

Table of Contents

Phonics Skills	Page
s, a, m, t	4
p, b	6
c	8
o	10
n	12
f, h	14
d	16
g, w	18
i	20
k	22
r, u	24
r	26
l	28
j	30
e	32
v	34
z	36
y	38
x	40

Phonics Skills	Page
qu, ck	42
Short a	44
Short i	46
Short o	48
Short e	50
Short u	52
Floss Rule ss	54
Floss Rule ll	56
sh	58
ch	60
th	62
wh	64
Beginning Blends - L blends	66
Beginning Blends - R blends	68
Beginning Blends – S blends	70

Table of Contents

Phonics Skills	Page	Phonics Skills	Page
Digraphs - ph	72	Vowel Teams – ee/ea	110
Ending Blends - nd	74	Vowel Teams – oo (long oo)	112
Ending Blends – mp	76	Vowel Teams – oo (Short Sound)	114
Ending Blends – st	78	Vowel Teams – ai/ay	116
Ending Blends – nt	80	Vowel Teams – oa/ow	118
Mixed Ending Blends	88	Diphthongs – ou/ow	122
Trigraphs	90	Diphthongs – oi	124
Long Vowels a_e	94	Diphthongs – oy	126
Long Vowels i_e	96	Diphthongs – oi/oy	128
Long Vowels o_e	100	Diphthongs – au/aw	130
Long Vowels u_e	104		
Soft c	106		
ge/dge	108		

Table of Contents

Phonics Skills	Page	Phonics Skills	Page
Nasal Sounds - ng, nk	134	2 Syllables - le	158
Nasal Sounds - ng	136	2 Syllables VCCV Pattern	160
R controlled - or	138	2 Syllables VCV Pattern	162
R controlled - ar	140	Sounds of ed /t/	164
R controlled – er/ir/ur	142	Sounds of ed /d/	166
Silent Digraphs - kn	144	Sounds of ed /id/	168
Silent Digraphs - wr	146	eigh	170
Silent Digraphs - mb	148	ui	172
Compound Words	152		
y saying e	154		
sounds of y and igh	156		

Name: _____

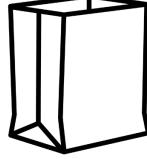
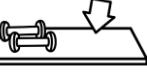
Phonics Intervention

Touch and say the sound.

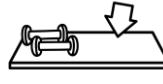
a	m	s	t	m	s	m
•	•	•	•	•	•	•
T	t	a	M	m	a	A
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>S a m</p>  	<p>s a t</p>  
<p>T a m</p>  	<p>m a t</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>s</td> <td>a</td> <td>t</td> </tr> </table>	s	a	t	 <table border="1"> <tr> <td>m</td> <td>a</td> <td>t</td> </tr> </table>	m	a	t
s	a	t					
m	a	t					
 <table border="1"> <tr> <td>m</td> <td>a</td> <td>t</td> </tr> </table>	m	a	t	 <table border="1"> <tr> <td>s</td> <td>a</td> <td>t</td> </tr> </table>	s	a	t
m	a	t					
s	a	t					

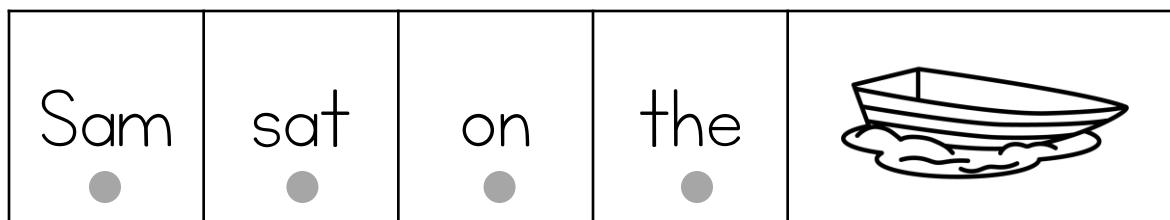
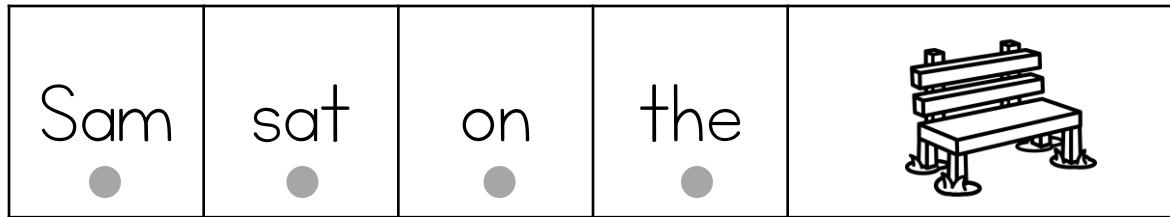
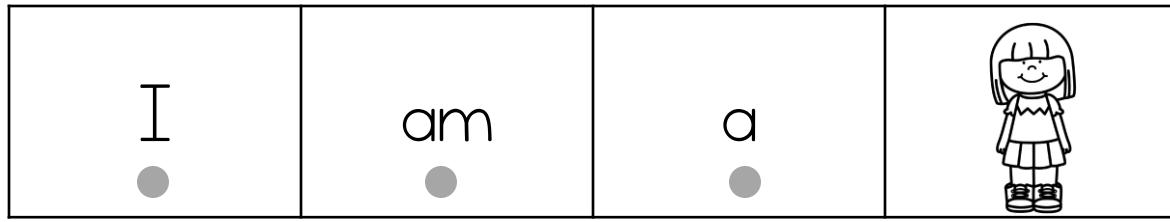
Name: _____

Phonics Intervention

Touch and read the words.

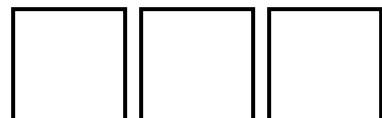
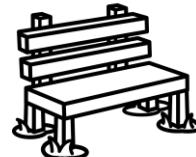
Sam at sat sat at Sam

Touch and point to each dot and read the words in each sentence.



Read the passages with fluency. Check one box each time you read the passage.

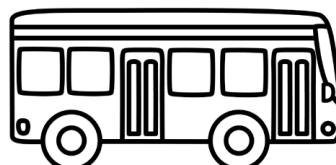
Sam sat on the



I am at the



I sat on the



Name: _____

Phonics Intervention

Touch and say the sound.

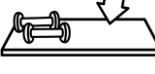
b	+	p	s	p	m	b
•	•	•	•	•	•	•
P	B	b	B	T	S	P
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>s a + </p> <p>→</p>	<p>p a + </p> <p>→</p>
<p>b a + </p> <p>→</p>	<p>b a m </p> <p>→ BAM!</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>m</td> <td>a</td> <td>+</td> </tr> </table>	m	a	+		<table border="1"> <tr> <td>s</td> <td>a</td> <td>p</td> </tr> </table>	s	a	p
m	a	+							
s	a	p							
	<table border="1"> <tr> <td>+</td> <td>a</td> <td>p</td> </tr> </table>	+	a	p		<table border="1"> <tr> <td>p</td> <td>a</td> <td>+</td> </tr> </table>	p	a	+
+	a	p							
p	a	+							

Name: _____

Phonics Intervention

Touch and read the words.

Sam bam Pat at bat am

Touch and point to each dot and read the words in each sentence.



Bam, bam, bam!

• • •



Pat has a bat.

• • • •



Sam has a bat too.

• • • • •

Read the passages with fluency. Check one box each time you read the passage.



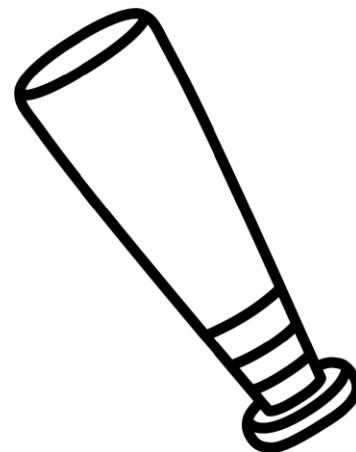
Bam!

Bam, bam, bam!

Pat has a bat.

Bam, bam, bam!

Sam has a bat too.



Name: _____

C

Phonics Intervention

Touch and say the sound.

t	t	m	s	c	p	c
•	•	•	•	•	•	•
m	S	C	t	C	c	P
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c a b</p>  →	<p>c a p</p>  →
<p>c a +</p>  →	<p>s a +</p>  →

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>c</td><td>a</td><td>+</td></tr></table>	c	a	+	 <table border="1"><tr><td>c</td><td>a</td><td>b</td></tr></table>	c	a	b
c	a	+					
c	a	b					
 <table border="1"><tr><td>c</td><td>a</td><td>p</td></tr></table>	c	a	p	 <table border="1"><tr><td>m</td><td>a</td><td>p</td></tr></table>	m	a	p
c	a	p					
m	a	p					

Name: _____

Phonics Intervention

Touch and read the words.

Sam cap cab cap Pam cab

Touch and point to each dot and read the words in each sentence.



Sam	has	a	cap.
-----	-----	---	------

● ● ● ●



He	is	in	a	cab.
----	----	----	---	------

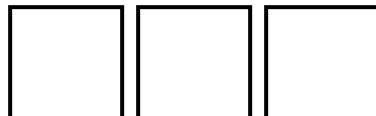
● ● ● ●



He	has	a	map.
----	-----	---	------

● ● ●

Read the passages with fluency. Check one box each time you read the passage.

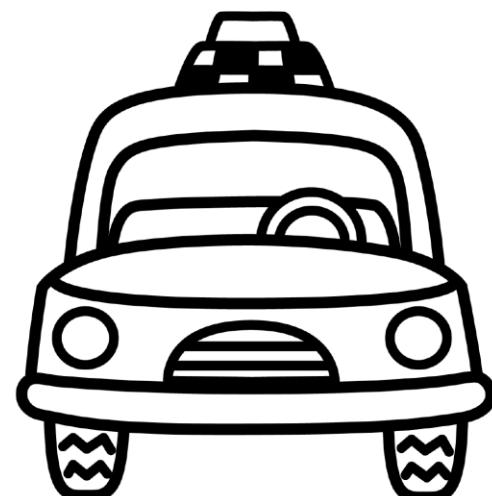


Sam's cap

Sam has a cap.

He is in a cab.

He has a map.



Name: _____

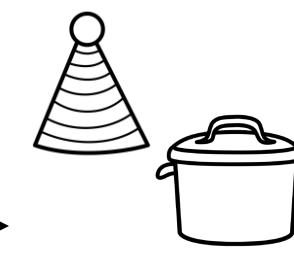
Phonics Intervention

Touch and say the sound.

a	m	o	s	t	o	c
•	•	•	•	•	•	•
o	P	o	a	o	B	o
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>m o p</p> <p>• • •</p>  	<p>s o b</p> <p>• • •</p>  
<p>b o p</p> <p>• • •</p>  	<p>p o t</p> <p>• • •</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>c</td><td>o</td><td>b</td></tr></table>	c	o	b	 <table border="1"><tr><td>p</td><td>o</td><td>p</td></tr></table>	p	o	p
c	o	b					
p	o	p					
 <table border="1"><tr><td>c</td><td>o</td><td>p</td></tr></table>	c	o	p	 <table border="1"><tr><td>c</td><td>o</td><td>t</td></tr></table>	c	o	t
c	o	p					
c	o	t					

Name: _____

o

Phonics Intervention

Touch and read the words.

cop mop cob cab pop cab



Touch and point to each dot and read the words in each sentence.



	I	see	a	cop.



	I	see	a	mop.



	I	see	a	cab.



Read the passages with fluency. Check one box each time you read the passage.

--	--	--

I see

I see a cop. I see a mop.

I see a cob. I see a cob in
a pot. Pop, pop, pop!



Name: _____

n

Phonics Intervention

Touch and say the sound.

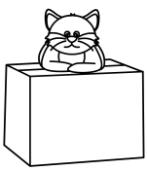
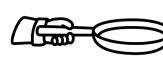
c a n n b n c
• • • • • • •
n N m N n C a
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b a n</p>   →	<p>n a p</p>   →
<p>c o n</p>   →	<p>m a n</p>   →

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>b</td><td>a</td><td>n</td></tr></table>	b	a	n	 <table border="1"><tr><td>t</td><td>a</td><td>n</td></tr></table>	t	a	n
b	a	n					
t	a	n					
 <table border="1"><tr><td>o</td><td>n</td></tr></table>	o	n	 <table border="1"><tr><td>p</td><td>a</td><td>n</td></tr></table>	p	a	n	
o	n						
p	a	n					

Name: _____

Phonics Intervention

Touch and read the words.

man tan pan tap nap cab

Touch and point to each dot and read the words in each sentence.



Sam	is	a	man.
-----	----	---	------

● ● ● ●



He	has	a	tan	cap.
----	-----	---	-----	------

● ● ● ●



He	can	tap	the	pan.
----	-----	-----	-----	------

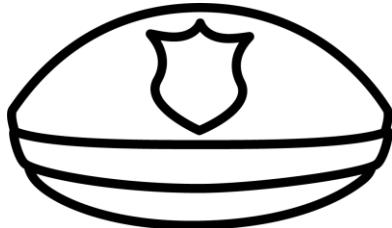
● ● ● ●

Read the passages with fluency. Check one box each time you read the passage.

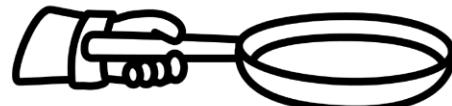


Sam's Pan

Sam is a man. He has a tan cap. He has a tan pan.



He can tap the pan.



Tap, tap, tap!

Name: _____

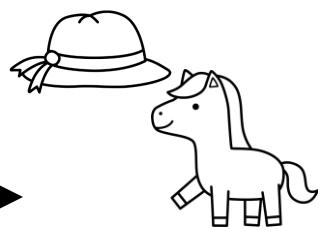
Phonics Intervention

Touch and say the sound.

h	f	s	b	h	f	m
•	•	•	•	•	•	•
H	b	f	T	h	F	s
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>h a t</p> 	<p>h o t</p> 
<p>h o p</p> 	<p>n a p</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>h</td> <td>o</td> <td>t</td> </tr> </table>	h	o	t		<table border="1"> <tr> <td>h</td> <td>a</td> <td>t</td> </tr> </table>	h	a	t
h	o	t							
h	a	t							
	<table border="1"> <tr> <td>h</td> <td>o</td> <td>p</td> </tr> </table>	h	o	p		<table border="1"> <tr> <td>s</td> <td>o</td> <td>b</td> </tr> </table>	s	o	b
h	o	p							
s	o	b							

Name: _____

f, h

Phonics Intervention

Touch and read the words.

hop hat she has Pam hot

Touch and point to each dot and read the words in each sentence.



Pam

can

hop.



She

has

no

fan.



Pam

has

a

nap

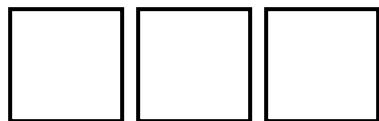
on

the

mat.

Read the passages with fluency. Check one box each time you read the passage.

Pam



Pam can hop.

Hop, hop, hop! Pam is hot.

She has no fan.



Pam has a nap on the mat.

Name: _____

d

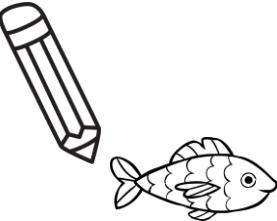
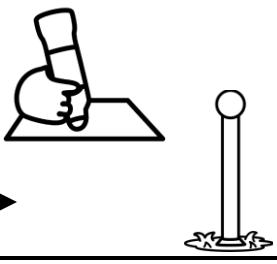
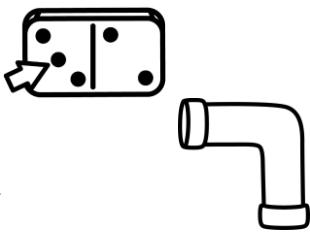
Phonics Intervention

Touch and say the sound.

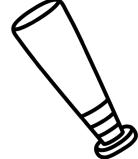
d d b t d p d
• • • • • • •
N d D B d D P
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c o d</p> <p>• • •</p>  	<p>d a b</p> <p>• • •</p>  
<p>s a d</p> <p>• • •</p>  	<p>d o +</p> <p>• • •</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>m</td><td>a</td><td>d</td></tr></table>	m	a	d	 <table border="1"><tr><td>p</td><td>o</td><td>d</td></tr></table>	p	o	d
m	a	d					
p	o	d					
 <table border="1"><tr><td>a</td><td>n</td><td>d</td></tr></table>	a	n	d	 <table border="1"><tr><td>b</td><td>a</td><td>t</td></tr></table>	b	a	t
a	n	d					
b	a	t					

Name: _____

Phonics Intervention

Touch and read the words.

Dan mad sad dab dot rad

Touch and point to each dot and read the words in each sentence.



Dan	is	not	mad.
-----	----	-----	------

• • • •



He	can	dab	and	dab.
----	-----	-----	-----	------

• • • •

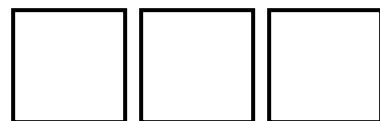


The	dot	is	rad.
-----	-----	----	------

• • •

Read the passages with fluency. Check one box each time you read the passage.

Dan's Pad



Dan is not mad.

