



Reading With Color

MATCHING CARDS



by Elinor Boeke and Angie Seltzer

MATCHING CARDS: Common Words, Set 2

or	were	an
one	we	each
had	when	which
by	your	she
word	can	do
but	said	how
not	there	their
what	use	if
all		

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MATCHING CARDS: Rhyming Short U Sounds

hut	rust	fuzz
but	dust	was
son	bump	cup
fun	lump	pup
come	love	mud
om	above	bud
r	hug	fluff
	tug	stuff

Using heavy paper or card stock and cut cards apart. Mix cards and then read and match pairs of words that rhyme.

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Color phonics hints lead to reading success!

Contents: Matching Cards

- Opposites
- Rhyming Sounds (A, E, I, O, U)
- Number Words
- 100 Most Common Words

Students will learn

- Short and long vowel sounds
- Silent letters
- Consonant sounds
- Sight words

CONTENTS

Color Guide	3
<i>Reading With Color Advantages</i>	4
Matching Word Cards (Color Version)	
Opposites	5
Rhyming Sounds (A, E, I, O, U)	6-10
Number Words	11-12
100 Most Common Words.....	13-16
Matching Word Cards (Black/White Version)	17-28

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Matching Cards
Product Code: M08-111

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PRODUCT: Matching Cards

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Color Guide

Color	How Used	Samples
RED	long vowels (a, e, i, o, u)	me, days
ORANGE	short vowels	and, pick
PURPLE	short u or “uh” sound	the, from
GRAY	silent vowels or consonants	life, listen
BLUE	vowel-consonant blends with r, l or ng	for, children, long
BLACK	regular consonants or blends	my, teach
GREEN	irregular vowel or consonant sounds	to, good

Reading With Color Advantages

Confusing Aspects of Reading

It's not easy to know which vowel sound to use.

Many letter groupings are confusing to “sound out” even though they are easy to learn. For example, to pronounce “e-r” students may say “Eh-Ruh” instead of “ER.”

Some words have silent letters. Either vowels or consonants can be silent.

Some words have strange spellings. Students get frustrated when trying to read these using phonics.

Students are sometimes taught to sound out words “letter by letter” even though consonants cannot be pronounced alone.

Reading passages may not sound like common language because longer words are often avoided in reading lessons.

With typical reading curriculums, students must study for years before seeing the “big picture” of variations in English language and spelling.

How Reading With Color Helps

Long vowels are red, short vowels are orange, the “uh” sound is purple, and other vowels are green.

The vowel-consonant groupings ending in R, L, and NG are shown in blue to be pronounced together. (These groupings are common but cause much difficulty.)

Silent letters are shown in gray, so students will know not to make any sound for those letters.

Letters with unusual pronunciations are shown in green. Words containing green letters should be memorized.

Colors help students to read the correct vowel sounds along with consonants rather than trying to say a separate sound for each letter.

Because colors provide phonics clues, more difficult words can be included. It can be just as easy to learn long words as short words! Also, because words are part of a meaningful passages, students can use context clues to help them learn and recall words.

By reading passages shown with color clues, students learn about spelling variations and can quickly overcome their misconceptions.

About the Author's Research

Elinor Boeke is an elementary reading specialist with more than 30 years of experience as a reading teacher and tutor. She developed, tested, and improved the color clues through her work with students who had a difficult time learning to read. Angie Seltzer is an elementary curriculum specialist who has developed many educational games. Students of all ages have been very successful in learning to read with *Reading With Color*.

MATCHING CARDS: Opposites

in	work	day
out	play	night
back	on	light
front	off	dark
hot	fast	strong
cold	slow	weak
stop	big	near
start	small	far

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match cards with opposite meanings.

MATCHING CARDS: Rhyming A Sounds

rat	made	tape
cat	fade	cape
take	race	late
rake	face	gate
man	page	fast
ran	cage	last
lamb	pain	map
ham	rain	cap

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match pairs of words that rhyme.

