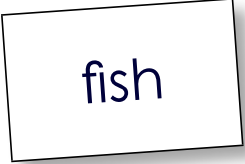
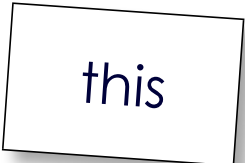


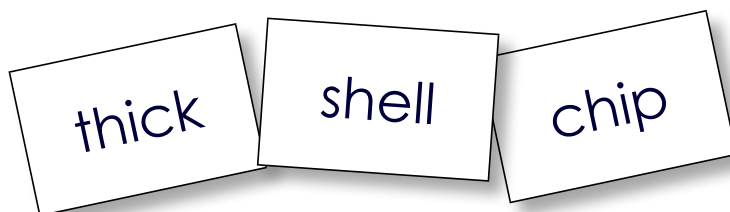
Sound–Spelling Pattern Word Sort:

ch, sh, th

Cut apart the word cards before beginning. Then, ask your child to:

1. Select a word card and read it. Help your child read the word by blending if needed.
2. Tell you which sound–spelling pattern is in the word: **ch, sh, th**.
(Some words won't have one of these sound–spelling patterns).
3. Place the word card under that sound–spelling pattern: **ch, sh, th**.
4. Once your child is finished sorting the words, have him or her read each word and identify the common sound–spelling pattern.
5. Discuss the meaning of each word. Use it in a sentence or ask your child to use it in a sentence.

ch	sh	th
	 fish	 this



chsh



th

sh

ch

other

this

fresh

chop

phone



thick

shop

arch

when

there

shell

hunch

write

tenth

fish

champ

knock

with

brush

chip


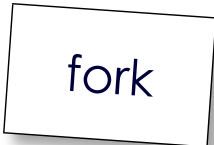
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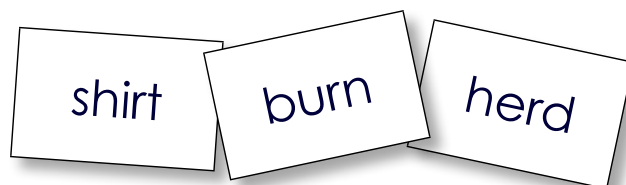
Sound–Spelling Pattern Word Sort:

ar, er, ir, or, ur

Cut apart the word cards before beginning. Then, ask your child to:

1. Select a word card and read it. Help your child read the word by blending if needed.
2. Tell you which sound–spelling is in the word: **ar, er, ir, or, ur**.
(Some words won't have one of these sound–spelling patterns).
3. Place the word card under that sound–spelling pattern: **ar, er, ir, or, ur**.
4. Once he or she is finished sorting the words, have your child read each word and identify the common sound–spelling pattern.
5. Discuss the meaning of each word. Use it in a sentence or ask your child to use it in a sentence.

ar	er	ir	or	ur
				



ar

ar

er

ir

or

in

or

park

farm

shark



er

her

serve

herd

ir

bird

shirt

dirt

or

fork

sport

born

ur

hurt

burn

nurse

other

boat



deal

blue