Dan is not sad. He can dab and dab. He can dab a dot on the pad. The dot is rad.



Name: _____

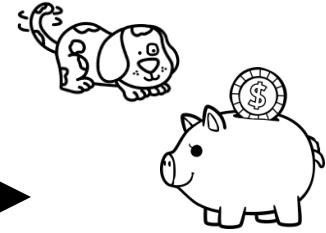
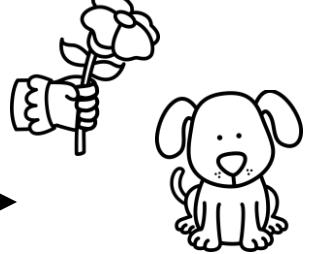
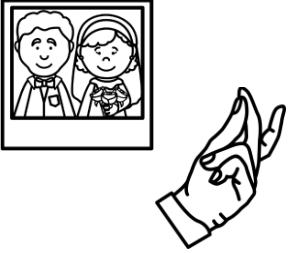
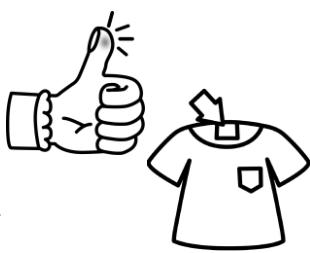
Phonics Intervention

Touch and say the sound.

a	g	p	w	f	w	g
•	•	•	•	•	•	•
S	w	G	O	n	g	W
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>w a g</p> 	<p>d o g</p> 
<p>w e d</p> 	<p>t a g</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>w</td> <td>i</td> <td>g</td> </tr> </table>	w	i	g		<table border="1"> <tr> <td>g</td> <td>a</td> <td>s</td> </tr> </table>	g	a	s
w	i	g							
g	a	s							
	<table border="1"> <tr> <td>g</td> <td>a</td> <td>p</td> </tr> </table>	g	a	p		<table border="1"> <tr> <td>w</td> <td>e</td> <td>t</td> </tr> </table>	w	e	t
g	a	p							
w	e	t							

Name: _____

Phonics Intervention

Touch and read the words.

Gus got bag tag dog big wag

Touch and point to each dot and read the words in each sentence.



Dan	is	a	big	dog.
-----	----	---	-----	------



He	got	a	bag	with	a	tag
----	-----	---	-----	------	---	-----



He	wags	and	wags.
----	------	-----	-------

Read the passages with fluency. Check one box each time you read the passage.



Dan, the Dog

Dan is a big dog. He got a bag with a tag. The bag has a wig. Dan is not sad.

He wags and wags.



Name: _____

i

Phonics Intervention

Touch and say the sound.

i b d i n i a
• • • • • • •
N I a i I b i
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>f i + </p> <p>• • •</p> <p>→</p> 	<p>f i n </p> <p>• • •</p> <p>→</p> 
<p>b i n </p> <p>• • •</p> <p>→</p> 	<p>d i g </p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>s</td><td>i</td><td>+</td></tr></table>	s	i	+	 <table border="1"><tr><td>b</td><td>i</td><td>g</td></tr></table>	b	i	g
s	i	+					
b	i	g					
 <table border="1"><tr><td>p</td><td>i</td><td>n</td></tr></table>	p	i	n	 <table border="1"><tr><td>f</td><td>i</td><td>g</td></tr></table>	f	i	g
p	i	n					
f	i	g					

Name: _____

i

Phonics Intervention

Touch and read the words.

pig big wig dig fig fit bin

Touch and point to each dot and read the words in each sentence.



I	see	a	pig.
---	-----	---	------

•

•

•

•



The	pig	has	a	wig.
-----	-----	-----	---	------

•

•

•

•

•



The	pig	can	dig.
-----	-----	-----	------

•

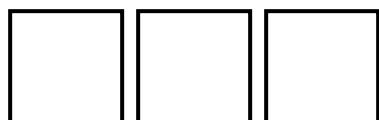
•

•

•

Read the passages with fluency. Check one box each time you read the passage.

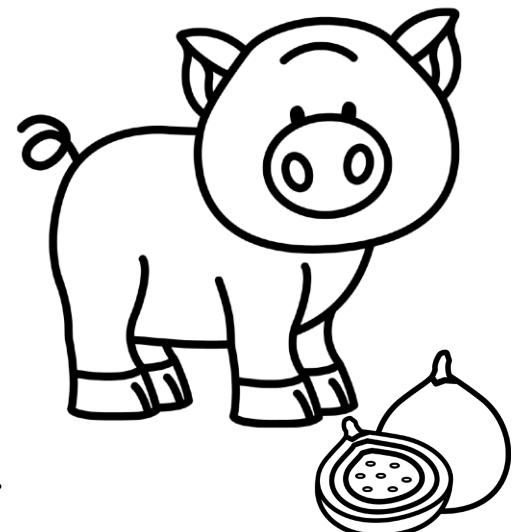
The Big Pig



I see a pig. I see a big pig.

The pig has a wig.

The pig can dig. It has a fig. The fig can fit in a bin.



Name: _____

k

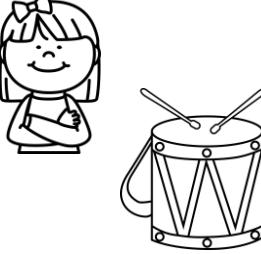
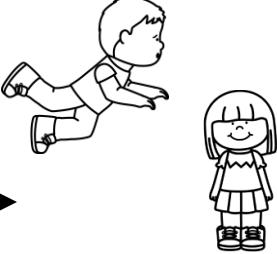
Phonics Intervention

Touch and say the sound.

k a n k f k c
• • • • • • • •
K k W I D c K
• • • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>K i m</p> <p>• • •</p>  <p>→</p>	<p>k i d</p> <p>• • •</p>  <p>→</p>
<p>k i n</p> <p>• • •</p>  <p>→</p>	<p>k i t</p> <p>• • •</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>k i n</p>	 <p>k i d</p>
 <p>k i t</p>	 <p>c o p</p>

Name: _____

Phonics Intervention

Touch and read the words.

Kim big kid dig kid Kim kit

Touch and point to each dot and read the words in each sentence.



Kim	is	a	big	kid.
-----	----	---	-----	------



She	likes	the	kit.
-----	-------	-----	------



She	sits	with	her	kit.
-----	------	------	-----	------

Read the passages with fluency. Check one box each time you read the passage.



Kim's Kit

Kim is a big kid. She likes the kit. The kit is not big.

She sits with her kit.

She has a pin in the kit.



Name: _____

r, u

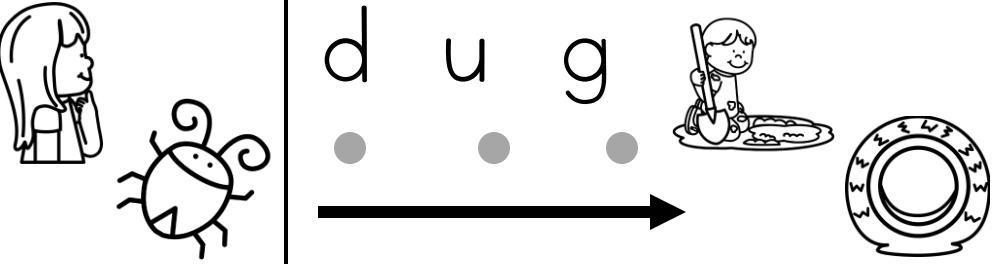
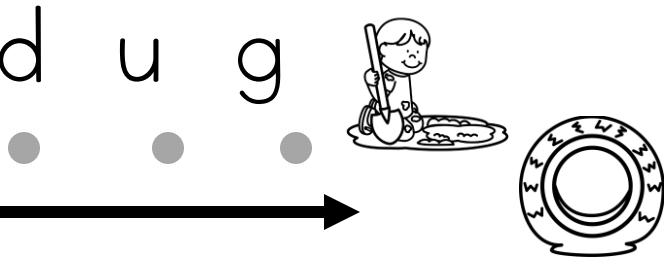
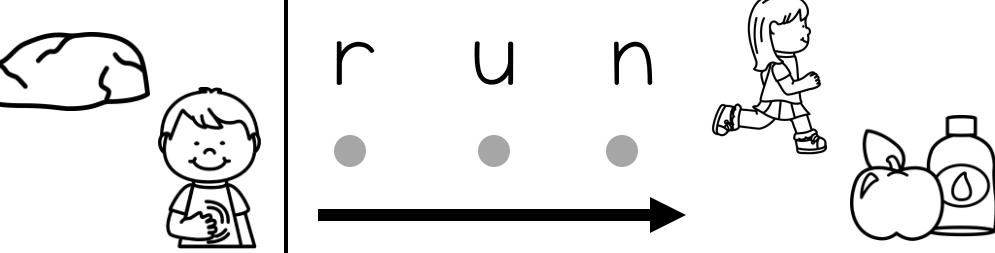
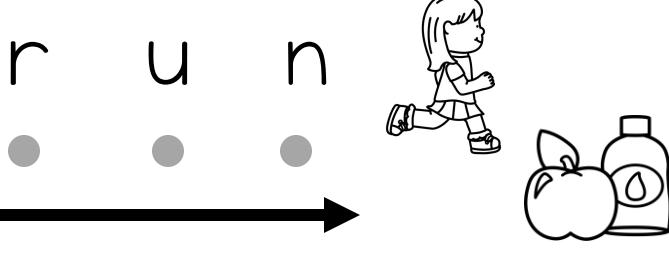
Phonics Intervention

Touch and say the sound.

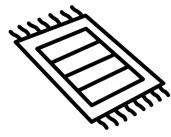
u r c r u w u
• • • • • • •
r U A u f U R
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b u g</p> <p>• • •</p> <p>→</p> 	<p>d u g</p> <p>• • •</p> <p>→</p> 
<p>r u b</p> <p>• • •</p> <p>→</p> 	<p>r u n</p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <p>r a t</p>	 <p>s u n</p>
 <p>r u g</p>	 <p>s u b</p>

Name: _____

r, u

Phonics Intervention

Touch and read the words.

Gus bug run sun bus hum hut

Touch and point to each dot and read the words in each sentence.



Gus	is	a	bug.
-----	----	---	------



He	can	run	to	the	bus.
----	-----	-----	----	-----	------



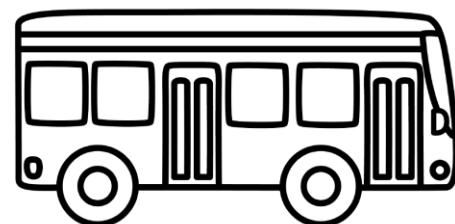
He	can	hum	on	the	bus.
----	-----	-----	----	-----	------

Read the passages with fluency. Check one box each time you read the passage.



Gus on the Bus

Gus is a bug. He can run in the sun. He can run to the bus. He can hum on the bus.



The bus will go to the hut.



Name: _____

r

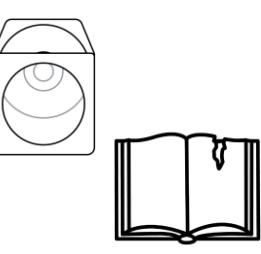
Phonics Intervention

Touch and say the sound.

c	r	b	c	r	s	r
•	•	•	•	•	•	•
f	R	r	d	r	i	R
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>r u n</p> <p>• • •</p> <p>→</p> 	<p>r a g</p> <p>• • •</p> <p>→</p> 
<p>r i d</p> <p>• • •</p> <p>→</p> 	<p>r i p</p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <p>r o b</p>	 <p>r a g</p>
 <p>r a t</p>	 <p>r i m</p>

Name: _____

r

Phonics Intervention

Touch and read the words.

Rob runs rat rag rid rips

Touch and point to each dot and read the words in each sentence.



Rob	sees	the	rat.
-----	------	-----	------

• • • •



The	rat	runs	on	the	rag.
-----	-----	------	----	-----	------

• • • • •



The	rat	rips	the	rag.
-----	-----	------	-----	------

• • • • •

Read the passages with fluency. Check one box each time you read the passage.

The Rat

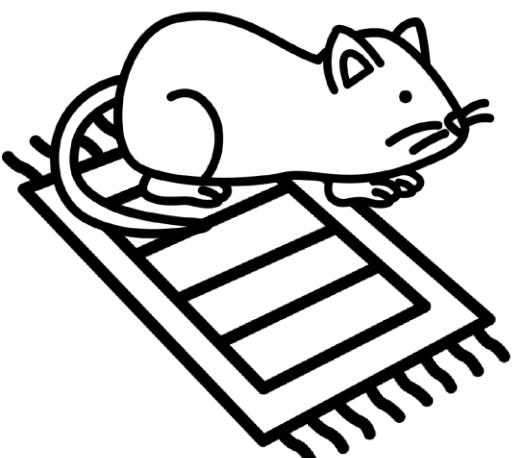
--	--	--

Rob sees the rat.

The rat runs on the rag.

The rat rips the rag.

Rob got rid of the rat.



Name: _____

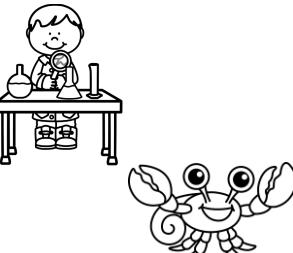
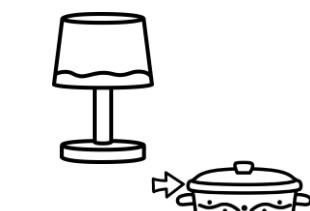
Phonics Intervention

Touch and say the sound.

w i d r i w i
• • • • • •
I G U I i O i
• • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>l o g</p>  →	<p>l a b</p>  →
<p>l i d</p>  →	<p>l i p</p>  →

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>l</td><td>a</td><td>d</td></tr></table>	l	a	d	 <table border="1"><tr><td>l</td><td>a</td><td>p</td></tr></table>	l	a	p
l	a	d					
l	a	p					
 <table border="1"><tr><td>l</td><td>a</td><td>b</td></tr></table>	l	a	b	 <table border="1"><tr><td>l</td><td>o</td><td>g</td></tr></table>	l	o	g
l	a	b					
l	o	g					

Name: _____

Phonics Intervention

Touch and read the words.

Dan lad run lab lid lot

Touch and point to each dot and read the words in each sentence.



Dan	is	a	lad.
-----	----	---	------

• • • •



He	runs	to	the	lab.
----	------	----	-----	------

• • • •



He	got	a	lid	from	the	lab.
----	-----	---	-----	------	-----	------

• • • • • •

Read the passages with fluency. Check one box each time you read the passage.

Dan in the Lab

Dan is a lad. He runs a lap.

He runs a lot.

He runs to the lab.

He got a lid from the lab.



Name: _____

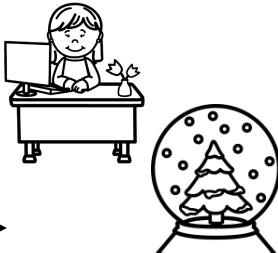
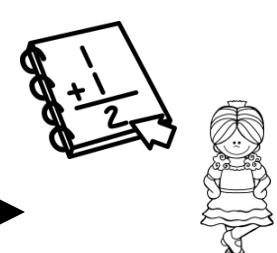
Phonics Intervention

Touch and say the sound.

j	d	i	j	a	d	m
•	•	•	•	•	•	•
o	J	P	J	c	H	j
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>j o b</p>  <p>→</p>	<p>j i g</p>  <p>→</p>
<p>j u g</p>  <p>→</p>	<p>j o g</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>j</td> <td>o</td> <td>+</td> </tr> </table>	j	o	+	 <table border="1"> <tr> <td>j</td> <td>o</td> <td>b</td> </tr> </table>	j	o	b
j	o	+					
j	o	b					
 <table border="1"> <tr> <td>j</td> <td>u</td> <td>g</td> </tr> </table>	j	u	g	 <table border="1"> <tr> <td>j</td> <td>i</td> <td>g</td> </tr> </table>	j	i	g
j	u	g					
j	i	g					

Name: _____

j

Phonics Intervention

Touch and read the words.

Jan jam Jim job jug jot

Touch and point to each dot and read the words in each sentence.



Jan	likes	jam.
-----	-------	------

• • •



He	got	jam	for	Jan
----	-----	-----	-----	-----

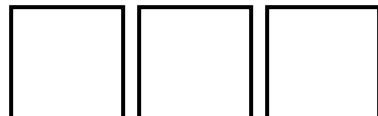
• • • • •



He	got	jam	in	a	jug.
----	-----	-----	----	---	------

• • • • •

Read the passages with fluency. Check one box each time you read the passage.



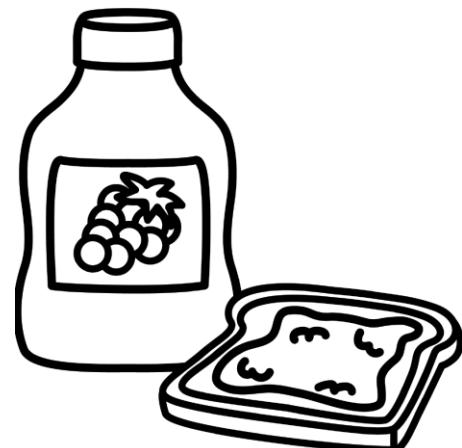
Jam

Jan likes jam.

Jim has a job.

He got jam for Jan.

