

# PHONICS

from skill to story

Name: \_\_\_\_\_

**Phonics Intervention Minis - from skill to story**






Point to each letter. Say the sound.

j   l   a i   m   p   r   t

Say each sound. Blend the sounds to read the chunk. Then, read each beginning sound.

j ai l   jail   m ai l   mail

Tip: 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.

|      |      |      |       |       |
|------|------|------|-------|-------|
| mail | jail | sail | rain  | train |
| nail | sail | mail | train | jail  |

Name: \_\_\_\_\_

**Phonics Intervention Minis - from skill to story**


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


|                        |     |
|------------------------|-----|
| The _____ the mail.    | ✓✓✓ |
| Do you _____ the nail? | ✓✓✓ |
| He _____ for a sail.   | ✓✓✓ |
| The _____ the rain.    | ✓✓✓ |

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

Rain

In the rain I do not sail. My mail  
wet in the rain. I will go on  
rain in the rain. I like  
rain.





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## INTERVENTION MINIS

LONG VOWEL TEAMS

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.

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.

Name: \_\_\_\_\_

VOWEL TEAMS  
ai

**Phonics Intervention Minis - from skill to story**


Point to each letter. Say the sound.

j   l   ai   m   p   r   t   s   n

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

j ai l   jail   m ai l   mail   r ai n   rain

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

|   |   |   |
|---|---|---|
|  |  |  |
| m ai l  |   |   |
|  |  |  |
|   |   |   |

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

|      |      |      |       |       |   |
|------|------|------|-------|-------|---|
| mail | jail | sail | rain  | train | ★ |
| nail | sail | mail | train | jail  | ★ |

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

Name: \_\_\_\_\_

VOWEL TEAMS  
ai

**Phonics Intervention Minis - from skill to story**

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

|                        |     |
|------------------------|-----|
| I will get the mail.   | ✓✓✓ |
| Did you hit the nail?  | ✓✓✓ |
| He will go for a sail. | ✓✓✓ |
| They see the rain.     | ✓✓✓ |

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

Rain

In the rain I do not sail. My mail is wet in the rain. I will go on the train in the rain. I like it in the rain.



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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

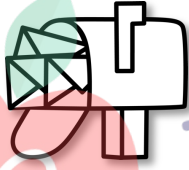

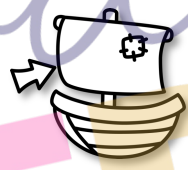
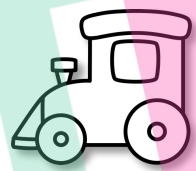


Point to each letter. Say the sound.

j   l   ai   m   p   r   t   s   n




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

|             |             |             |
|-------------|-------------|-------------|
| j ai l jail | m ai l mail | r ai n rain |
|-------------|-------------|-------------|

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.

|      |      |      |       |       |   |
|------|------|------|-------|-------|---|
| mail | jail | sail | rain  | train | <br><br> |
| nail | sail | mail | train | jail  |   |

Name: \_\_\_\_\_

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**Phonics Intervention Minis - from skill to story**

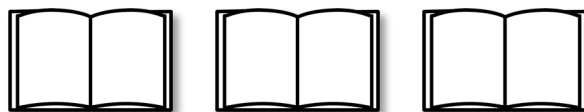
Find the -ai words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

|   |       |
|---|-------|
| I will get the mail.<br>● ● ● ● ●       | ✓ ✓ ✓ |
| Did you hit the nail?<br>● ● ● ● ●      | ✓ ✓ ✓ |
| He will go for a sail.<br>● ● ● ● ● ● ● | ✓ ✓ ✓ |
| They see the rain.<br>● ● ● ● ● ● ●     | ✓ ✓ ✓ |

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

Rain

In the rain I do not sail. My mail  
is wet in the rain. I will go on  
the train in the rain. I like  
it in the rain.



Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

r t l b ea m p s c




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

|             |             |             |
|-------------|-------------|-------------|
| b ea d bead | m ea t meat | b ea t beat |
|-------------|-------------|-------------|

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.

|      |      |      |      |      |   |
|------|------|------|------|------|---|
| tea  | eat  | leaf | beat | bead |  |
| meat | leak | read | seat | leap |  |
|      |      |      |      |      |  |

Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story

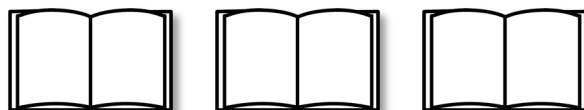
Find the -ea words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

|   |       |
|---|-------|
| I can find the leaf.<br>● ● ● ● ●       | ✓ ✓ ✓ |
| Is that a leak?<br>● ● ● ● ●            | ✓ ✓ ✓ |
| I will read with my tea.<br>● ● ● ● ● ● | ✓ ✓ ✓ |
| She has the bead.<br>● ● ● ● ●          | ✓ ✓ ✓ |

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

Eat

I will eat some meat. Then I will have some tea. Next, I can have a treat. I think I will like to eat my treat.



Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story




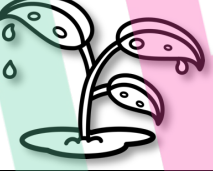


Point to each letter. Say the sound.

d s t w g c l ew b


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

|          |             |            |
|----------|-------------|------------|
| d ew dew | s t ew stew | gr ew grew |
|----------|-------------|------------|

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.

|      |      |      |      |      |   |
|------|------|------|------|------|---|
| blew | brew | chew | dew  | stew |  |
| grew | dew  | brew | stew | blew |  |
|      |      |      |      |      |  |

Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story

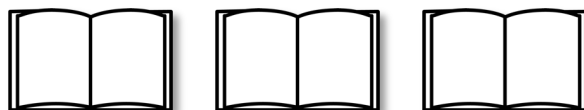
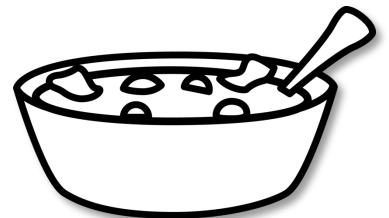
Find the -ew words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

|                            |       |
|----------------------------|-------|
| He blew it out.<br>● ● ● ● | ✓ ✓ ✓ |
| I will chew it.<br>● ● ● ● | ✓ ✓ ✓ |
| Is that dew?<br>● ● ●      | ✓ ✓ ✓ |
| I made stew.<br>● ● ●      | ✓ ✓ ✓ |

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

## The Stew

I made a stew. It took a few times to make. It was hot so I blew on it. I had to chew my stew.





Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story


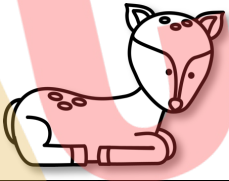

Point to each letter(s). Say the sound.

|    |   |   |   |    |   |   |   |   |
|----|---|---|---|----|---|---|---|---|
| j  | s | h | t | oe | d | h | m | b |
| ●  | ● | ● | ● | ●  | ● | ● | ● | ● |
| oe | l | g | s | r  | t | j | b | t |
| ●  | ● | ● | ● | ●  | ● | ● | ● | ● |

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

|          |          |          |
|----------|----------|----------|
| d oe doe | t oe toe | J oe Joe |
| J oe Joe | d oe doe | t oe toe |

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.

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| Joe | toe | doe | toe | doe | ★ 1 |
| toe | Joe | doe | Joe | toe | ★ 2 |
|     |     |     |     |     | ★ 3 |

Name: \_\_\_\_\_

2

**Phonics Intervention Minis - from skill to story**

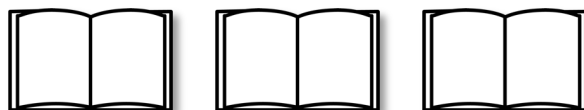
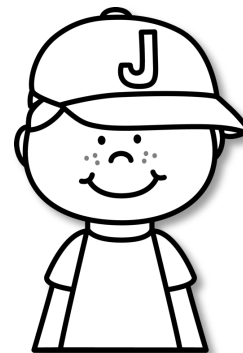
Find the -oe words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

|                                  |       |
|----------------------------------|-------|
| I see a doe.<br>● ● ● ●          | ✓ ✓ ✓ |
| Joe has a dog.<br>● ● ● ●        | ✓ ✓ ✓ |
| My big toe got hit.<br>● ● ● ● ● | ✓ ✓ ✓ |
| The doe will hide.<br>● ● ● ● ●  | ✓ ✓ ✓ |

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

Joe

Joe hit his toe. He will sit to  
fix his toe. When Joe sits he  
sees a doe. Joe likes the  
doe.



Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

s p t r f k c f y

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

|           |           |           |
|-----------|-----------|-----------|
| f r y fry | s k y sky | d r y dry |
|-----------|-----------|-----------|

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.

|     |     |     |     |     |   |
|-----|-----|-----|-----|-----|---|
| cry | dry | fry | sky | spy | <br><br> |
| fly | sky | cry | spy | dry |   |

Name: \_\_\_\_\_



# Phonics Intervention Minis - from skill to story

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

|  |       |
|--|-------|
| He did not cry.<br>●   ●   ●   ●       | ✓ ✓ ✓ |
| I see the sky.<br>●   ●   ●   ●        | ✓ ✓ ✓ |
| Will you fly?<br>●   ●   ●             | ✓ ✓ ✓ |
| The wet dog will dry.<br>●   ●   ●   ● | ✓ ✓ ✓ |

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

Fly

He will fly in the sky. It will not rain it will be dry. In the sky he will not cry. It will be fun to fly in the sky.

