	/ĕl/		sh	
	ship	/sh/	/ĭ/		/p/	3	/ĭp/		sh	
	show	/sh/		/ō/	/ō/	2	/ō/		sh	
	sick	/s/	/ĭ/		/k/	3	/ĭk/		ck	
	six	/s/	/ĭ/		/ks/	3	/ĭks/			
	snail	/s/		/ā/	/l/	4	/āl/	sn-		/s/ /n/ /ā/ /l/
	snake	/s/		/ā/	/k/	4	/āk/	sn-		/s/ /n/ /ā/ /k/
	soap	/s/		/ō/	/p/	3	/ōp/			

Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	sock	/s/	/ŏ/		/k/	3	/ŏk/		ck	
	space	/s/		/ā/	/s/	4	/ās/	sp-		/s/ /p/ /ā/ /s/
	sun	/s/	/ŭ/		/n/	3	/ŭn/			
	tap	/t/	/ă/		/p/	3	/ăp/			
	tape	/t/		/ā/	/p/	3	/āp/			
	teeth	/t/		/ē/	/th/	3	/ēth/		th	
	thud	/th/	/ŭ/		/d/	3	/ŭd/		th	
	thumb	/th/	/ŭ/		/m/	3	/ŭm/		th	
	tie	/t/		/ī/	/ī/	2	/ī/			
	toast	/t/		/ō/	/t/	4	/ōst/	-st		/t/ /ō/ /s/ /t/
	toes	/t/		/ō/	/z/	3	/ōz/			

Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	tree	/t/		/ē/	/ē/	3	/ē/	tr-		/t/ /r/ /ē/
	truck	/t/	/ŭ/		/k/	4	/ŭk/	tr-	ck	/t/ /r/ /ŭ/ /k/
	tub	/t/	/ŭ/		/b/	3	/ŭb/			
	up	/ŭ/	/ŭ/		/p/	2	/ŭp/			
	van	/v/	/ă/		/n/	3	/ăn/			
	vest	/v/	/ě/		/t/	4	/ěst/	-st		/v/ /ě/ /s/ /t/
	vet	/v/	/ě/		/t/	3	/ět/			
	vine	/v/		/ī/	/n/	3	/īn/			
	wave	/w/		/ā/	/v/	3	/āv/			
	wax	/w/	/ă/		/ks/	3	/ăks/			
	week	/w/		/ē/	/k/	3	/ēk/			



Icon Image	Icon Name	First Phoneme	Short Vowel Phoneme	Long Vowel Phoneme	Final Phoneme	Number of Phonemes	Rime	Beginning/ End Blend	Digraph	Segmented Sounds in Words with Blends
	wet	/w/	/ɛ/		/t/	3	/ɛt/			
	wig	/w/	/ɪ/		/g/	3	/ɪg/			
	win	/w/	/ɪ/		/n/	3	/ɪn/			
	with	/w/	/ɪ/		/th/	3	/ɪth/		th	
	yak	/y/	/ă/		/k/	3	/ăk/			
	yam	/y/	/ă/		/m/	3	/ăm/			
	yell	/y/	/ɛ/		/l/	3	/ɛl/			
	yes	/y/	/ɛ/		/s/	3	/ɛs/			
	zip	/z/	/ɪ/		/p/	3	/ɪp/			