He got jam in a jug.



Name: _____

e

Phonics Intervention

Touch and say the sound.

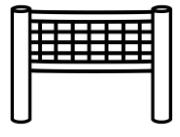
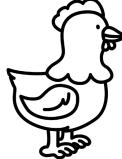
e s a t e h e
• • • • • • •
E U e U F E e
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>m e +</p> <p>• • •</p> 	<p>p e n</p> <p>• • •</p> 
<p>p e g</p> <p>• • •</p> 	<p>j e +</p> <p>• • •</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>s</td><td>e</td><td>+</td></tr></table>	s	e	+	 <table border="1"><tr><td>n</td><td>e</td><td>+</td></tr></table>	n	e	+
s	e	+					
n	e	+					
 <table border="1"><tr><td>d</td><td>e</td><td>n</td></tr></table>	d	e	n	 <table border="1"><tr><td>h</td><td>e</td><td>n</td></tr></table>	h	e	n
d	e	n					
h	e	n					

Name: _____

e

Phonics Intervention

Touch and read the words.

Meg bed red hen fed den pet

Touch and point to each dot and read the words in each sentence.



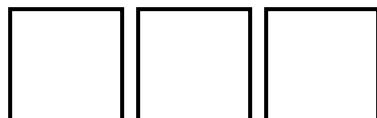
Meg	is	not	in	bed.
-----	----	-----	----	------

She	fed	the	hen	in	the	den.
-----	-----	-----	-----	----	-----	------



The	hen	is	a	pet.
-----	-----	----	---	------

Read the passages with fluency. Check one box each time you read the passage.



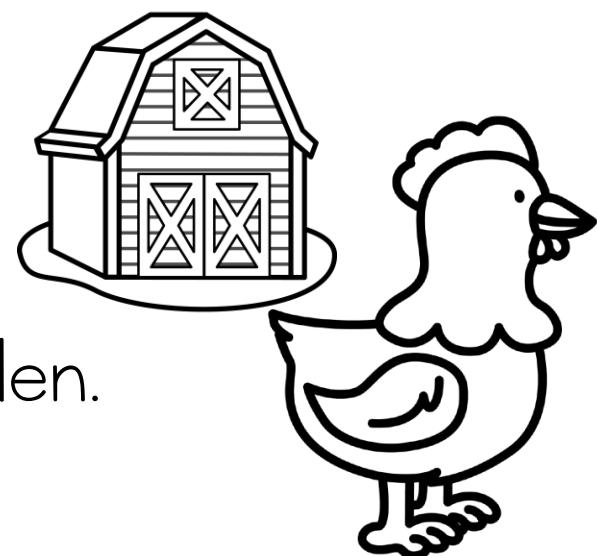
The Red Hen

Meg is not in bed.

She got a red hen.

She fed the hen in the den.

The hen is a pet.



Name: _____

V

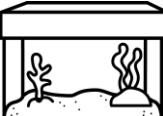
Phonics Intervention

Touch and say the sound.

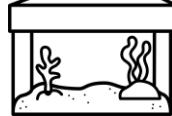
S i v w r v v
• • • • • • •
P G V V R n V
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>v a +</p>   →	<p>v a n</p>   →
<p>v e +</p>   →	<p>p e +</p>   →

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>v</td><td>a</td><td>n</td></tr></table>	v	a	n	 <table border="1"><tr><td>v</td><td>a</td><td>+</td></tr></table>	v	a	+
v	a	n					
v	a	+					
 <table border="1"><tr><td>v</td><td>e</td><td>+</td></tr></table>	v	e	+	 <table border="1"><tr><td>c</td><td>a</td><td>+</td></tr></table>	c	a	+
v	e	+					
c	a	+					

Name: _____

V

Phonics Intervention

Touch and read the words.

pet vet dog pet cat van vet

Touch and point to each dot and read the words in each sentence.



I	have	a	pet	dog.
---	------	---	-----	------

• • • • •



I	do	not	have	a	pet	cat.
---	----	-----	------	---	-----	------

• • • • • •



I	got	in	my	van.
---	-----	----	----	------

• • • • •

Read the passages with fluency. Check one box each time you read the passage.



The Pet

I have a pet dog.

I do not have a pet cat.

I got in my van to go to
the vet with my pet.



Name: _____

z

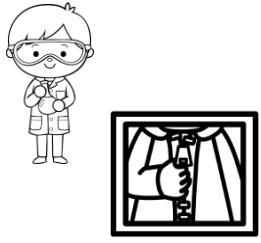
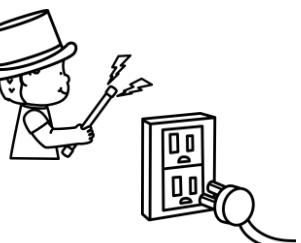
Phonics Intervention

Touch and say the sound.

z	t	z	z	t	d	z
•	•	•	•	•	•	•
Z	f	z	i	G	Z	z
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>z i p</p> <p>→</p> 	<p>z a p</p> <p>→</p> 
<p>z i +</p> <p>→</p> 	<p>z i g</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>z</td><td>i</td><td>g</td></tr></table>	z	i	g	 <table border="1"><tr><td>z</td><td>i</td><td>+</td></tr></table>	z	i	+
z	i	g					
z	i	+					
 <table border="1"><tr><td>z</td><td>a</td><td>p</td></tr></table>	z	a	p	 <table border="1"><tr><td>z</td><td>i</td><td>p</td></tr></table>	z	i	p
z	a	p					
z	i	p					

Name: _____

z

Phonics Intervention

Touch and read the words.

zig zit zag hop zip ran zap

Touch and point to each dot and read the words in each sentence.



I like to hop and run.

I zig and zip!



I zig and zag.

Read the passages with fluency. Check one box each time you read the passage.

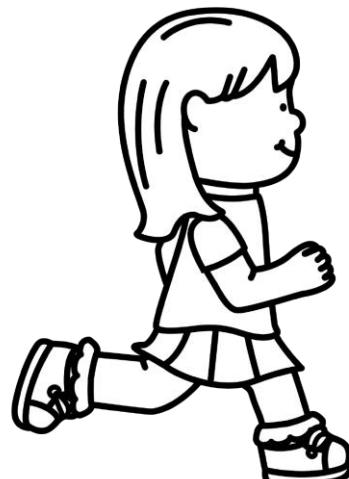
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Zig and Zip

I like to hop and run.

I zig and zip! I zig and zag.

I can not sit.



Name: _____

Y

Phonics Intervention

Touch and say the sound.

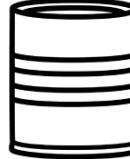
y	c	b	c	y	b	y
•	•	•	•	•	•	•
H	Y	Z	Y	g	y	R
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>y e s</p> <p>• • •</p> <p>→</p>	<p>y a m</p> <p>• • •</p> <p>→</p>
<p>y u m</p> <p>• • •</p> <p>→</p>	<p>v a n</p> <p>• • •</p> <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"><tr><td>y</td><td>a</td><td>m</td></tr></table>	y	a	m		<table border="1"><tr><td>y</td><td>e</td><td>s</td></tr></table>	y	e	s
y	a	m							
y	e	s							
	<table border="1"><tr><td>y</td><td>u</td><td>m</td></tr></table>	y	u	m		<table border="1"><tr><td>c</td><td>a</td><td>n</td></tr></table>	c	a	n
y	u	m							
c	a	n							

Name: _____

Y

Phonics Intervention

Touch and read the words.

yam yet yum yam get mom van

Touch and point to each dot and read the words in each sentence.



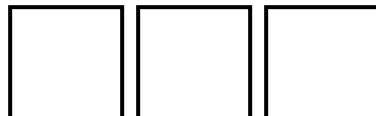
I do not have a yam yet.

The yam is yum.



I like yams.

Read the passages with fluency. Check one box each time you read the passage.



Yams

I do not have a yam yet.

I will get a yam with mom

in my van. The yam is yum.

I like yams.



Name: _____

X

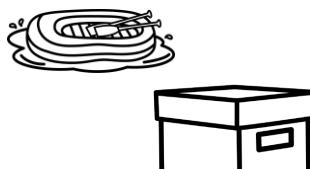
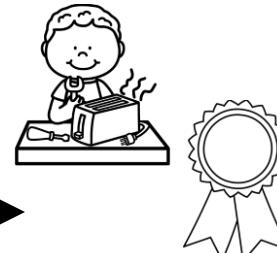
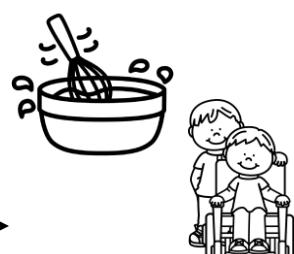
Phonics Intervention

Touch and say the sound.

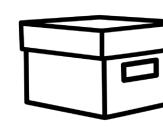
x p a x g x x
● ● ● ● ● ● ● ●
x p s x i m x
● ● ● ● ● ● ● ●

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b o x</p>  →	<p>f i x</p>  →
<p>f o x</p>  →	<p>m i x</p>  →

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>s</td><td>a</td><td>x</td></tr></table>	s	a	x	 <table border="1"><tr><td>w</td><td>a</td><td>x</td></tr></table>	w	a	x
s	a	x					
w	a	x					
 <table border="1"><tr><td>f</td><td>o</td><td>x</td></tr></table>	f	o	x	 <table border="1"><tr><td>b</td><td>o</td><td>x</td></tr></table>	b	o	x
f	o	x					
b	o	x					

Name: _____

x

Phonics Intervention

Touch and read the words.

Mox ox box fox wax sax



Touch and point to each dot and read the words in each sentence.



Mox, the ox, has a big box.



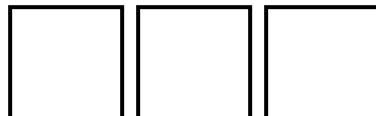
Lon, the fox, has a box.



The box has wax and a big sax.



Read the passages with fluency. Check one box each time you read the passage.

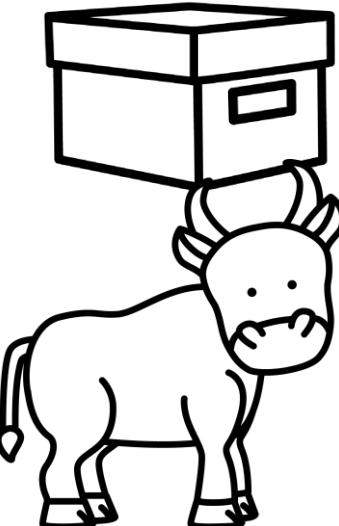


The Box

Mox, the ox, has a big box.

Lon, the fox, has a box.

The box has wax and
a big sax.



Name: _____

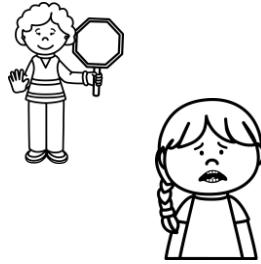
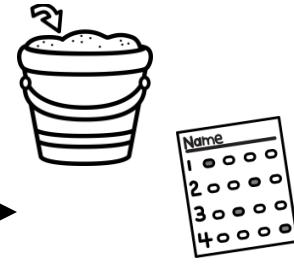
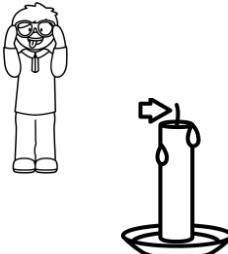
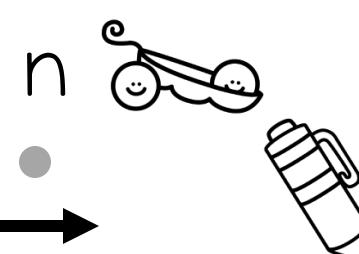
Phonics Intervention

Touch and say the sound.

ck	g	i	qu	n	qu	a
•	•	•	•	•	•	•
ck	I	Qu	R	qu	t	Qu
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>qu i +</p>  <p>→</p>	<p>qu i z</p>  <p>→</p>
<p>qu i p</p>  <p>→</p>	<p>p e n</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>qu</td> <td>i</td> <td>p</td> </tr> </table>	qu	i	p	 <table border="1"> <tr> <td>qu</td> <td>i</td> <td>z</td> </tr> </table>	qu	i	z
qu	i	p					
qu	i	z					
 <table border="1"> <tr> <td>qu</td> <td>i</td> <td>t</td> </tr> </table>	qu	i	t	 <table border="1"> <tr> <td>w</td> <td>e</td> <td>d</td> </tr> </table>	w	e	d
qu	i	t					
w	e	d					

Name: _____

Phonics Intervention

Touch and read the words.

quick quiz quip quill

Touch and point to each dot and read the words in each sentence.



Jack	has	a	quiz.
------	-----	---	-------

• • • •



He	will	pack	his	bag.
----	------	------	-----	------

• • • •



He	gets	a	quill	for	the	quiz.
----	------	---	-------	-----	-----	-------

• • • • • •

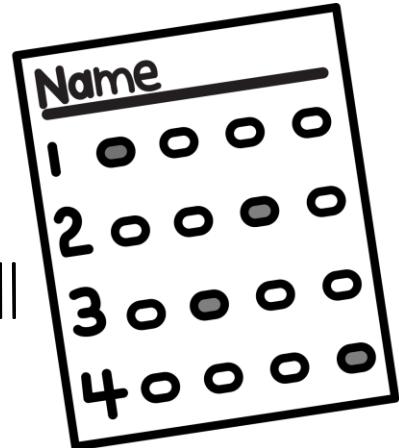
Read the passages with fluency. Check one box each time you read the passage.



The quiz

Quick, quick. Jack has a quiz.

He will pack his bag.

This is not a quip. He gets a quill
for the quiz. Quick, Bob, quick!

Name: _____

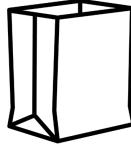
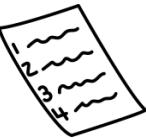
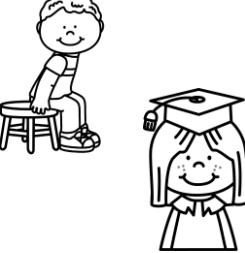
Phonics Intervention

Touch and say the sound.

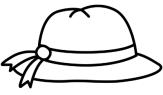
a		qu	s	a	z	a
•	•	•	•	•	•	•
w	T	A	a	A	I	a
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b a g</p>  	<p>r a g</p>  
<p>c a +</p>  	<p>s a +</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>f</td> <td>a</td> <td>n</td> </tr> </table>	f	a	n		<table border="1"> <tr> <td>m</td> <td>a</td> <td>n</td> </tr> </table>	m	a	n
f	a	n							
m	a	n							
	<table border="1"> <tr> <td>h</td> <td>a</td> <td>+</td> </tr> </table>	h	a	+		<table border="1"> <tr> <td>n</td> <td>a</td> <td>p</td> </tr> </table>	n	a	p
h	a	+							
n	a	p							

Name: _____

Phonics Intervention

Touch and read the words.

Dan cat fat sat hat nap mat

Touch and point to each dot and read the words in each sentence.



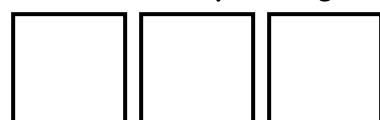
Dan	is	a	cat.
-----	----	---	------

Dan	is	a	fat,	fat	cat.
-----	----	---	------	-----	------



Dan	sat	on	a	hat.
-----	-----	----	---	------

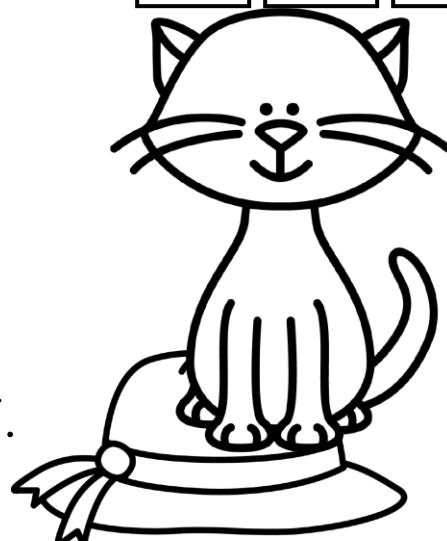
Read the passages with fluency. Check one box each time you read the passage.



Dan the Cat

Dan is a cat. Dan is a fat,
fat cat. Dan sat on a hat.

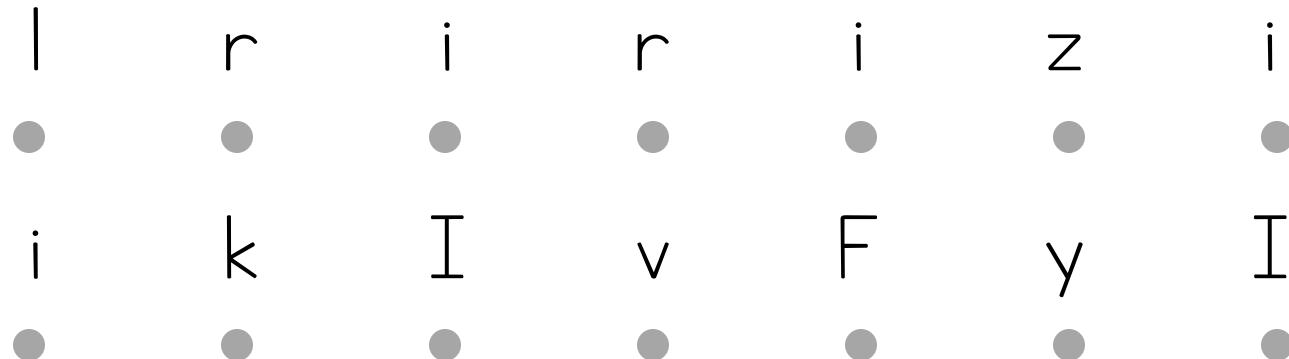
Dan has a nap on the mat.



