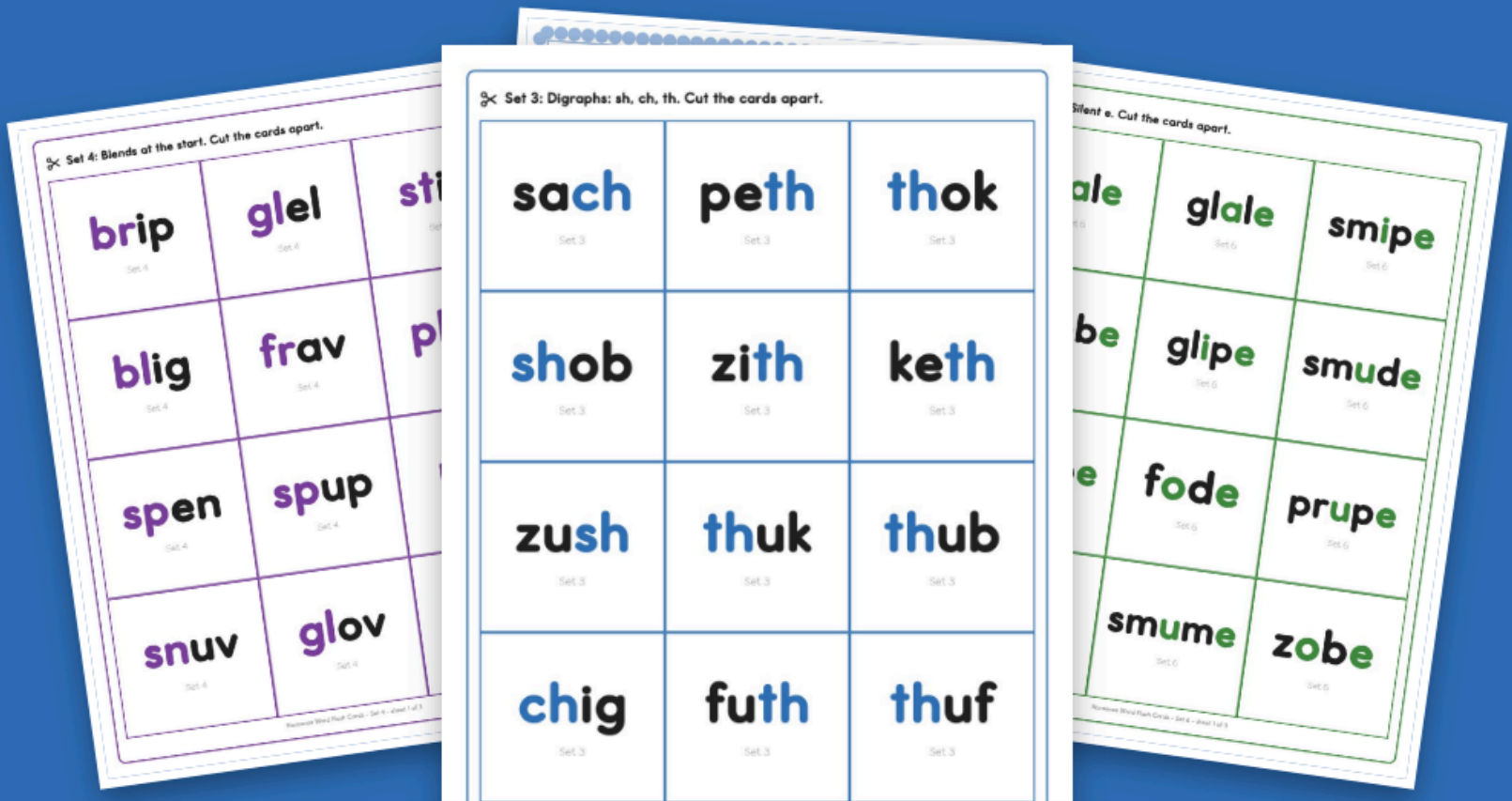
NONSENSE WORD FLASH CARDS

CVC | BLENDS | DIGRAPHS | SILENT E



204 CARDS

GRADES K-2

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the sound boxes, the record sheet and the family note are type-in fields. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the cards keep their size. Cardstock holds up best for cards that will be handled every day. The cards print on one side, so there is nothing to line up. Every page is readable in black and white.

