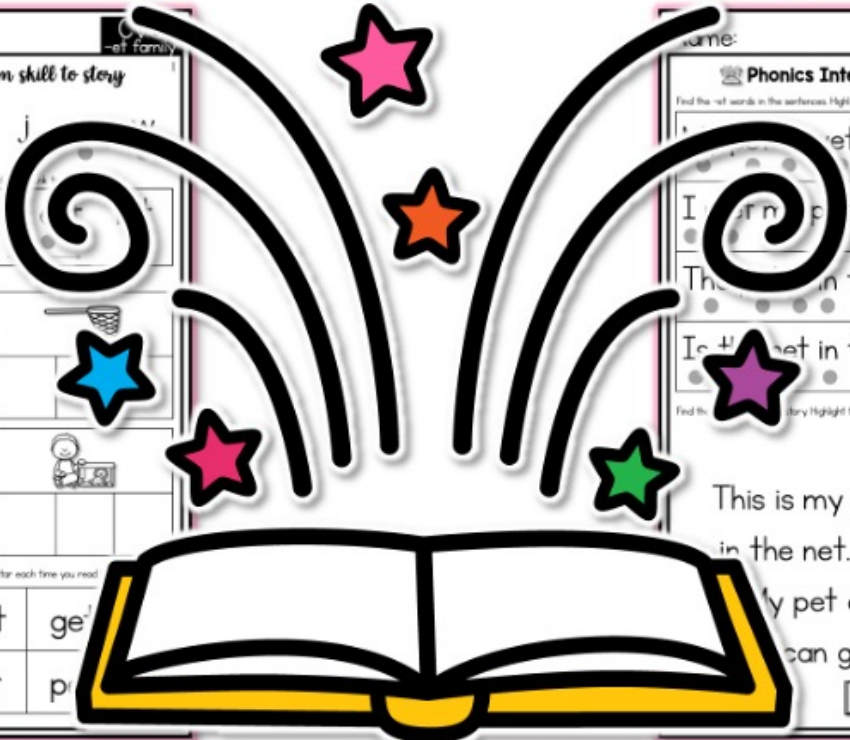


PHONICS

from skill to story



Two sample pages from the 'Phonics Intervention Minis - from skill to story' workbook are shown. The left page includes a 'Name:' field, a 'CVC -et family' label, and a 'Phonics Intervention Minis - from skill to story' title. It features a grid for writing the words 'pet', 'set', 'vet', 'jet', 'net', and 'jet'. Below the grid are illustrations of a pet, an airplane, a vet, and a jet. The right page includes a 'Name:' field, a 'CVC -et family' label, and a 'Phonics Intervention Minis - from skill to story' title. It features a grid for writing the words 'pet', 'set', 'vet', 'jet', 'net', and 'jet'. Below the grid is a story titled 'My Pet' with a small illustration of a girl and a dog.

Phonics Intervention Minis - from skill to story

pet set vet jet net jet

My Pet

This is my pet. My pet can not go in the net. My pet can not get in the jet. My pet can not go to the vet!

INTERVENTION MINIS

CVC WORD FAMILIES

Created By A Teachable Teacher

PHONICS

from skill to story

Look at the letter. Tap and say the sounds. Then say and blend each word.

Name: _____ CVC -at family

Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

w s a t c d r m p

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

mat mat rat rat cat cat

Tap, map, and graph the pictures below. Then read each word.

		
c a t		
		

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

cat	mat	rat	bat	hat	★
pat	sat	cat	mat	pat	★

© A Teachable Teacher

Tap, map, and graph each skill picture. Then read the word.

Highlight the word family in each word. Then read the fluency chart and color a star each time you read it.

Find and highlight the word family. Read the sentence and color a check mark each time you read.

Name: _____ CVC -at family

Phonics Intervention Minis - from skill to story

Find the -at words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

My cat is by my mat .	✓✓✓
I like my mat.	✓✓✓
Is a rat by my mat?	✓✓✓
Now I sit on my mat.	✓✓✓



Find the -at words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Mat

I have one **mat**. It is a big **mat**.

I put my **mat** down by my **cat**. I **pat** it down. Then I sit on my **mat**.

I use my **mat** each day.

© A Teachable Teacher

Find and highlight the word family. Color a book each time you read the story.

INTERVENTION MINIS

Name: _____



Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

c f a g b l n d h

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

c a b cab	l a b lab	t a b tab
----------------	----------------	----------------

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

cab	dab	gab	tab	lab	★ 1
dab	gab	lab	tab	cab	★ 2
					★ 3

Name: _____



Phonics Intervention Minis - from skill to story

Find the -ab words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

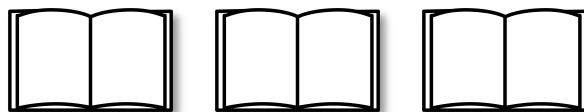
When can we go to the lab? ● ● ● ● ● ● ●	✓ ✓ ✓
The cab is big. ● ● ● ●	✓ ✓ ✓
I like to gab with you. ● ● ● ● ● ● ●	✓ ✓ ✓
Can you see the cab? ● ● ● ● ● ● ●	✓ ✓ ✓

Find the -ab words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Cab

I see a cab. The cab is down there.