Name: _____

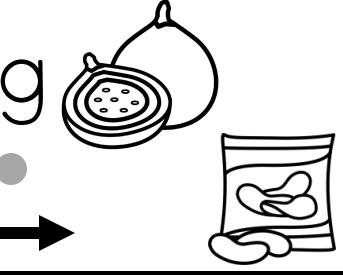
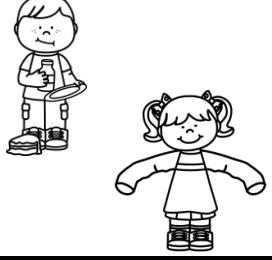
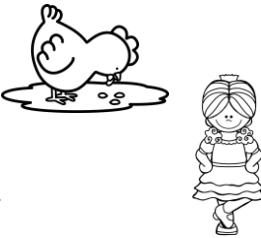
Phonics Intervention

Touch and say the sound.



Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>f i g</p>  <p>→</p>	<p>b i g</p>  <p>→</p>
<p>b i +</p>  <p>→</p>	<p>j i g</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tbody> <tr> <td>b</td> <td>i</td> <td>n</td> </tr> </tbody> </table>	b	i	n		<table border="1"> <tbody> <tr> <td>s</td> <td>i</td> <td>+</td> </tr> </tbody> </table>	s	i	+
b	i	n							
s	i	+							
	<table border="1"> <tbody> <tr> <td>f</td> <td>i</td> <td>+</td> </tr> </tbody> </table>	f	i	+		<table border="1"> <tbody> <tr> <td>d</td> <td>i</td> <td>g</td> </tr> </tbody> </table>	d	i	g
f	i	+							
d	i	g							

Name: _____

Phonics Intervention

Touch and read the words.

fig big Sid bit did jig

Touch and point to each dot and read the words in each sentence.



Look	at	the	fig.
------	----	-----	------

• • • •



If	is	a	big	fig.
----	----	---	-----	------

• • • • •

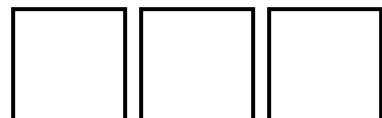


The	fig	is	for	Sid.
-----	-----	----	-----	------

• • • • •

Read the passages with fluency. Check one box each time you read the passage.

The Fig



Look at the fig.

It is a big fig.

The fig is for Sid.



Sid bit the fig and did a jig.

Name: _____

Phonics Intervention

Touch and say the sound.

t	o	g	o	b	o	f
•	•	•	•	•	•	•
o	a	o	S	o	o	I
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>s o b</p>  <p>→</p>	<p>b o p</p>  <p>→</p>
<p>c o p</p>  <p>→</p>	<p>m o p</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>c o b</p>	 <p>p o p</p>
 <p>p o t</p>	 <p>c o t</p>

Name: _____

Phonics Intervention

Touch and read the words.

Lon not hot box hop lot top

Touch and point to each dot and read the words in each sentence.



Lon	is	not	hot.
-----	----	-----	------

• • • •



He	can	hop	on	the	box.
----	-----	-----	----	-----	------

• • • • •



He	can	hop	on	top.
----	-----	-----	----	------

• • • • •

Read the passages with fluency. Check one box each time you read the passage.



Lon's Box

Lon is not hot. He has a box. He can hop on the box.

He can hop a lot.

He can hop on top.



Name: _____

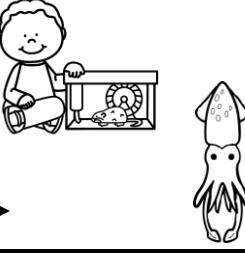
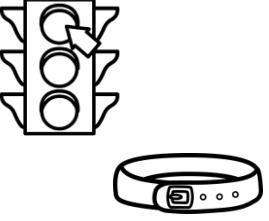
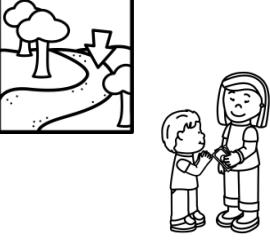
Phonics Intervention

Touch and say the sound.

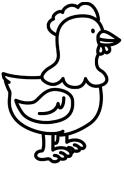
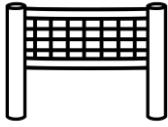
o	j	e	v	y	e	y
•	•	•	•	•	•	•
E	e	o	e	I	E	T
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>p e +</p>  <p>→</p>	<p>g e +</p>  <p>→</p>
<p>r e d</p>  <p>→</p>	<p>b e g</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>s e +</p>	 <p>j e +</p>
 <p>h e n</p>	 <p>n e +</p>

Name: _____

Phonics Intervention

Touch and read the words.

Ben den ten men fed red hen wet

• • • • • • •

Touch and point to each dot and read the words in each sentence.



Ben	is	in	the	den.
-----	----	----	-----	------

• • • • •



Ben	can	see	ten	men.
-----	-----	-----	-----	------

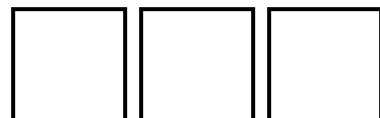
• • • • •



The	men	fed	the	red	hen.
-----	-----	-----	-----	-----	------

• • • • • •

Read the passages with fluency. Check one box each time you read the passage.



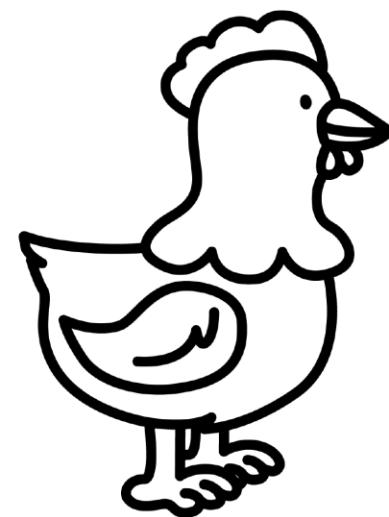
The Hen

Ben is in the den.

Ben can see ten men.

The men fed the red hen.

The hen is wet.



Name: _____

Phonics Intervention

Touch and say the sound.

j	z	u	d	u	h	u
•	•	•	•	•	•	•
u	r	U	n	f	U	u
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>n u +</p>  	<p>f u n</p>  
<p>s u n</p>  	<p>b u s</p>  

Look at the picture and say its name. Graph the word.

 <div style="border: 1px solid black; padding: 5px; display: inline-block;"> d u g </div>	 <div style="border: 1px solid black; padding: 5px; display: inline-block;"> c u + </div>
 <div style="border: 1px solid black; padding: 5px; display: inline-block;"> r u n </div>	 <div style="border: 1px solid black; padding: 5px; display: inline-block;"> r u b </div>

Name: _____

Phonics Intervention

Touch and read the words.

Gus pug fun run sun pup

Touch and point to each dot and read the words in each sentence.



Gus	has	a	pug.
-----	-----	---	------

• • • •



The	pug	is	not	big.
-----	-----	----	-----	------

• • • • •



It	is	a	pup.
----	----	---	------

• • • •

Read the passages with fluency. Check one box each time you read the passage.



The Pug

Gus has a pug. It is fun to run with his pug in the sun.

The pug is not big.

It is a pup.



Name: _____

Phonics Intervention

Touch and say the sound.

y	j	ss	o	ss	o	ss
•	•	•	•	•	•	•
+	N	ss	A	V	ss	C
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>d r e ss</p>  <p>→</p> 	<p>f u ss</p>   <p>→</p>
<p>g r a ss</p>  <p>→</p> 	<p>m a ss</p>   <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>m</td> <td>e</td> <td>ss</td> </tr> </table>	m	e	ss	 <table border="1"> <tr> <td>m</td> <td>i</td> <td>ss</td> </tr> </table>	m	i	ss	
m	e	ss						
m	i	ss						
 <table border="1"> <tr> <td>p</td> <td>a</td> <td>ss</td> </tr> </table>	p	a	ss	 <table border="1"> <tr> <td>p</td> <td>r</td> <td>e</td> <td>ss</td> </tr> </table>	p	r	e	ss
p	a	ss						
p	r	e	ss					

Name: _____

Phonics Intervention

Touch and read the words.

Miss Jess Tess boss grass pass mess



Touch and point to each dot and read the words in each sentence.



Miss Jess is the boss.



She sits in the grass with Miss Tess.



It is not a mess.



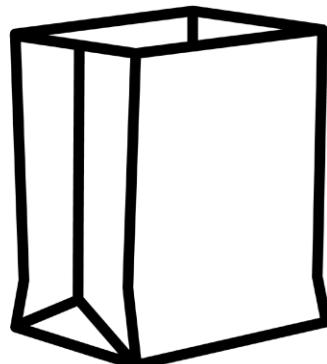
Read the passages with fluency. Check one box each time you read the passage.



Miss Jess and Miss Tess

Miss Jess is the boss. She sits
in the grass with Miss Tess.

Miss Tess can pass the bag to
Miss Jess. It is not a mess.



Name: _____

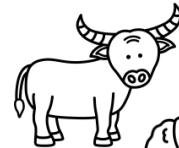
Phonics Intervention

Touch and say the sound.

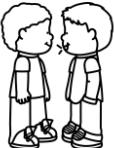
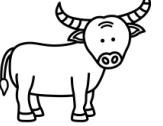
	m	o	x		x	
•	•	•	•	•	•	•
c		a	U		G	n
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b e </p>  	<p>f i </p>  
<p>b u </p>  	<p>w e </p>  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>+</td> <td>e</td> <td> </td> </tr> </table>	+	e		 <table border="1"> <tr> <td>b</td> <td>e</td> <td> </td> </tr> </table>	b	e	
+	e						
b	e						
 <table border="1"> <tr> <td>f</td> <td>i</td> <td> </td> </tr> </table>	f	i		 <table border="1"> <tr> <td>b</td> <td>u</td> <td> </td> </tr> </table>	b	u	
f	i						
b	u						

Name: _____

Phonics Intervention

Touch and read the words.

will hill mill fill
● ● ● ●

Touch and point to each dot and read the words in each sentence.

Jack will pack his bag.
● ● ● ● ●He will run up the hill.
● ● ● ● ● ●He will fill his bag.
● ● ● ● ●

Read the passages with fluency. Check one box each time you read the passage.



Up the Hill

Jack will pack his bag.

He will run up the hill and
go to the mill.

He will fill his bag.



Name: _____

sh

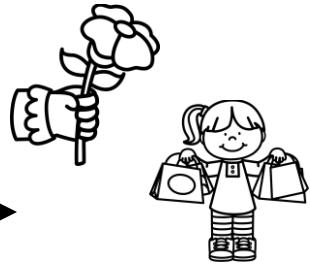
Phonics Intervention

Touch and say the sound.

a	m	r	sh	p	k	sh
•	•	•	•	•	•	•
Sh	T	sh	z	G	Sh	I
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>g a sh</p> <p>• • •</p> <p>→</p> 	<p>sh o p</p> <p>• • •</p> <p>→</p> 
<p>d i sh</p> <p>• • •</p> <p>→</p> 	<p>f i sh</p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <p>d a sh</p>	 <p>p o sh</p>
 <p>sh i n</p>	 <p>sh o t</p>

Name: _____

sh

Phonics Intervention

Touch and read the words.

rush sash posh shop dish fish

Touch and point to each dot and read the words in each sentence.



He	is	in	a	rush.
----	----	----	---	-------

He is in a rush.



He	will	go	to	the	posh	shop.
----	------	----	----	-----	------	-------

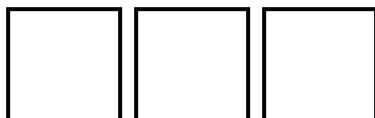
He will go to the posh shop.



He	will	get	a	dish	of	fish.
----	------	-----	---	------	----	-------

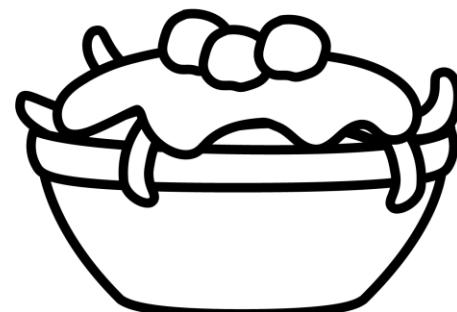
He will get a dish of fish.

Read the passages with fluency. Check one box each time you read the passage.



In a Rush

He is in a rush. He got his sash. He will go to the posh shop. He will get a dish of fish.



Name: _____

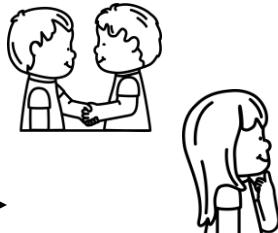
Phonics Intervention

Touch and say the sound.

m	ch	w	a	ch	i	s
•	•	•	•	•	•	•
l	ch	S	Ch	H	y	Ch
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>ch a p</p> 	<p>ch a t</p> 
<p>ch i n</p> 	<p>ch o p</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>ch</td> <td>i</td> <td>p</td> </tr> </table>	ch	i	p		<table border="1"> <tr> <td>ch</td> <td>a</td> <td>t</td> </tr> </table>	ch	a	t
ch	i	p							
ch	a	t							
	<table border="1"> <tr> <td>ch</td> <td>o</td> <td>p</td> </tr> </table>	ch	o	p		<table border="1"> <tr> <td>ch</td> <td>i</td> <td>n</td> </tr> </table>	ch	i	n
ch	o	p							
ch	i	n							

Name: _____

Phonics Intervention

Touch and read the words.

Chad Mitch chat bench lunch hatch such



Touch and point to each dot and read the words in each sentence.



Chad and Mitch have a chat.



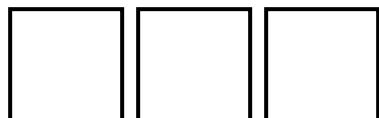
They chat and see an egg hatch.



They had such fun!



Read the passages with fluency. Check one box each time you read the passage.



Chad and Mitch

Chad and Mitch have a chat.

They sit on a bench and have lunch. They chat and see an egg hatch. They had such fun!



Name: _____

th

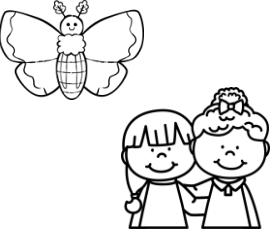
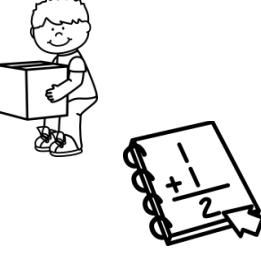
Phonics Intervention

Touch and say the sound.

th	p	th	f	g	th	a
•	•	•	•	•	•	•
th	m	Th	Y	N	th	i
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>th i n</p> <p>• • •</p> <p>→</p> 	<p>w i th</p> <p>• • •</p> <p>→</p> 
<p>m o th</p> <p>• • •</p> <p>→</p> 	<p>m a th</p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>b</td><td>a</td><td>th</td></tr></table>	b	a	th	 <table border="1"><tr><td>p</td><td>a</td><td>th</td></tr></table>	p	a	th
b	a	th					
p	a	th					
 <table border="1"><tr><td>m</td><td>o</td><td>th</td></tr></table>	m	o	th	 <table border="1"><tr><td>m</td><td>a</td><td>th</td></tr></table>	m	a	th
m	o	th					
m	a	th					

Name: _____

th

Phonics Intervention

Touch and read the words.

Seth Beth path thin thick math



Touch and point to each dot and read the words in each sentence.



Seth sees Beth on the path.



He has a box for Beth.



If is a math box.

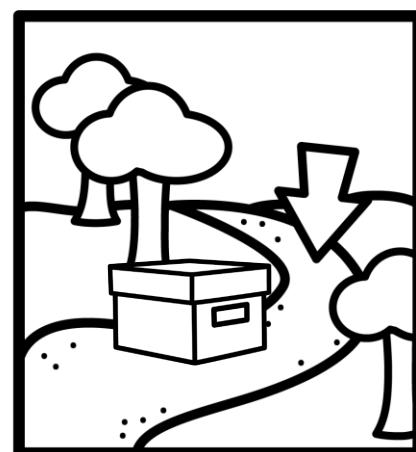


Read the passages with fluency. Check one box each time you read the passage.



The Math Box

Seth sees Beth on the path. He has a box for Beth. The box is thin. It is not thick. It is a math box.



