

# PHONICS

from skill to story

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

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

Point to each letter. Say the sound.

c b k ar n h j

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

h ar p harp b ar k bark

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.

harp	bark	car	jar	bar
car	yarn	bark	harp	jar

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

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

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

The dog in the barn can bark.	✓✓✓
The pig in the barn.	✓✓✓
He plays with yarn.	✓✓✓
Will the lid fit the jar?	✓✓✓

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

Barn

In the barn there is a dog.  
The dog in the barn can bark.  
The barn has a car by it.  
The jar is red like the barn.



□ □ □



## INTERVENTION MINIS

### R-CONTROLLED VOWELS

Created By A Teachable Teacher

# PHONICS

## from skill to story

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

**R-CONTROLLED ar**

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

Paint to each letter. Say the sound.

c b k ar n h j y p

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

h ar p harp b ar k bark y ar n yarn

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

		
b ar n		
		

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

harp	bark	car	jar	barn	★
car	yarn	bark	harp	jar	★

© A Teachable Teacher

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: \_\_\_\_\_

**R-CONTROLLED ar**

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


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

The dog can bark.	✓✓✓
The pig is in the barn.	✓✓✓
He made it with yarn.	✓✓✓
Will the lid fit the jar?	✓✓✓

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

Barn

In the barn there is a dog.  
 The dog in the barn can bark.  
 The barn has a car by it.  
 The car is red like the barn.



© A Teachable Teacher

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

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






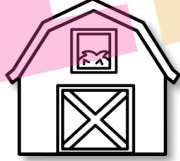
Point to each letter. Say the sound.

c    b    k    ar    n    h    j    y    p

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

h ar p harp	b ar k bark	y ar n yarn
-------------	-------------	-------------

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.

harp	bark	car	jar	barn	★ 1
car	yarn	bark	harp	jar	★ 2
					★ 3

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



# Phonics Intervention Minis - from skill to story

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

The dog can bark. ●   ●   ●   ●	✓ ✓ ✓
The pig is in the barn. ●   ●   ●   ●   ●   ●	✓ ✓ ✓
He made it with yarn. ●   ●   ●   ●   ●	✓ ✓ ✓
Will the lid fit the jar? ●   ●   ●   ●   ●	✓ ✓ ✓

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

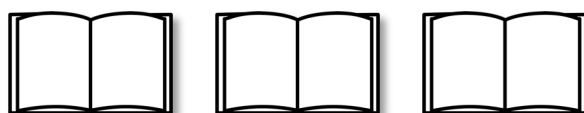
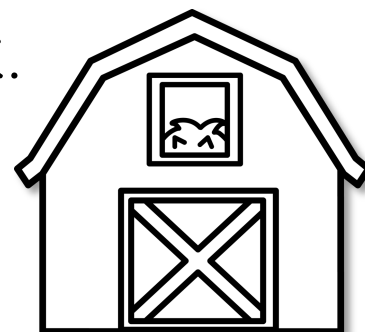
## Barn

In the barn there is a dog.

The dog in the barn can bark.

The barn has a car by it.

The car is red like the barn.



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



# Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

b      w      h      f      c      k      er      p      f




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

f er n    fern	p er k    perk	h er      her
----------------	----------------	---------------

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.

clerk	hammer	fern	baker	water	
her	perk	water	clerk	fern	
					

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



# Phonics Intervention Minis - from skill to story

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

The baker made a cake. ● ● ● ● ●	✓ ✓ ✓
I gave the dog water. ● ● ● ● ●	✓ ✓ ✓
She is a clerk. ● ● ● ● ●	✓ ✓ ✓
Her fern is big. ● ● ● ● ●	✓ ✓ ✓

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

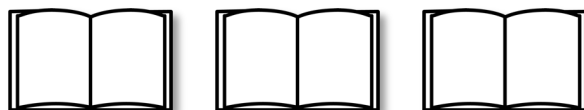
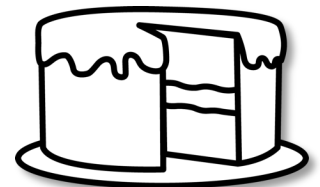
## The Baker

I met a baker. I like her cake.