MATCHING CARDS: Rhyming E Sounds

men	seat	seen
then	meat	mean
seek	seed	wet
beak	read	get
peck	red	seem
neck	bed	team
these	best	peg
please	rest	leg

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match pairs of words that rhyme.

MATCHING CARDS: Rhyming I Sounds

sin	side	fit
thin	ride	sit
sick	kid	time
pick	bid	climb
kite	twist	pig
bite	wrist	big
like	fine	rise
bike	mine	size

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match pairs of words that rhyme.

MATCHING CARDS: Rhyming O Sounds

dot	boat	boss
hot	coat	toss
road	God	hose
toad	odd	rose
lock	joke	hog
sock	poke	log
rope	hop	home
soap	mop	dome

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match pairs of words that rhyme.

MATCHING CARDS: Rhyming Short U Sounds

hut	rust	fuzz
but	dust	was
son	bump	cup
fun	lump	pup
come	love	mud
from	above	bud
duck	hug	fluff
luck	tug	stuff

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match pairs of words that rhyme.

MATCHING CARDS: Numbers to 12

1	9	five
2	10	six
3	11	seven
4	12	eight
5	one	nine
6	two	ten
7	three	eleven
8	four	twelve

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match each number to its word form.

MATCHING CARDS: More Number Words

20	100	sixty
30	1,000	seventy
40	1,000,000	eighty
50	1,000,000,000	ninety
60	twenty	1 hundred
70	thirty	1 thousand
80	forty	1 million
90	fifty	1 billion

INSTRUCTIONS TO PARENT: Print page using heavy paper or card stock and cut cards apart. Mix cards and then read words once with student. Then have student match each number to its word form.

MATCHING CARDS: Common Words, Set 1

the	it	his
of	he	they
and	was	I
a	for	at
to	on	be
in	are	this
is	as	have
you	with	from
that	INSTRUCTIONS TO PARENT: Print pages using heavy paper or card stock and cut cards apart. Have students sort words by vowel sounds. Or, print two sets and have students find matching words and read the words aloud.	

MATCHING CARDS: Common Words, Set 2

or	were	an
one	we	each
had	when	which
by	your	she
word	can	do
but	said	how
not	there	their
what	use	if
all		

MATCHING CARDS: Common Words, Set 3

will	so	time
up	some	has
other	her	look
about	would	two
out	make	more
many	like	write
then	him	go
them	into	see
these		

MATCHING CARDS: Common Words, Set 4

number	been	down
no	call	day
way	who	did
could	oil	get
people	its	come
my	now	made
than	find	may
first	long	part
water		

MATCHING CARDS: Opposites

in	work	day
out	play	night
back	on	light
front	off	dark
hot	fast	strong
cold	slow	weak
stop	big	near
start	small	far

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pick	bid	climb
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bite	wrist	big
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bike	mine	size

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MATCHING CARDS: Rhyming O Sounds

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road	God	hose
toad	odd	rose
lock	joke	hog
sock	poke	log
rope	hop	home
soap	mop	dome

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of	he	they
and	was	I
a	for	at
to	on	be
in	are	this
is	as	have
you	with	from
that	<p>INSTRUCTIONS TO PARENT: Print pages using heavy paper or card stock and cut cards apart. Have students sort words by vowel sounds. Or, print two sets and have students find matching words and read the words aloud.</p>	

MATCHING CARDS: Common Words, Set 2

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one	we	each
had	when	which
by	your	she
word	can	do
but	said	how
not	there	their
what	use	if
all		

MATCHING CARDS: Common Words, Set 3

will	so	time
up	some	has
other	her	look
about	would	two
out	make	more
many	like	write
then	him	go
them	into	see
these		

MATCHING CARDS: Common Words, Set 4

number	been	down
no	call	day
way	who	did
could	oil	get
people	its	come
my	now	made
than	find	may
first	long	part
water		