Name: _____

wh

Phonics Intervention

Touch and say the sound.

z f wh j r m wh

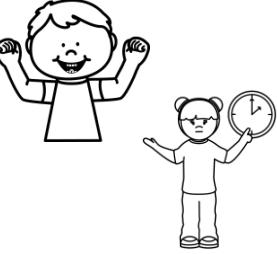
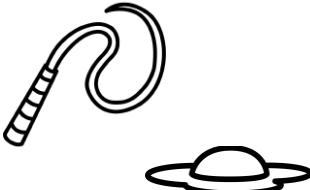
• • • • • • •

Wh m M wh I a Wh

• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>wh e n</p> <p>• • •</p> <p>→</p> 	<p>wh i p</p> <p>• • •</p> 
<p>wh i z</p> <p>• • •</p> <p>→</p> 	

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>wh</td><td>i</td><td>p</td></tr></table>	wh	i	p	 <table border="1"><tr><td>wh</td><td>e</td><td>n</td></tr></table>	wh	e	n
wh	i	p					
wh	e	n					
 <table border="1"><tr><td>wh</td><td>i</td><td>z</td></tr></table>	wh	i	z				
wh	i	z					

Name: _____

wh

Phonics Intervention

Touch and read the words.

whiz whip when



Touch and point to each dot and read the words in each sentence.



Phil is in class.



He will make a graph.



He is a whiz.



Read the passages with fluency. Check one box each time you read the passage.



Math Whiz

Phil is in class. When he goes to class, he will do math. He will make a graph.



He is a whiz.

Name: _____

Phonics Intervention

Touch and say the sound.

bl



sl



fl



cl



fl



pl



sl



SI



CI



GI



PI



SI



BI

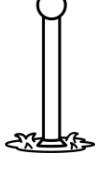


CI



Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b o b</p>   	<p>g o be</p>    
<p>b o +</p>   	<p>c i p</p>    

Look at the picture and say its name. Graph the word.

 <p>g a d</p>	 <p>b u n t</p>
 <p>p u m</p>	 <p>f a g</p>

Name: _____

Phonics Intervention

Touch and read the words.

Glen slug sled club flat flog
• • • • • •

Touch and point to each dot and read the words in each sentence.



Glen	is	a	slug.
------	----	---	-------

• • • •



Glen	has	a	sled.
------	-----	---	-------

• • • •



Glen	will	go	up	the	sick	hill	in	the	sled.
------	------	----	----	-----	------	------	----	-----	-------

• • • • • • • • • •

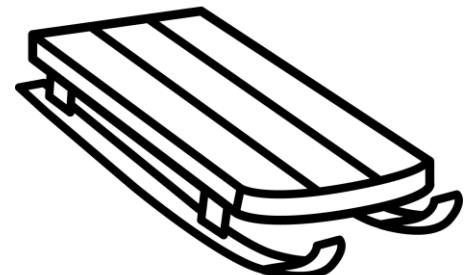
Read the passages with fluency. Check one box each time you read the passage.

**Glen**

Glen is a slug. Glen has a sled.

Glen will go up the sick hill in
the sled. She will go to the

kids' club to see the flat flag.



Name: _____

Phonics Intervention

Touch and say the sound.

dr pr tr fr br pr cr

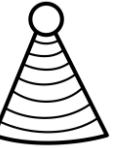
• • • • • • •

Tr Pr Tr Br Fr Cr Dr

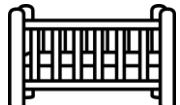
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>f r o g</p>  <p>→</p>	<p>g r a d</p>   <p>→</p>
<p>d r o p</p>   <p>→</p>	<p>b r i m</p>   <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tbody> <tr> <td>t</td> <td>r</td> <td>a</td> <td>p</td> </tr> </tbody> </table>	t	r	a	p		<table border="1"> <tbody> <tr> <td>d</td> <td>r</td> <td>a</td> <td>g</td> </tr> </tbody> </table>	d	r	a	g
t	r	a	p								
d	r	a	g								
	<table border="1"> <tbody> <tr> <td>d</td> <td>r</td> <td>u</td> <td>m</td> </tr> </tbody> </table>	d	r	u	m		<table border="1"> <tbody> <tr> <td>c</td> <td>r</td> <td>i</td> <td>b</td> </tr> </tbody> </table>	c	r	i	b
d	r	u	m								
c	r	i	b								

Name: _____

Phonics Intervention

Touch and read the words.

Fran grass frog truck crab track grin



Touch and point to each dot and read the words in each sentence.



Fran	is	with	her	dog	in	the	grass.
------	----	------	-----	-----	----	-----	--------



They	see	a	frog,	a	truck,	and	a	crab.
------	-----	---	-------	---	--------	-----	---	-------



Fran	has	a	big	grin.
------	-----	---	-----	-------



Read the passages with fluency. Check one box each time you read the passage.

Fran

Fran is with her dog in the grass. They see a frog, a truck, and a crab on the track. Fran has a big grin.



Name: _____

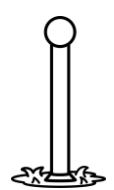
Phonics Intervention

Touch and say the sound.

sw	sc	st	sm	sk	sn	sp
•	•	•	•	•	•	•
Sk	St	Sl	St	Sp	Sk	Sc
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>s a m</p>   <p>→</p>	<p>s a p</p>   <p>→</p>
<p>s p a m</p>   <p>→</p>	<p>s t e m</p>   <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>s</td> <td>k</td> <td>i</td> <td>m</td> </tr> </table>	s	k	i	m	 <table border="1"> <tr> <td>s</td> <td>t</td> <td>e</td> <td>m</td> </tr> </table>	s	t	e	m
s	k	i	m						
s	t	e	m						
 <table border="1"> <tr> <td>s</td> <td> </td> <td>i</td> <td>d</td> </tr> </table>	s		i	d	 <table border="1"> <tr> <td>s</td> <td>t</td> <td>u</td> <td>n</td> </tr> </table>	s	t	u	n
s		i	d						
s	t	u	n						

Name: _____

Phonics Intervention

Touch and read the words.

spot spin skip snap smock stop snack



Touch and point to each dot and read the words in each sentence.



I	see	a	spot	in	the	grass.
---	-----	---	------	----	-----	--------



I	will	spin	and	skip.
---	------	------	-----	-------



I	stop	to	have	a	snack.
---	------	----	------	---	--------



Read the passages with fluency. Check one box each time you read the passage.



In the Grass

I see a spot in the grass.

I will spin and skip

. I snap in my red smock.

I stop to have a snack.



Name: _____

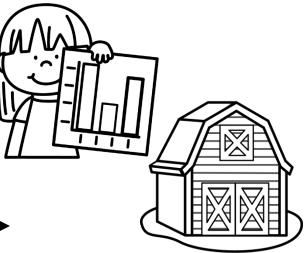
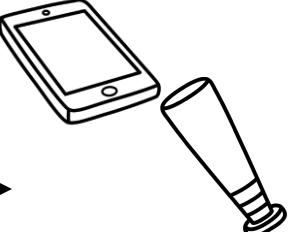
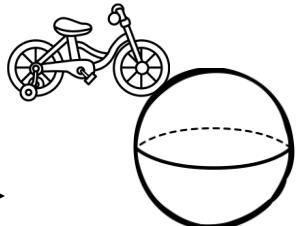
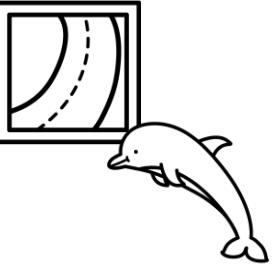
Phonics Intervention

Touch and say the sound.

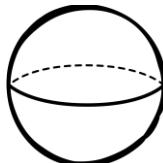
p	ph	b	sh	ph	m	ph
•	•	•	•	•	•	•
Ph	Bl	m	Ph	R	Ph	f
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>g r a ph</p> 	<p>ph o ne</p> 
<p>s ph e re</p> 	<p>d o l ph i n</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>d</td> <td>o</td> <td>l</td> <td>ph</td> <td>i</td> <td>n</td> </tr> </table>	d	o	l	ph	i	n	 <table border="1"> <tr> <td>g</td> <td>r</td> <td>a</td> <td>ph</td> </tr> </table>	g	r	a	ph
d	o	l	ph	i	n						
g	r	a	ph								
 <table border="1"> <tr> <td>s</td> <td>ph</td> <td>e</td> <td>re</td> </tr> </table>	s	ph	e	re	 <table border="1"> <tr> <td>ph</td> <td>o</td> <td>ne</td> </tr> </table>	ph	o	ne			
s	ph	e	re								
ph	o	ne									

Name: _____

Phonics Intervention

Touch and read the words.

Phil Ralph graph phone photo

Touch and point to each dot and read the words in each sentence.



Phil	and	Ralph	are	in	class.
------	-----	-------	-----	----	--------

• • • • •



They	will	do	math.
------	------	----	-------

• • • •



They	will	make	a	graph.
------	------	------	---	--------

• • • • •

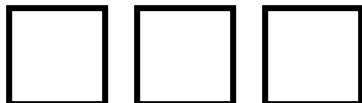
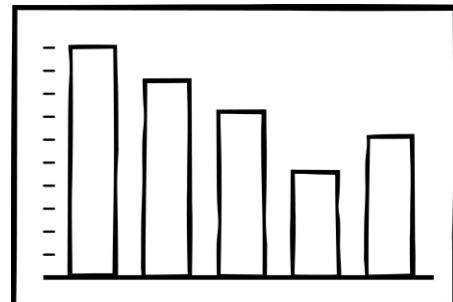
Read the passages with fluency. Check one box each time you read the passage.

Phil and Ralph

Phil and Ralph are in class.

They will do math.

They will make a graph.



Name: _____

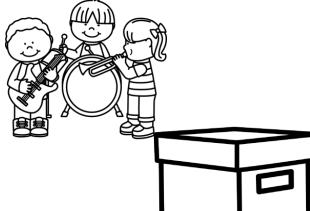
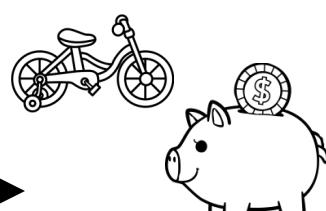
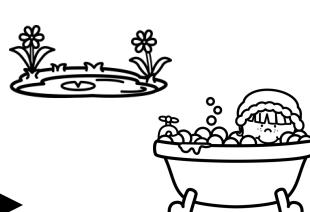
Phonics Intervention

Touch and say the sound.

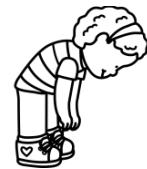
j	g	nd	b	n	nd	b
•	•	•	•	•	•	•
nd	F	f	nd	+	M	H
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b a n d</p>  <p>→</p>	<p>f u n d</p>  <p>→</p>
<p>p o n d</p>  <p>→</p>	<p>t e n d</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>b e n d</p>	 <p>s a n d</p>
 <p>I e n d</p>	 <p>h a n d</p>

Name: _____

Phonics Intervention

Touch and read the words.

pond

land

sand

band

grand

Touch and point to each dot and read the words in each sentence.



I	will	go	to	the	pond.
---	------	----	----	-----	-------

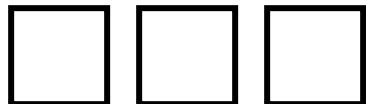


I	will	watch	the	band.
---	------	-------	-----	-------



The	band	is	grand.
-----	------	----	--------

Read the passages with fluency. Check one box each time you read the passage.



The Pond

I will go the pond. The pond is at
the end of the land with sand.

I will watch the band.

The band is grand!

They can do a hand stand!



Name: _____

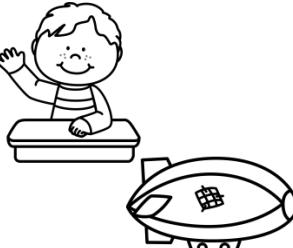
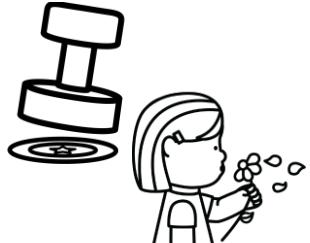
Phonics Intervention

Touch and say the sound.

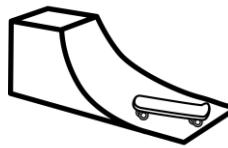
w	c	mp	g	x	n	mp
•	•	•	•	•	•	•
I	w	J	K	mp	k	mp
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b l i m p</p>  <p>→</p>	<p>c a m p</p>  <p>→</p>
<p>c a m p</p>  <p>→</p>	<p>s t a m p</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>b u m p</p>	 <p>d u m p</p>
 <p>ch i m p</p>	 <p>r a m p</p>

Name: _____

Phonics Intervention

Touch and read the words.

champ chimp chomp plump stomp

Touch and point to each dot and read the words in each sentence.



Champ is a chimp.

● ● ● ●



He can stomp and jump.

● ● ● ●



He got a bump

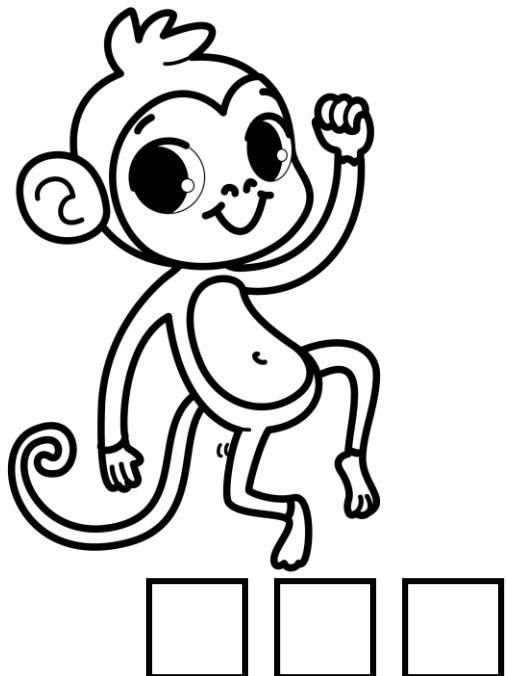
● ● ● ●

Read the passages with fluency. Check one box each time you read the passage.

The Chimp

Champ is a chimp.

He can chomp till he is
 plump. He can stomp and
 jump. Oh, no! He got a bump!



Name: _____

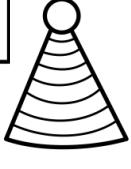
Phonics Intervention

Touch and say the sound.

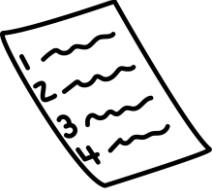
g	st	k	st	j	d	o
•	•	•	•	•	•	•
st	N	M	j	s	st	N
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>f a s +</p>  	<p>w e s +</p>  
<p>f e s +</p>  	<p>b e s +</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>I</td> <td>i</td> <td>s</td> <td>+</td> </tr> </table>	I	i	s	+	 <table border="1"> <tr> <td>d</td> <td>u</td> <td>s</td> <td>+</td> </tr> </table>	d	u	s	+
I	i	s	+						
d	u	s	+						
 <table border="1"> <tr> <td>r</td> <td>e</td> <td>s</td> <td>+</td> </tr> </table>	r	e	s	+	 <table border="1"> <tr> <td>n</td> <td>e</td> <td>s</td> <td>+</td> </tr> </table>	n	e	s	+
r	e	s	+						
n	e	s	+						

Name: _____

Phonics Intervention

Touch and read the words.

test best must fast rest last



Touch and point to each dot and read the words in each sentence.



Glen has a test.



She must be fast.



She will not be last.



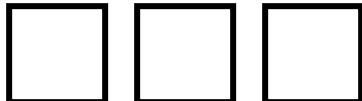
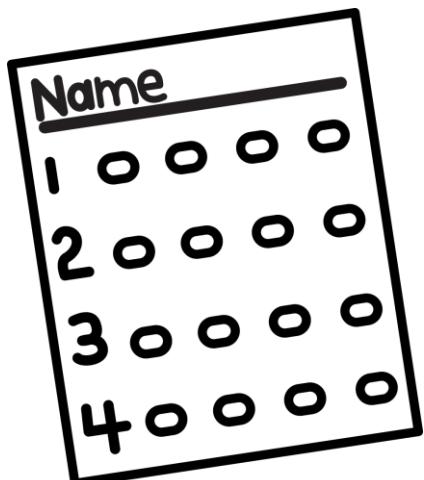
Read the passages with fluency. Check one box each time you read the passage.

The Test

Glen has a test. She will do
her best. She must be fast.

She must not rest.

She will not be last.



Name: _____

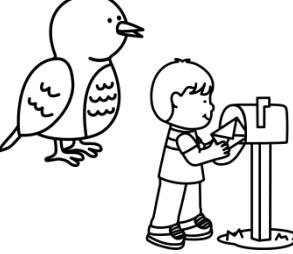
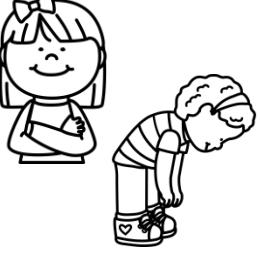
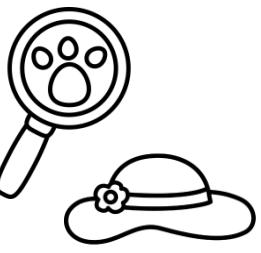
Phonics Intervention

Touch and say the sound.

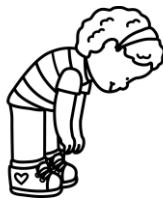
nt	s	nt	u	j	b	nt
•	•	•	•	•	•	•
b	D	nt	c	N	nt	a
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>s e n t</p>  <p>→</p>	<p>w e n t</p> 
<p>b e n t</p>  <p>→</p>	<p>h i n t</p> 

Look at the picture and say its name. Graph the word.