The baker gave me water  
with my cake. I like when

I get to see the baker.



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



# Phonics Intervention Minis - from skill to story







Point to each letter. Say the sound.

d t g l ir k s t p

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

b ir d bird	g ir l girl	d ir t dirt
-------------	-------------	-------------

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.

dirt	bird	stir	girl	skirt	
twirl	chirp	girl	dirt	stir	
					

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



# Phonics Intervention Minis - from skill to story

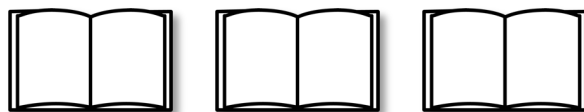
Find the -ir words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

The bird will chirp. ● ● ● ●	✓ ✓ ✓
The girl will stir. ● ● ● ●	✓ ✓ ✓
Is that dirt? ● ● ●	✓ ✓ ✓
Her skirt is black. ● ● ● ●	✓ ✓ ✓

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

## Twirl

The girl will twirl. She likes to twirl in her skirt. Her skirt is black. The girl will twirl in the dirt. Her skirt is messy now.





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



# Phonics Intervention Minis - from skill to story


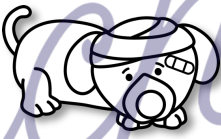



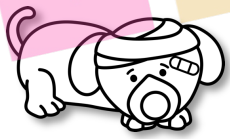
Point to each letter. Say the sound.

b    c    t    n    b    ur    f    l    s

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

b   ur   n   burn	h   ur   t   hurt	c   ur   b   curb
●   ●   ●   ●	●   ●   ●   ●	●   ●   ●   ●
→	→	→

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.

burn	turn	surf	curl	blur	★ 1
turf	curb	fur	blurt	hurt	
					★ 3

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



# Phonics Intervention Minis - from skill to story

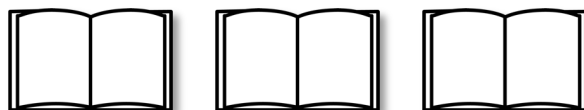
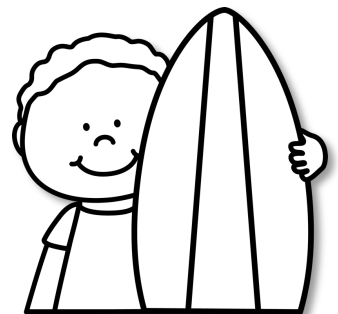
Find the -ur words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

They turn in the car. ●   ●   ●   ●   ●	✓ ✓ ✓
My dog got hurt. ●   ●   ●   ●	✓ ✓ ✓
Will you go surf now? ●   ●   ●   ●   ●	✓ ✓ ✓
The cat has fur. ●   ●   ●   ●	✓ ✓ ✓

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

Curt

Curt likes to surf. He will get in his car to go surf. He makes a turn. Next, Curt will park by the curb. Now he can surf.



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



# Phonics Intervention Minis - from skill to story




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

g	t	our	c	f	m	d	h	b
●	●	●	●	●	●	●	●	●
our	g	f	c	d	m	h	t	r
●	●	●	●	●	●	●	●	●




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

t our tour	f our four	p our pour
y our your	t our tour	f our four

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.

tour	gourd	four	pour	court	
gourd	tour	pour	court	four	
					

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



# Phonics Intervention Minis - from skill to story

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

I got a gourd. ● ● ● ●	✓ ✓ ✓
Is this your pet? ● ● ● ●	✓ ✓ ✓
I went on a tour. ● ● ● ● ●	✓ ✓ ✓
Is she four? ● ● ● ●	✓ ✓ ✓

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

## The Gourds

I went to get a gourd. I went on a tour to get it. On the tour there was a lot. I left with four gourds.