We can gab in the cab. If we use the cab, we can go to the lab.



Name: _____



Phonics Intervention Minis - from skill to story

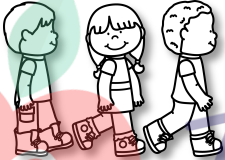



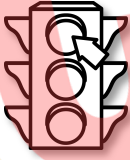
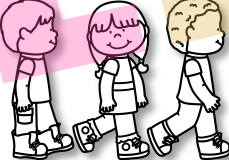
Point to each letter. Say the sound.

w l f e d b c t n




Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

f e d fed	b e d bed	r e d red
-------------	-------------	-------------

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

wed	red	led	bed	fed	
red	led	wed	fed	bed	
					

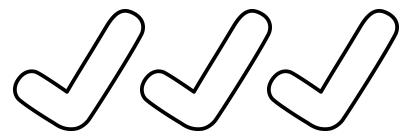
Name: _____



Phonics Intervention Minis - from skill to story

Find the -ed words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

Did you see the red cat?



The cat got fed.



I will go to bed.



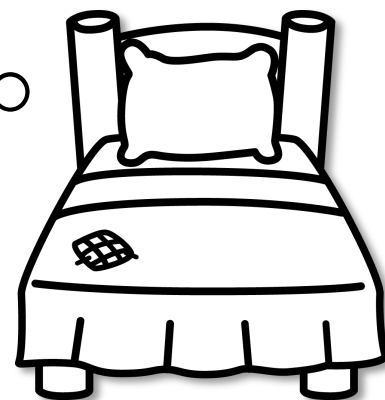
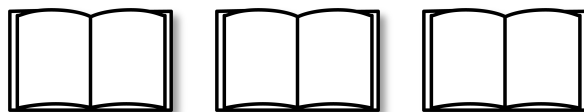
I led my cat to bed.



Find the -ed words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Day

My cat had a big day. My cat is red.
I fed my cat. Then I led her to bed.
Then I got fed. Then I got into
bed.



Name: _____



Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

h k i d l r b t m

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

r i d	rid	h i d	hid	l i d	lid
● ● ● ●	●	● ● ● ●	●	● ● ● ●	●
→		→		→	

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

rid	hid	lid	kid	lid	★ 1
hid	rid	kid	rid	hid	
					★ 3

Name: _____



Phonics Intervention Minis - from skill to story

Find the -id words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

I see the lid. ● ● ● ●	✓ ✓ ✓
I do not see the kid. ● ● ● ● ● ●	✓ ✓ ✓
The kid hid. ● ● ●	✓ ✓ ✓
Is the kid by the lid? ● ● ● ● ● ●	✓ ✓ ✓

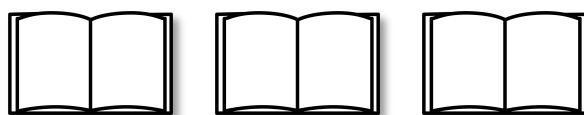
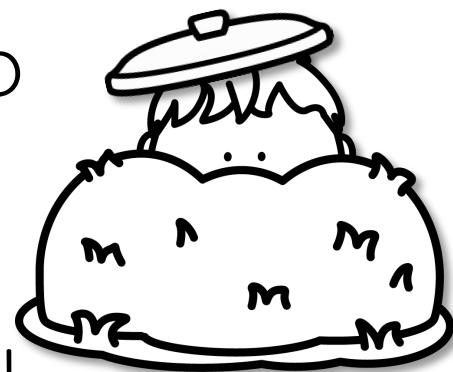
Find the -id words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

He Hid

The kid hid. He hid and I do not see the kid. Is the kid by the lid?

I will go by the lid to see.

I see the kid. He is by the lid.



Name: _____



Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

z i p r h l t s d

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

l i p lip	r i p rip	t i p tip
-----------------	-----------------	-----------------

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

lip	dip	rip	sip	zip	★ 1
tip	hip	lip	tip	rip	
					★ 3

Name: _____



Phonics Intervention Minis - from skill to story

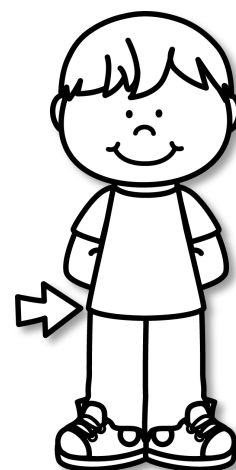
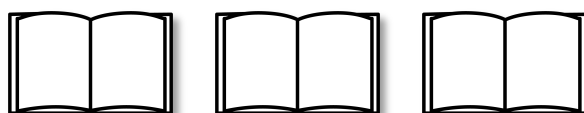
Find the -ip words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

I see the rip. ● ● ● ●	✓ ✓ ✓
Is the rip by my hip? ● ● ● ● ● ●	✓ ✓ ✓
I will zip it up. ● ● ● ● ●	✓ ✓ ✓
The rip is big. ● ● ● ● ●	✓ ✓ ✓

Find the -ip words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Rip

There is a rip! It is a big rip. The rip is by my hip. I will zip it up. I do not see the rip. I see the zip now.