 <p>b e n t</p>	 <p>s e n t</p>
 <p>w e n t</p>	 <p>h i n t</p>

Name: _____

Phonics Intervention

Touch and read the words.

ant went tent hunt mint plant
• • • • • •

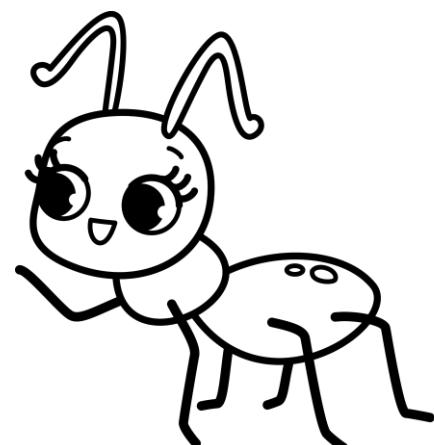
Touch and point to each dot and read the words in each sentence.

The ant went in the tent.
• • • • • •It will hunt.
• • •It smells a mint plant.
• • • • •

Read the passages with fluency. Check one box each time you read the passage.

The Ant

The ant went in the tent.

It will hunt. Hunt, ant! It
smells a mint plant.

Name: _____

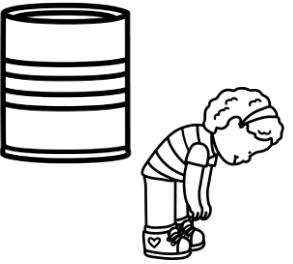
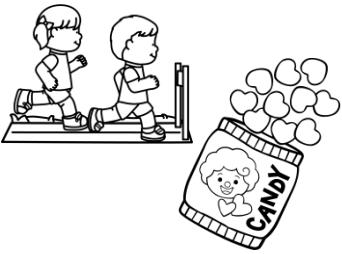
Phonics Intervention

Touch and say the sound.

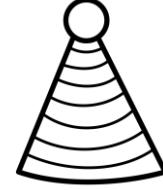
I	s	nd	mp	y	f	st
•	•	•	•	•	•	•
K	E	r	mp	t	st	i
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b e n d</p>  <p>→</p>	<p>e n d</p>  <p>→</p>
<p>j u m p</p>  <p>→</p>	<p>w e n t</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>s</td> <td>e</td> <td>n</td> <td>t</td> </tr> </table>	s	e	n	t	 <table border="1"> <tr> <td>r</td> <td>e</td> <td>s</td> <td>t</td> </tr> </table>	r	e	s	t
s	e	n	t						
r	e	s	t						
 <table border="1"> <tr> <td>f</td> <td>a</td> <td>s</td> <td>t</td> </tr> </table>	f	a	s	t	 <table border="1"> <tr> <td>f</td> <td>e</td> <td>s</td> <td>t</td> </tr> </table>	f	e	s	t
f	a	s	t						
f	e	s	t						

Name: _____

Phonics Intervention

Touch and read the words.

track bend jump end

Touch and point to each dot and read the words in each sentence.



Fran Frog is at the track.



She will bend her legs.



She will jump and jump.

Read the passages with fluency. Check one box each time you read the passage.

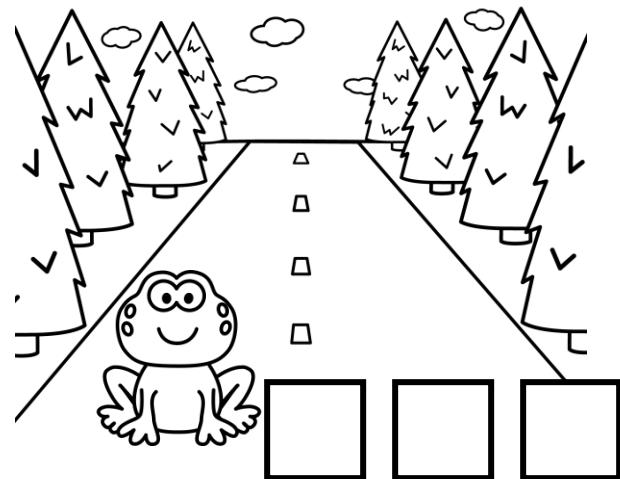
The Track

Fran Frog is at the track.

She will bend her legs.

She will jump and jump.

She will jump to the end of
the track.



Name: _____

Phonics Intervention

Touch and say the sound.

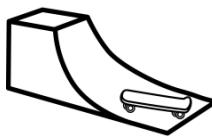
e	nd	f	i	nd	k	mp
•	•	•	•	•	•	•
I	m	E	ck	z	A	st
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

 <p>l i s +</p> <p>→</p>	 <p>f a s +</p> <p>→</p>
 <p>f u n d</p> <p>→</p>	 <p>w i n d</p> <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>h</td> <td>a</td> <td>n</td> <td>d</td> </tr> </table>	h	a	n	d		<table border="1"> <tr> <td>p</td> <td>o</td> <td>n</td> <td>d</td> </tr> </table>	p	o	n	d
h	a	n	d								
p	o	n	d								
	<table border="1"> <tr> <td>r</td> <td>a</td> <td>m</td> <td>p</td> </tr> </table>	r	a	m	p		<table border="1"> <tr> <td>s</td> <td>a</td> <td>n</td> <td>d</td> </tr> </table>	s	a	n	d
r	a	m	p								
s	a	n	d								

Name: _____

Phonics Intervention

Touch and read the words.

task stand list fast wind crisp

Touch and point to each dot and read the words in each sentence.



She	will	go	to	the	stand.
-----	------	----	----	-----	--------

She will go fast as the wind.



She	will	go	fast	as	the	wind.
-----	------	----	------	----	-----	-------



She	will	get	jam	and	crisp	buns.
-----	------	-----	-----	-----	-------	-------

Read the passages with fluency. Check one box each time you read the passage.

The List

Liz must do a task for Gramps.

She will go to the stand with the list. She will go fast as the wind.

She will get jam and crisp buns.



Name: _____

Phonics Intervention

Touch and say the sound.

x	nt	g	p	w	mp	i
•	•	•	•	•	•	•
Z	M	nd	s	z	nt	v
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b e s +</p>	<p>+ e n +</p>
<p>j u m p</p>	<p>r e s +</p>

Look at the picture and say its name. Graph the word.

<table border="1"> <tr> <td>ch</td> <td>i</td> <td>m</td> <td>p</td> </tr> </table>	ch	i	m	p	<table border="1"> <tr> <td>w</td> <td>e</td> <td>s</td> <td>t</td> </tr> </table>	w	e	s	t
ch	i	m	p						
w	e	s	t						
<table border="1"> <tr> <td>d</td> <td>u</td> <td>m</td> <td>p</td> </tr> </table>	d	u	m	p	<table border="1"> <tr> <td>s</td> <td>e</td> <td>n</td> <td>t</td> </tr> </table>	s	e	n	t
d	u	m	p						
s	e	n	t						

Name: _____

Phonics Intervention

Touch and read the words.

Camp best jump stand rest tent

Touch and point to each dot and read the words in each sentence.



Camp	is	the	best.
------	----	-----	-------

• • • •



We	run,	hop	and	jump.
----	------	-----	-----	-------

• • • •



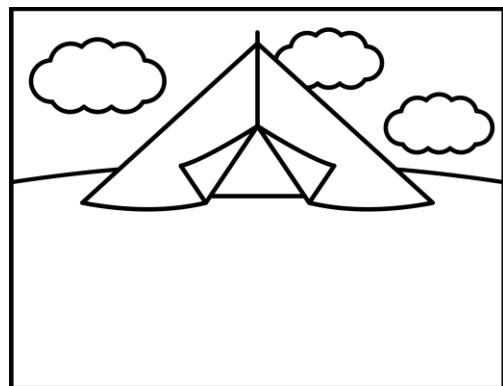
We	do	not	stand.
----	----	-----	--------

• • • •

Read the passages with fluency. Check one box each time you read the passage.

The Camp

Camp is the best. We run, hop and jump. We do not stand. We have fun and rest in a tent.



Name: _____

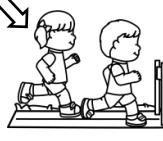
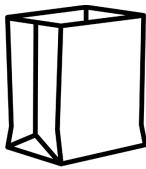
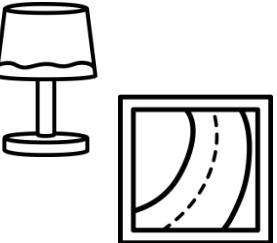
Phonics Intervention

Touch and say the sound.

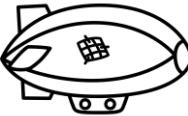
r	n	ft	t	mp	y	nd
•	•	•	•	•	•	•
H	st	M	p	st	D	n
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>g i f + </p> <p>→</p>	<p>l a s + </p> <p>→ </p>
<p>d u s + </p> <p>→</p>	<p>l a m p </p> <p>→ </p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>b</td> <td>l</td> <td>i</td> <td>m</td> <td>p</td> </tr> </table>	b	l	i	m	p		<table border="1"> <tr> <td>f</td> <td>u</td> <td>n</td> <td>d</td> </tr> </table>	f	u	n	d
b	l	i	m	p								
f	u	n	d									
	<table border="1"> <tr> <td>t</td> <td>e</td> <td>n</td> <td>d</td> </tr> </table>	t	e	n	d		<table border="1"> <tr> <td>c</td> <td>a</td> <td>m</td> <td>p</td> </tr> </table>	c	a	m	p	
t	e	n	d									
c	a	m	p									

Name: _____

Phonics Intervention

Touch and read the words.

Clint gift best desk last lamp



Touch and point to each dot and read the words in each sentence.



Clint gives mom a gift.



He finds the best gift.



Mom loves the gift!

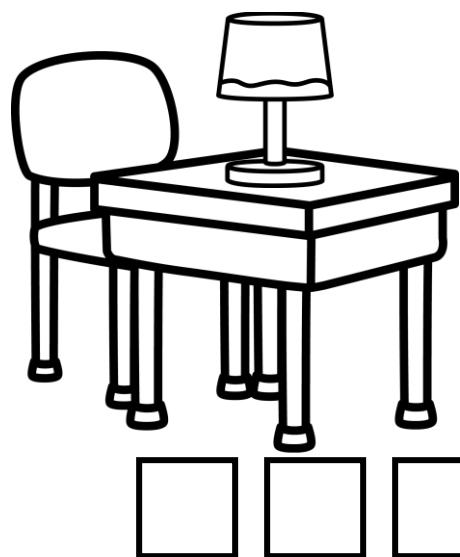


Read the passages with fluency. Check one box each time you read the passage.

The Gift

Clint gives mom a gift.

He finds the best gift. He gives her a desk and the last pink lamp. Mom loves the gift!



Name: _____

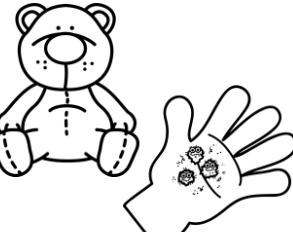
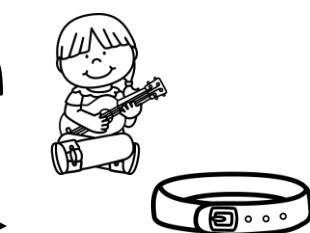
Phonics Intervention

Touch and say the sound.

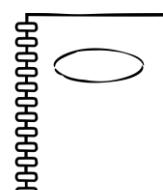
z	str	f	h	i	scr	m
•	•	•	•	•	•	•
spl	D	N	spr	l	y	str
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>sprint</p> 	<p>strep</p> 
<p>strum</p> 	<p>strict</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr><td>s</td><td>c</td><td>r</td><td>a</td><td>m</td></tr> </table>	s	c	r	a	m		<table border="1"> <tr><td>s</td><td>c</td><td>r</td><td>u</td><td>b</td></tr> </table>	s	c	r	u	b	
s	c	r	a	m										
s	c	r	u	b										
	<table border="1"> <tr><td>s</td><td>c</td><td>r</td><td>i</td><td>p</td><td>t</td></tr> </table>	s	c	r	i	p	t		<table border="1"> <tr><td>s</td><td>p</td><td>l</td><td>a</td><td>t</td></tr> </table>	s	p	l	a	t
s	c	r	i	p	t									
s	p	l	a	t										

Name: _____

Phonics Intervention

Touch and read the words.

Splish splash splosh splot scrub

Touch and point to each dot and read the words in each sentence.



Splish, splash, splosh! Splot, splat!



The duck gets in the mud.



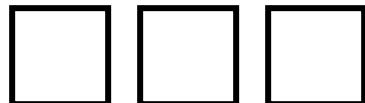
Scrub, scrub, scrub!



Read the passages with fluency. Check one box each time you read the passage.

Splash in the Mud

Splish, splash, splosh! Splot, splat! The duck fell in the mud. The duck gets in the tub. Scrub, scrub, scrub!



Name: _____

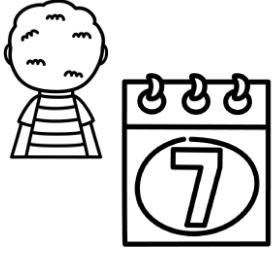
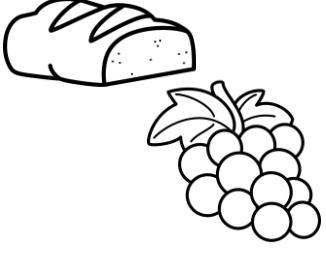
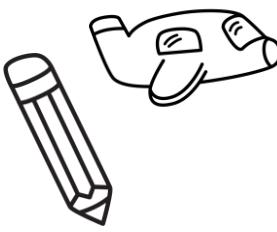
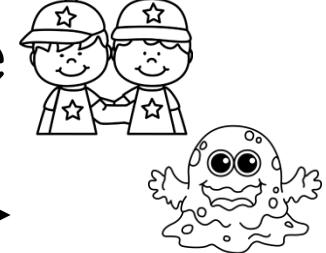
Phonics Intervention

Touch and say the sound.

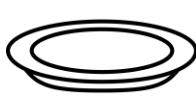
d	o	m	b	t	l	t
•	•	•	•	•	•	•
A	h	E	U	f	J	C
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>d a te</p>  <p>→</p>	<p>g r a pe</p>  <p>→</p>
<p>p l a ne</p>  <p>→</p>	<p>m a te</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>b</td> <td>a</td> <td>k</td> <td>e</td> </tr> </table>	b	a	k	e		<table border="1"> <tr> <td>m</td> <td>a</td> <td>t</td> <td>e</td> </tr> </table>	m	a	t	e	
b	a	k	e									
m	a	t	e									
	<table border="1"> <tr> <td>p</td> <td>l</td> <td>a</td> <td>t</td> <td>e</td> </tr> </table>	p	l	a	t	e		<table border="1"> <tr> <td>sh</td> <td>a</td> <td>k</td> <td>e</td> </tr> </table>	sh	a	k	e
p	l	a	t	e								
sh	a	k	e									

Name: _____

Long Vowels a.e

Phonics Intervention

Touch and read the words.

Dave bake sale cake Jake plate

Touch and point to each dot and read the words in each sentence.



Dave	is	at	the	bake	sale.
------	----	----	-----	------	-------

He	will	buy	a	cake.
----	------	-----	---	-------



Jake	eats	cake	by	the	lake.
------	------	------	----	-----	-------



Read the passages with fluency. Check one box each time you read the passage.

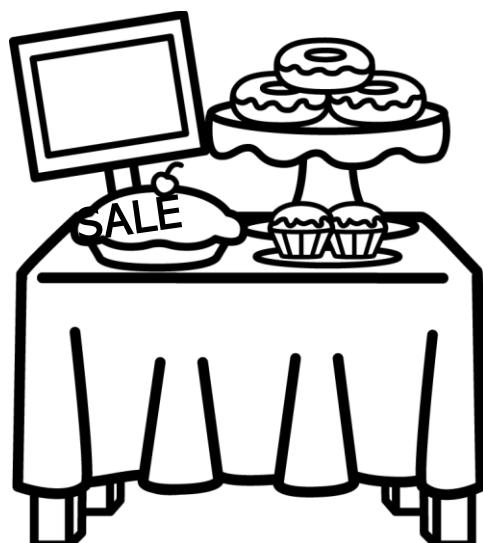
The Bake Sale

Dave is at the bake sale.

He will buy a cake for his friend

Jake. He put the cake on a big plate for Jake. Jake takes the

cake and eats it by the lake.