About the words

Every word on a card is made up. None is meant to be a real word, and none carries a meaning. Your own phonics program and your school decide which patterns to use and when; use the sets in the order you teach them.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

Printing and Cutting the Cards

The cards print on one side. Print at 100 percent, then check one sheet before you print the rest.

Printing

- Print only the sets you need. The card map (page 6) shows which pages hold each set.
- Turn off fit to page and shrink to fit. Print at 100 percent or actual size.
- Cardstock holds up best. Plain paper works if you laminate.
- Every sheet is one-sided, so you do not need two-sided printing or any lining up.

Cutting

- Cards sit edge to edge, 3 across and 4 down, with no gaps. Cut the sheet into 4 rows first, then cut each row into 3 cards.
- Cut off the thin outer margin of the sheet. Cut inside the colored line to remove it, or on the line to keep it.
- The storage labels (page 25) cut the same way: two across, four down.

How a card is built



the vowel set 1	the digraph set 3	the start blend set 4	the end blend set 5	the vowel and the silent e set 6

In sets 1 to 6 the letters that make the pattern are printed in the set's color. Set 7, the mixed review, has no colored letters, so children read every card with no clue about the pattern.

Keeping the cards

- Put each set in its own bag or envelope and tape on its label.
- A small "Set" number sits at the bottom of every card, so a card that gets mixed up can go home.
- The 12 blank cards (page 24) are for words you want to add.

PREVIEW

Card Map: Where Is Each Set?

204 made-up word cards in 7 sets, 12 to a sheet, plus 12 blank cards. No word is on two cards. The sets follow common phonics patterns; your program decides the order.

Set	What the cards show	Cards	Sheets	Pages
1	**CVC: short a, i, o** a short a, i or o in the middle: 8 words of each vowel	24	2	7 to 8
2	**CVC: short e, u** a short e or u in the middle: 12 words of each vowel	24	2	9 to 10
3	**Digraphs: sh, ch, th** sh, ch or th at the start (12 words) or at the end (12 words)	24	2	11 to 12
4	**Blends at the start** two consonants that blend at the start of the word	36	3	13 to 15
5	**Blends at the end** two letters that blend at the end	36	3	16 to 18
6	**Silent e** a vowel, a consonant and a silent e: 9 words of each of a, i, o and u	36	3	19 to 21
7	**Mixed review** all six patterns mixed, with no colored letters	24	2	22 to 23
-	**Blank cards** for words you add	12	1	24

PREVIEW

Set 1: CVC: short a, i, o. Cut the cards apart.

vof Set 1	kov Set 1	kav Set 1
wib Set 1	vad Set 1	zot Set 1
fov Set 1	pib Set 1	zav Set 1
zob Set 1	zof Set 1	zib Set 1

PREVIEW

Set 2: CVC: short e, u. Cut the cards apart.

zuv Set 2	pem Set 2	nuv Set 2
vuf Set 2	zud Set 2	teb Set 2
zuf Set 2	vuv Set 2	tuv Set 2
mep Set 2	tev Set 2	vub Set 2

PREVIEW

Set 3: Digraphs: sh, ch, th. Cut the cards apart.

kech Set 3	vuth Set 3	thol Set 3
thuv Set 3	chov Set 3	shof Set 3
zech Set 3	nuch Set 3	vath Set 3
thul Set 3	pach Set 3	chuv Set 3

PREVIEW

Set 4: Blends at the start. Cut the cards apart.

blov Set 4	crub Set 4	smiz Set 4
friv Set 4	clez Set 4	sloz Set 4
grov Set 4	crog Set 4	smet Set 4
brib Set 4	trov Set 4	drud Set 4

PREVIEW

Set 5: Blends at the end. Cut the cards apart.