Name: _____



Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

h l j f o g d t n

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

f o g fog	l o g log	h o g hog
-------------	-------------	-------------

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

hog	log	fog	dog	jog	★ 1
log	dog	hog	fog	log	★ 2
					★ 3

Name: _____



Phonics Intervention Minis - from skill to story

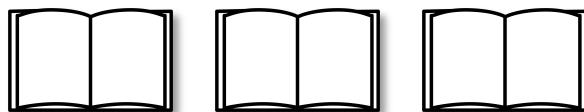
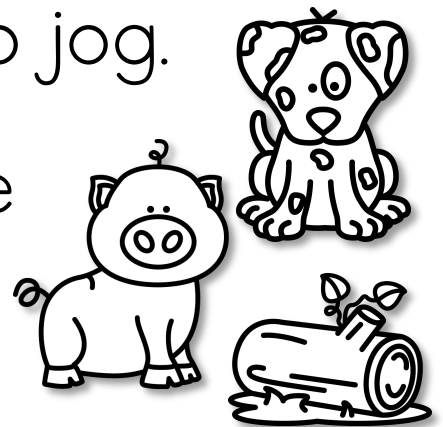
Find the -og words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

Do you see the log? ● ● ● ● ●	✓ ✓ ✓
I have a big hog. ● ● ● ● ●	✓ ✓ ✓
They see fog. ● ● ●	✓ ✓ ✓
There is a log. ● ● ● ● ●	✓ ✓ ✓

Find the -og words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Dog and Hog

I have a dog and a hog. My dog is big and so is my hog. They like to jog. They jog to the log. They see fog on their jog.



Name: _____



Phonics Intervention Minis - from skill to story


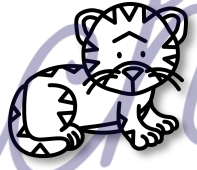

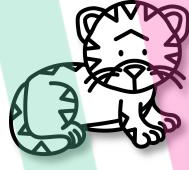


Point to each letter. Say the sound.

r c u b t s n p g

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

r u b	rub	t u b	tub	s u b	sub
● ● ●	●	● ● ●	●	● ● ●	●
→		→		→	

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

rub	sub	tub	cub	tub	★ 1
sub	rub	cub	tub	rub	★ 2
					★ 3

Name: _____



Phonics Intervention Minis - from skill to story

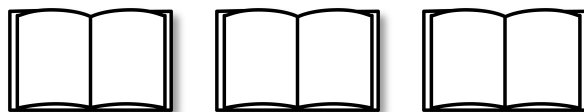
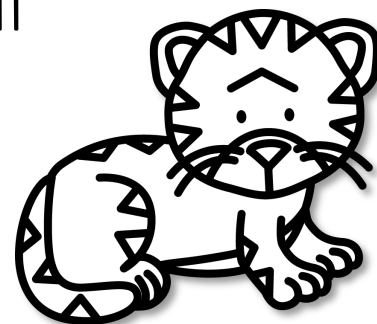
Find the -ub words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

I have one cub. ● ● ● ●	✓ ✓ ✓
He likes the sub. ● ● ● ●	✓ ✓ ✓
Will I get more cubs? ● ● ● ● ● ●	✓ ✓ ✓
The cub likes a rub. ● ● ● ● ● ●	✓ ✓ ✓

Find the -ub words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

My Cub

I got my first cub. I like my cub. I will rub my cub. Then he will have a sub. I will get two more cubs.



Name: _____



Phonics Intervention Minis - from skill to story

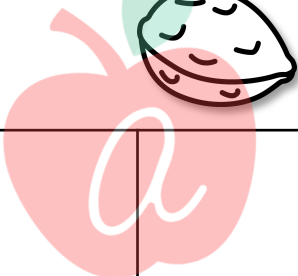





Point to each letter. Say the sound.

h u t c n g r m p




Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound and chunk to make a word.

h u t hut	c u t cut	g u t gut
--------------	--------------	--------------

Tap, map, and graph the pictures below. Then read each word.

Highlight the word family in the words below. Then, read the fluency chart. Color a star each time you read the chart.

gut	rut	hut	nut	cut	
cut	gut	hut	rut	nut	
					

Name: _____



Phonics Intervention Minis - from skill to story

Find the -ut words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

I cut the nut. ● ● ● ●	✓ ✓ ✓
Is the nut big? ● ● ● ●	✓ ✓ ✓
The nut is in my gut. ● ● ● ● ● ● ● ●	✓ ✓ ✓
The nut is from the hut. ● ● ● ● ● ● ● ●	✓ ✓ ✓

Find the -ut words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

The Nut

I will have a nut. First, I have to cut the nut. Then the nut will go in my gut. I like the nut!