Name: _____

Long Vowels a_e

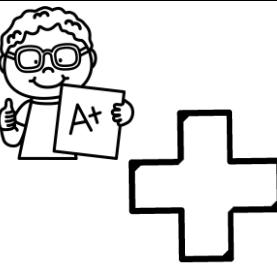
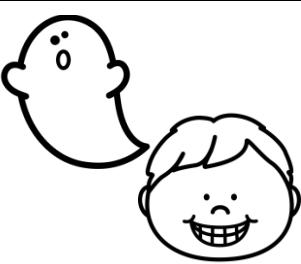
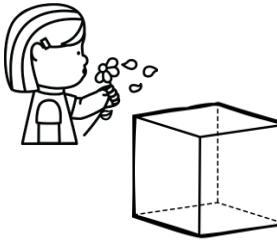
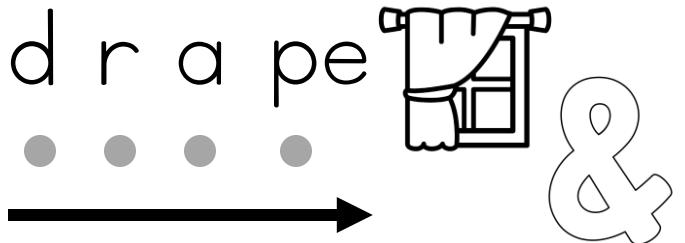
Phonics Intervention

Touch and say the sound.

v	r		s	p	h	y
•	•	•	•	•	•	•
a	F	X		f	F	V
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>g r a de</p> <p>• • • •</p> <p>→</p> 	<p>f a ke</p> <p>• • •</p> <p>→</p> 
<p>sh a pe</p> <p>• • •</p> <p>→</p> 	<p>d r a pe</p> <p>• • • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>c</td><td>a</td><td>ke</td></tr></table>	c	a	ke	 <table border="1"><tr><td>c</td><td>a</td><td>pe</td></tr></table>	c	a	pe		
c	a	ke							
c	a	pe							
 <table border="1"><tr><td>g</td><td>r</td><td>a</td><td>t</td><td>e</td></tr></table>	g	r	a	t	e	 <table border="1"><tr><td>m</td><td>a</td><td>ke</td></tr></table>	m	a	ke
g	r	a	t	e					
m	a	ke							

Name: _____

Phonics Intervention

Touch and read the words.

Dave Tate cave snakes lake

• • • • •

Touch and point to each dot and read the words in each sentence.



Dave went out with Tate.

• • • • •



They have fun in a cave.

• • • • •



They run to the lake!

• • • • •

Read the passages with fluency. Check one box each time you read the passage.

The Cave

Dave went out with his friend Tate. They went to have fun in a cave. Oh, no! The cave has snakes. They run to the lake!



Name: _____

Long Vowels i.e

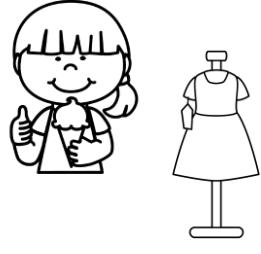
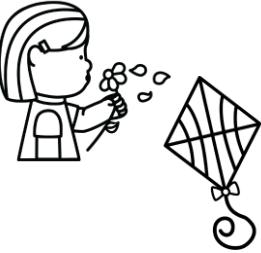
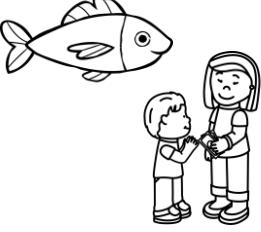
Phonics Intervention

Touch and say the sound.

o a i h f i m
• • • • • • •
C W u y W p t
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>h i ke</p> <p>• • •</p> <p>→</p> 	<p>l i ke</p> <p>• • •</p> <p>→</p> 
<p>k i te</p> <p>• • •</p> <p>→</p> 	<p>p i ke</p> <p>• • •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <p>s l i me</p>	 <p>s t r i pe</p>
 <p>p i ne</p>	 <p>b i ke</p>

Name: _____

Phonics Intervention

Touch and read the words.

Mike bike dime rides Spike time

● ● ● ● ● ●

Touch and point to each dot and read the words in each sentence.



Mike	gets	a	bike.
------	------	---	-------

● ● ● ●



He	rides	the	bike.
----	-------	-----	-------

● ● ● ●



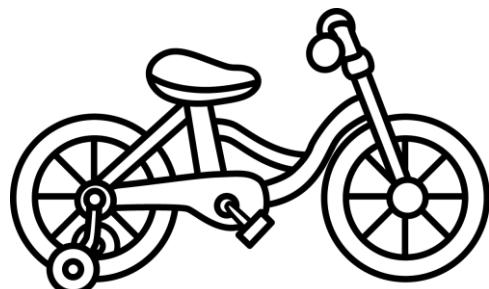
He	rides	the	bike	all	the	time.
----	-------	-----	------	-----	-----	-------

● ● ● ● ● ● ●

Read the passages with fluency. Check one box each time you read the passage.

The New Bike

Mike gets a bike.

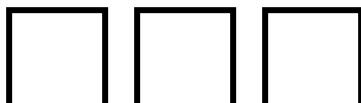


He gets the bike for a dime.

His bike is white with red stripes.

He rides the bike with his dog Spike.

He rides the bike all the time.



Name: _____

Phonics Intervention

Touch and say the sound.

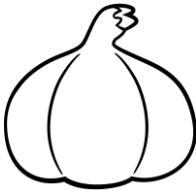
b	l	k	f	t	j	v
•	•	•	•	•	•	•
C	R	G	Y	d	R	e
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c o de</p>  	<p>r o pe</p> 
<p>t o te</p> 	<p>s l o pe</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>d</td> <td>r</td> <td>o</td> <td>v</td> <td>e</td> </tr> </table>	d	r	o	v	e	 <table border="1"> <tr> <td>c</td> <td>o</td> <td>n</td> <td>e</td> </tr> </table>	c	o	n	e
d	r	o	v	e						
c	o	n	e							
 <table border="1"> <tr> <td>c</td> <td>l</td> <td>o</td> <td>v</td> <td>e</td> </tr> </table>	c	l	o	v	e	 <table border="1"> <tr> <td>r</td> <td>o</td> <td>b</td> <td>e</td> </tr> </table>	r	o	b	e
c	l	o	v	e						
r	o	b	e							

Name: _____

Long Vowels o_e

Phonics Intervention

Touch and read the words.

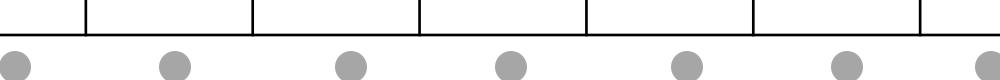
Rose woke rose robe home Jone



Touch and point to each dot and read the words in each sentence.



Rose woke up before the sun rose.



She put on her robe.



She lived in a big home.

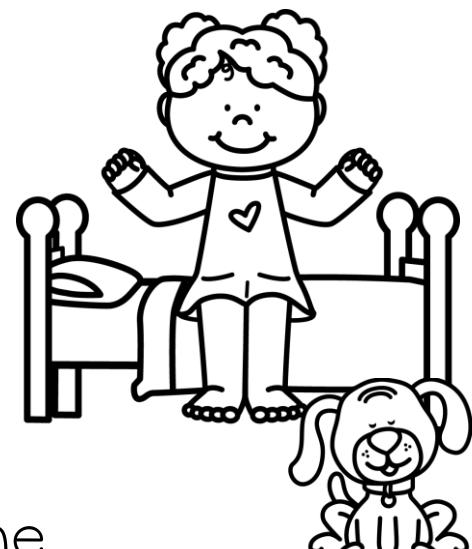


Read the passages with fluency. Check one box each time you read the passage.

Rose and Jone

Rose woke up before the sun
rose. She put on her robe.

She lived in a big home with her
dog Jone. She gave her dog a bone
before she spoke on the phone.



Name: _____

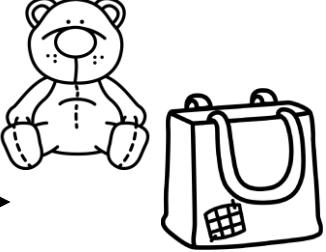
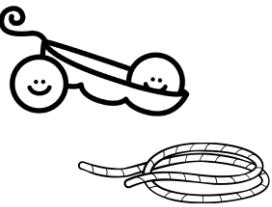
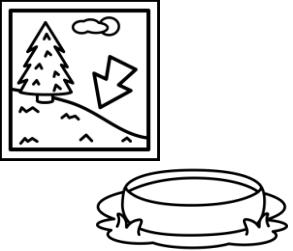
Phonics Intervention

Touch and say the sound.

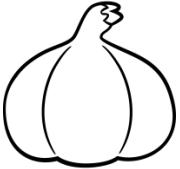
w	a	r	s	b	r	t
•	•	•	•	•	•	•
I	S	t	P	r	U	F
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

c o de & 	t o te 
r o pe 	s l o pe 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>d</td> <td>r</td> <td>o</td> <td>v</td> <td>e</td> </tr> </table>	d	r	o	v	e		<table border="1"> <tr> <td>c</td> <td>l</td> <td>o</td> <td>v</td> <td>e</td> </tr> </table>	c	l	o	v	e
d	r	o	v	e									
c	l	o	v	e									
	<table border="1"> <tr> <td>c</td> <td>o</td> <td>n</td> <td>e</td> </tr> </table>	c	o	n	e		<table border="1"> <tr> <td>r</td> <td>o</td> <td>b</td> <td>e</td> </tr> </table>	r	o	b	e		
c	o	n	e										
r	o	b	e										

Name: _____

Phonics Intervention

Touch and read the words.

Joe home bone hole rope note joke



Touch and point to each dot and read the words in each sentence.



Joe, the dog, is home.



He can't find his bone.



He looks in the hole.

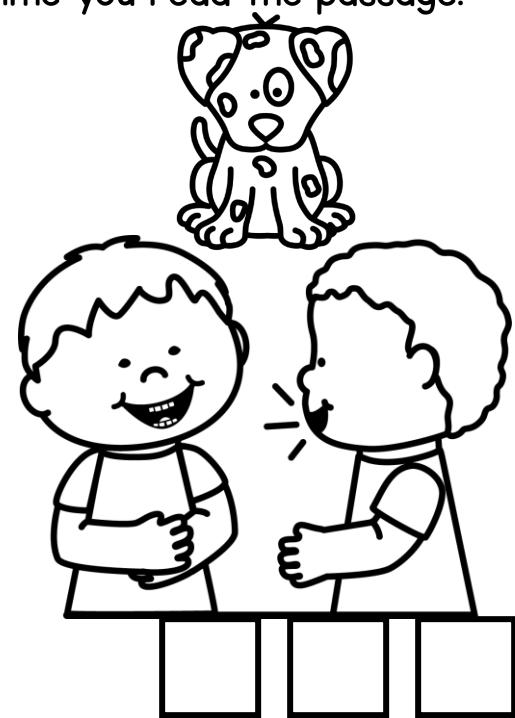


Read the passages with fluency. Check one box each time you read the passage.

The Joke

Joe, the dog, is home.

He can't find his bone. He looks in the hole. There is no bone! He sees the bone on a rope with a note. It is a funny joke!



Name: _____

Long Vowels u_e

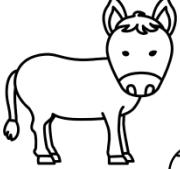
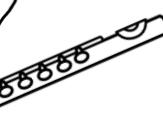
Phonics Intervention

Touch and say the sound.

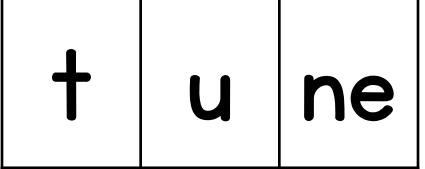
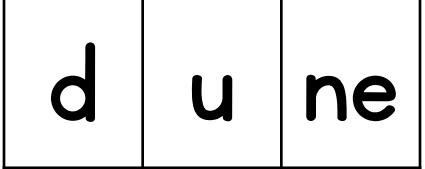
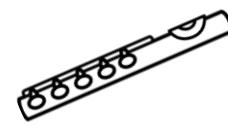
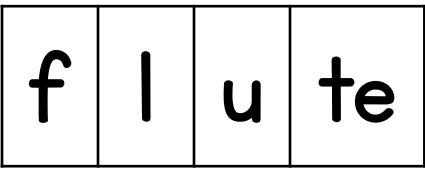
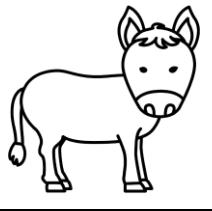
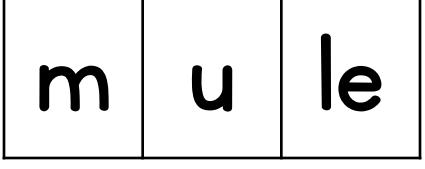
a	p	l	j	i	z	g
•	•	•	•	•	•	•
x	G	b	c	l	I	I
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c u te</p> <p>• • •</p>  	<p>m u le</p> <p>• • •</p>  
<p>d u ne</p> <p>• • •</p>  	<p>f l u te</p> <p>• • • •</p>  

Look at the picture and say its name. Graph the word.

Name: _____

Long Vowels u.e

Phonics Intervention

Touch and read the words.

Duke cute mule dune use flute tune

• • • • • • •

Touch and point to each dot and read the words in each sentence.



Duke rides his cute mule.

• • • • •



He can use his flute.

• • • • •



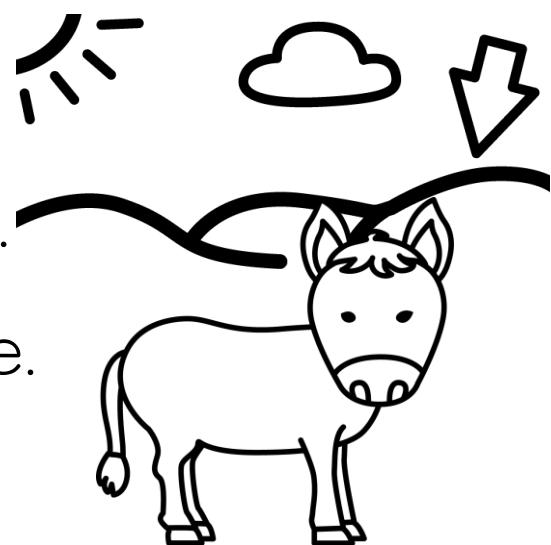
He plays a tune.

• • • •

Read the passages with fluency. Check one box each time you read the passage.

Duke and His Mule

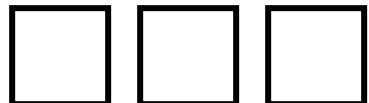
Duke rides his cute mule.



They go to the sand dune.

He can use his flute.

He plays a tune.



Name: _____

Long Vowels u_e

Phonics Intervention

Touch and say the sound.

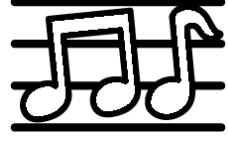
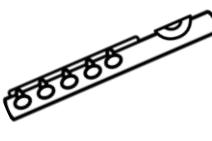
w c n e k y k
• • • • • • •
W n e a v U m
• • • • • • •

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c ue</p> <p>• • •</p> <p>→</p>	<p>t u ne</p> <p>• • •</p> <p>→</p>
<p>f u te</p> <p>• • • •</p> <p>→</p>	<p>m u le</p> <p>• • •</p> <p>→</p>

Look at the picture and say its name. Graph the word.

	<p>t u be</p>
	<p>t u ne</p>
	<p>c ue</p>
	<p>f u te</p>

Name: _____

Phonics Intervention

Touch and read the words.

Sue flute June blue clue tune

• • • • • •

Touch and point to each dot and read the words in each sentence.



Sue	got	a	flute	from	June.
-----	-----	---	-------	------	-------

• • • • • •



Her	flute	is	blue.
-----	-------	----	-------

• • • •



Sue	has	no	clue	how	to	play.
-----	-----	----	------	-----	----	-------

• • • • • • •

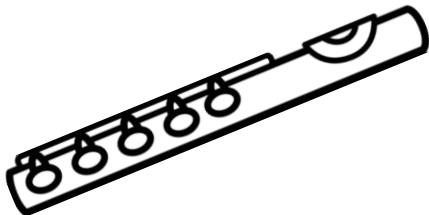
Read the passages with fluency. Check one box each time you read the passage.

Sue and the Flute

Sue got a flute from June.

Her flute is blue. Sue has no
clue how to play. She still has

fun and plays a tune.



Name: _____

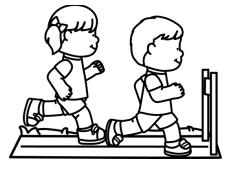
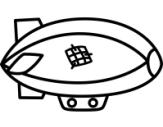
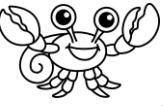
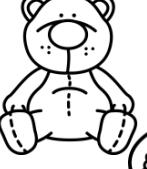
Phonics Intervention

Touch and say the sound.

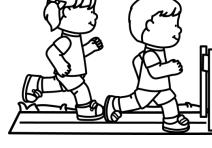
t	ce	k	x	c	z	h
•	•	•	•	•	•	•
Z	o	p	v	ce	P	g
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>r a ce</p>  <p>→</p> 	<p>p l a ce</p>  
<p>s p a ce</p>  	<p>r i ce</p>  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>f</td> <td>a</td> <td>ce</td> </tr> </table>	f	a	ce	 <table border="1"> <tr> <td>s</td> <td>p</td> <td>a</td> <td>ce</td> </tr> </table>	s	p	a	ce
f	a	ce						
s	p	a	ce					
 <table border="1"> <tr> <td>r</td> <td>i</td> <td>ce</td> </tr> </table>	r	i	ce	 <table border="1"> <tr> <td>r</td> <td>a</td> <td>ce</td> </tr> </table>	r	a	ce	
r	i	ce						
r	a	ce						

Name: _____

Phonics Intervention

Touch and read the words.

Grace race space place ace

Touch and point to each dot and read the words in each sentence.



Grace is in the race.