poft Set 5	folt Set 5	zuft Set 5
zelp Set 5	zust Set 5	nust Set 5
nent Set 5	famp Set 5	noft Set 5
jemp Set 5	nemp Set 5	pamp Set 5

PREVIEW

Set 6: Silent e. Cut the cards apart.

clale Set 6	glale Set 6	smipe Set 6
smobe Set 6	glipe Set 6	smude Set 6
swube Set 6	fode Set 6	prupe Set 6
jate Set 6	smume Set 6	zobe Set 6

PREVIEW

Set 6: Silent e. Cut the cards apart.

spupe Set 6	jome Set 6	spobe Set 6
snule Set 6	slibe Set 6	clibe Set 6
snune Set 6	blome Set 6	prabe Set 6
pibe Set 6	vame Set 6	bome Set 6

PREVIEW

Set 7: Mixed review. Cut the cards apart.

zov Set 7	ruft Set 7	vob Set 7
zub Set 7	juf Set 7	zabe Set 7
clabe Set 7	shom Set 7	drob Set 7
drut Set 7	plipe Set 7	frol Set 7

PREVIEW

Cut the labels apart. Tape one on each bag.

Set 1

CVC: short a, i, o

24 cards

Set 2

CVC: short e, u

24 cards

Set 3

Digraphs: sh, ch, th

24 cards

Set 4

Blends at the start

36 cards

Set 5

Blends at the end

36 cards

Set 6

Silent e

36 cards

Set 7

Mixed review

24 cards

Blank

my own cards

12 cards

PREVIEW

My name _____

Read the card. Put it on the mat.

I read it fast!

I sounded it out

PREVIEW

When you can read a card right away, move it over.

My name _____

Read the word. Write each sound in a box.

bav	zaf
zab	vok
tep	fep
zok	pev

PREVIEW

Preview · Bright Path Sped

My name _____

Read the word. Write each sound in a box.

crask	plilp
swult	plesk
flond	plelp
slalt	drask

PREVIEW

Record Sheet

Under each set, write a date or a check when the child reads the whole set smoothly. A blank box means not checked yet.

Class _____ Teacher _____ Date _____

Student	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Notes

What counts as a check in my room

_____

Set to read again

_____

PREVIEW

A Note to Families

One page to send home when you start the cards.

Date _____ Class _____ Teacher _____

Dear families,

In our room we are reading made-up words with flash cards. Every word on a card is invented, so it has no meaning. Reading a word like this means using the letter sounds, the same ones we use to read real words.

This week we are learning

_____

_____

You can try this together

Hold up a card. Ask your child to tap each sound and then read the whole word. Put the cards that are easy in one pile and the ones still being learned in another. Five minutes is plenty. Stop while it is still going well.

_____

_____

Sounds we are working on (your words)

_____

_____

A note from me (your words)

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

Phrase Bank

Fill each blank with what you really see in your room.

Reading a card

- "Look at the whole word. Which letters do you know?"
- "Tap each sound with your finger, then slide them together."
- "It is a made-up word, so it does not mean anything. Just read the sounds."
- "Say it again, a little faster this time."

Sorting

- "Did you read it right away or did you sound it out? Put it on that side."
- "Sounding it out is a good strategy. That card gets another turn tomorrow."
- "Which pile is getting bigger?"
- "Pick two sounded-it-out cards to read to a partner."

Fixing a mix-up

- "Check the middle of the word. What does that letter say?"
- "Look at the end. Is there a letter on the end that changes the sound?"
- "Cover the end and read the first part. Now uncover it."
- "You fixed it yourself. Good checking."

Sentence starters for children

- The card I read fastest was ____.
- A card I had to sound out was ____. The sounds were ____.
- The letters that made the pattern were ____.
- Today I moved ____ cards to I read it fast.

For the note home

- This week we are reading made-up words that follow the pattern ____.
- Please hold up a card and ask your child to tap the sounds and read the word.
- Five minutes is plenty. Stop while it is still going well.
- Thank you for ____ (what the family did to help).

PREVIEW