She runs in her space.



Grace is an ace!

Read the passages with fluency. Check one box each time you read the passage.

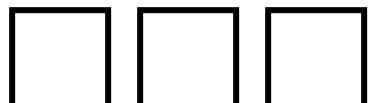
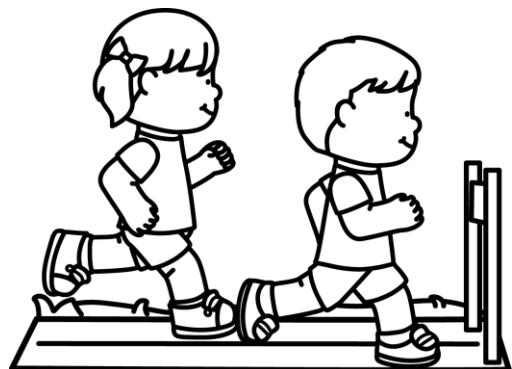
The Race

Grace is in the race.

She runs in her space.

She will run to win 1st place.

Run, run, Grace! Grace is an ace!



Name: _____

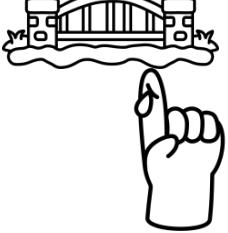
Phonics Intervention

Touch and say the sound.

o	i	dge	a	t	r	dge
•	•	•	•	•	•	•
b	v	dge	r	P	dge	T
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>j u dge</p>   <p>→</p>	<p>b r i dge</p> 
<p>l o dge</p>   <p>→</p>	<p>f u dge</p>   <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>j</td> <td>u</td> <td>dge</td> </tr> </table>	j	u	dge	 <table border="1"> <tr> <td>r</td> <td>i</td> <td>dge</td> </tr> </table>	r	i	dge	
j	u	dge						
r	i	dge						
 <table border="1"> <tr> <td>f</td> <td>u</td> <td>dge</td> </tr> </table>	f	u	dge	 <table border="1"> <tr> <td>b</td> <td>r</td> <td>i</td> <td>dge</td> </tr> </table>	b	r	i	dge
f	u	dge						
b	r	i	dge					

Name: _____

Phonics Intervention

Touch and read the words.

Mudge

judge

lodge

bridge

Touch and point to each dot and read the words in each sentence.



Mudge	is	a	judge.
-------	----	---	--------



He	lives	in	the	lodge.
----	-------	----	-----	--------



The	lodge	is	a	safe	place.
-----	-------	----	---	------	--------

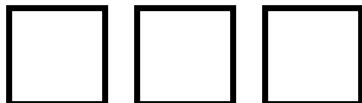


Read the passages with fluency. Check one box each time you read the passage.

The Lodge

Mudge is a judge. He lives in the lodge. The lodge is close to the end of the bridge.

The lodge is a safe place.



Name: _____

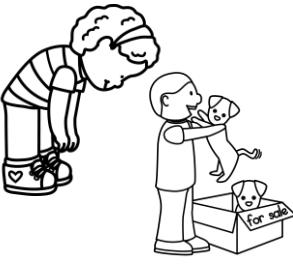
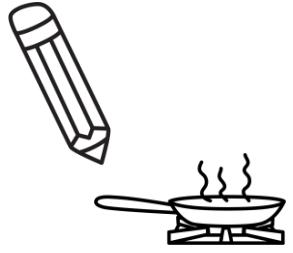
Phonics Intervention

Touch and say the sound.

y	ea	y	ee	p	o	ea
•	•	•	•	•	•	•
K	I	ee	k	E	ea	y
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>k ee p</p> 	<p>w ee p</p> 
<p>h ea t</p> 	<p>r ea d</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>p</td> <td>ea</td> <td>k</td> </tr> </table>	p	ea	k		<table border="1"> <tr> <td>m</td> <td>ea</td> <td>t</td> </tr> </table>	m	ea	t	
p	ea	k								
m	ea	t								
	<table border="1"> <tr> <td>s</td> <td>l</td> <td>ee</td> <td>p</td> </tr> </table>	s	l	ee	p		<table border="1"> <tr> <td>l</td> <td>ea</td> <td>k</td> </tr> </table>	l	ea	k
s	l	ee	p							
l	ea	k								

Name: _____

Phonics Intervention

Touch and read the words.

beach deep sea feel feet meet



Touch and point to each dot and read the words in each sentence.



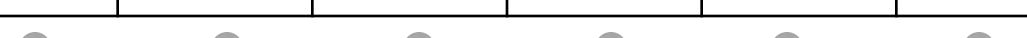
She will swim in the deep sea.



She likes to feel the sand.



She will meet her friend Pete.



Read the passages with fluency. Check one box each time you read the passage.

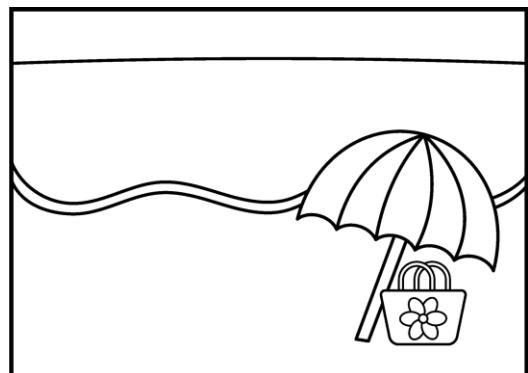
The Beach

Next week, Jean will ride
her green jeep to the beach.

She will swim in the deep sea.

She likes to feel the sand on her feet.

She will meet her friend Pete.



Name: _____

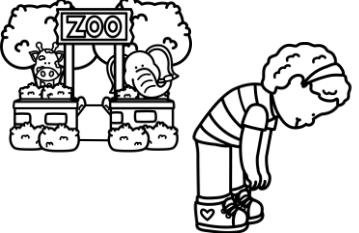
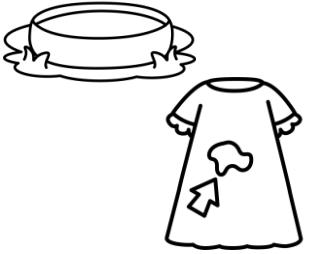
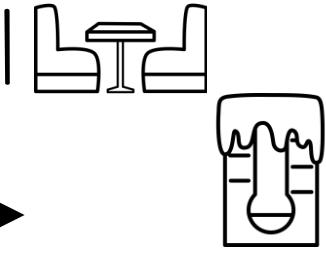
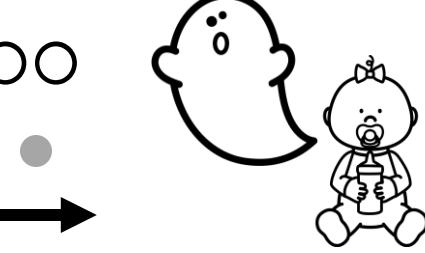
Phonics Intervention

Touch and say the sound.

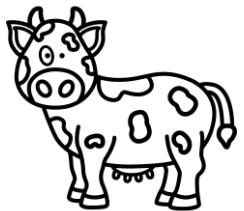
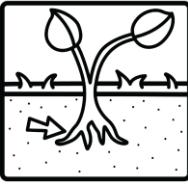
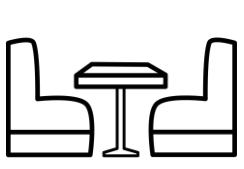
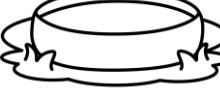
W	U	e	oo	t	i	oo
•	•	•	•	•	•	•
F	oo	u	oo	B	y	g
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>z oo</p> 	<p>p oo</p> 
<p>c oo</p> 	<p>b oo</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>m</td> <td>oo</td> </tr> </table>	m	oo		<table border="1"> <tr> <td>r</td> <td>oo</td> <td>t</td> </tr> </table>	r	oo	t	
m	oo								
r	oo	t							
	<table border="1"> <tr> <td>b</td> <td>oo</td> <td>t</td> </tr> </table>	b	oo	t		<table border="1"> <tr> <td>p</td> <td>oo</td> <td>l</td> </tr> </table>	p	oo	l
b	oo	t							
p	oo	l							

Name: _____

Phonics Intervention

Touch and read the words.

Moose pool soon food spoon noon



Touch and point to each dot and read the words in each sentence.



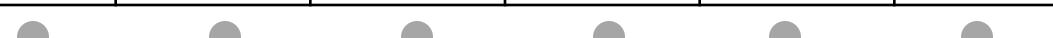
Mel	Moose	will	go	to	the	pool.
-----	-------	------	----	----	-----	-------



She	will	go	out	soon.
-----	------	----	-----	-------



Gus	Goose	will	be	there	too.
-----	-------	------	----	-------	------



Read the passages with fluency. Check one box each time you read the passage.

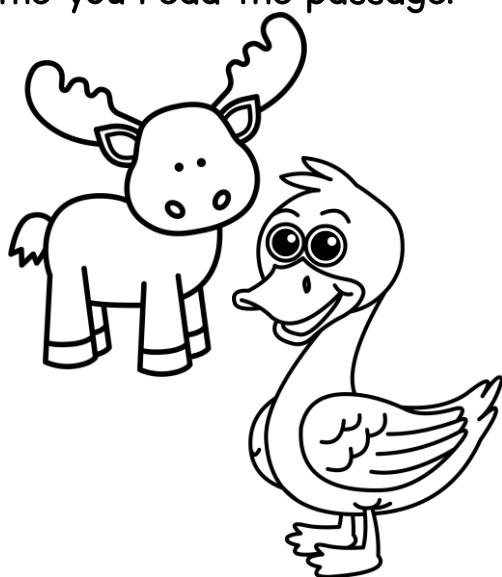
Mel Moose and Gus Goose

Mel Moose will go to the pool.

She will go out soon. She will bring lots of food and a spoon.

She will go at noon to be cool.

Gus Goose will be there too.



Name: _____

Phonics Intervention

Touch and say the sound.

oo	a	m	r	g	oo	b
•	•	•	•	•	•	•
X	oo	j	oo	K	d	R
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b oo k</p> 	<p>c oo k</p> 
<p>l oo k</p> 	<p>f oo +</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>t</td> <td>oo</td> <td>k</td> </tr> </table>	t	oo	k		<table border="1"> <tr> <td>b</td> <td>oo</td> <td>k</td> </tr> </table>	b	oo	k
t	oo	k							
b	oo	k							
	<table border="1"> <tr> <td>l</td> <td>oo</td> <td>k</td> </tr> </table>	l	oo	k		<table border="1"> <tr> <td>c</td> <td>oo</td> <td>k</td> </tr> </table>	c	oo	k
l	oo	k							
c	oo	k							

Name: _____

Phonics Intervention

Touch and read the words.

woods

wool

hood

brook

hook



Touch and point to each dot and read the words in each sentence.



Will goes to the woods.



to

the

woods.



He puts on his wool hood.



on

his

wool

hood.



He gets a fish on his hook.



a

fish

on

his

hook.



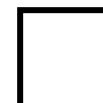
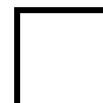
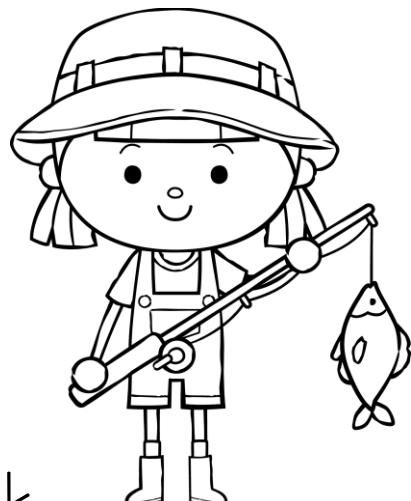
Read the passages with fluency. Check one box each time you read the passage.

To the Woods

Will goes to the woods.

He puts on his wool hood.

He goes to the brook. He gets a fish on his hook. Then, he reads a cook book. He cooks the fish. It was so good!



Name: _____

Vowel Teams - ai/ay

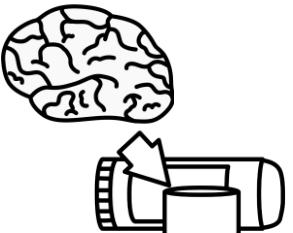
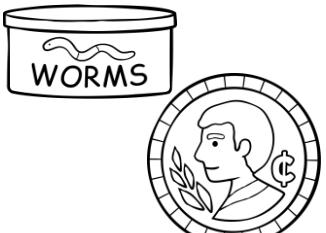
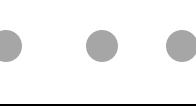
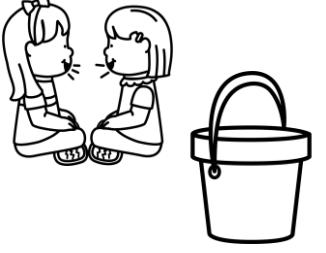
Phonics Intervention

Touch and say the sound.

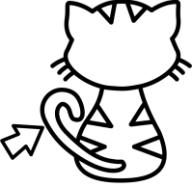
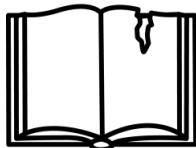
v	ai	s	p	o	ai	ay
•	•	•	•	•	•	•
w	l	ay	d	v	i	ai
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b r ai n</p>    	<p>b ai +</p>    
<p>s t r ay</p>    	<p>p ai </p>    

Look at the picture and say its name. Graph the word.

 <table border="1"><tr><td>p</td><td>r</td><td>ay</td></tr></table>	p	r	ay	 <table border="1"><tr><td>t</td><td>ai</td><td> </td></tr></table>	t	ai	
p	r	ay					
t	ai						
 <table border="1"><tr><td>f</td><td>r</td><td>ay</td></tr></table>	f	r	ay	 <table border="1"><tr><td>p</td><td> </td><td>ay</td></tr></table>	p		ay
f	r	ay					
p		ay					

Name: _____

Vowel Teams - ai/ay

Phonics Intervention

Touch and read the words.

Gail snail Sunday Jay May train rain



Touch and point to each dot and read the words in each sentence.



Gail, the snail, woke up.



She met Jay and May.



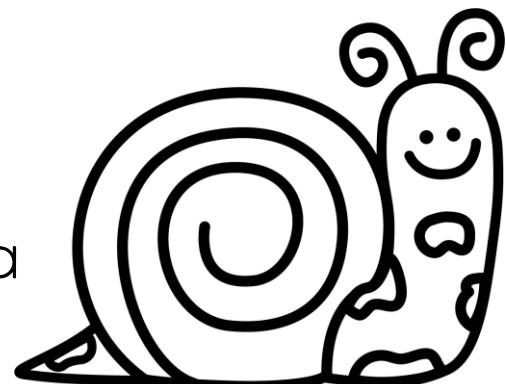
If was a good day!



Read the passages with fluency. Check one box each time you read the passage.

A Good Day

Gail, the snail, woke up on Sunday. She met her friends Jay and May. They went on a train to get away from the rain. It was a good day!



Name: _____

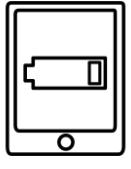
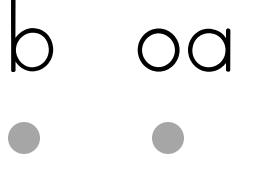
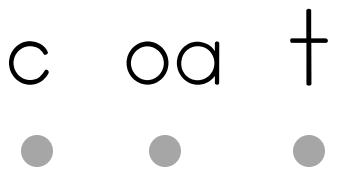
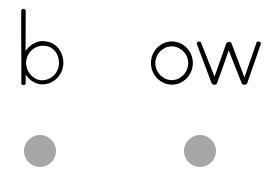
Phonics Intervention

Touch and say the sound.

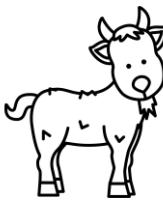
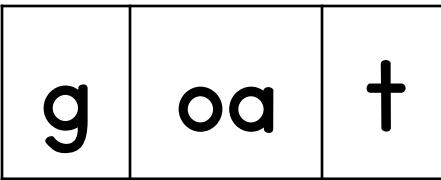
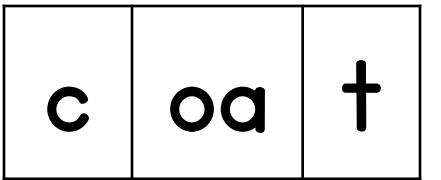
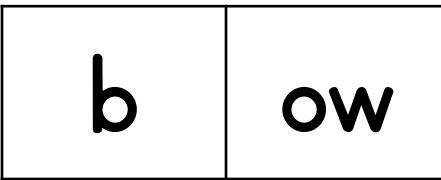
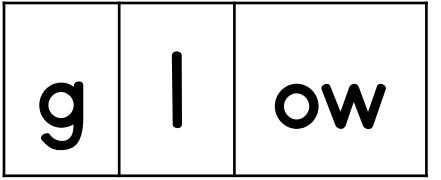
n	oa	d	s	w	z	ow
•	•	•	•	•	•	•
N	R	ow	s	B	oa	A
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

Look at the picture and say its name. Graph the word.

Name: _____

Vowel Teams - oa/ow

Phonics Intervention

Touch and read the words.

Joan coat bow rows yellow boat coast



Touch and point to each dot and read the words in each sentence.



Joan puts on her coat and bow.



She rows a yellow boat.



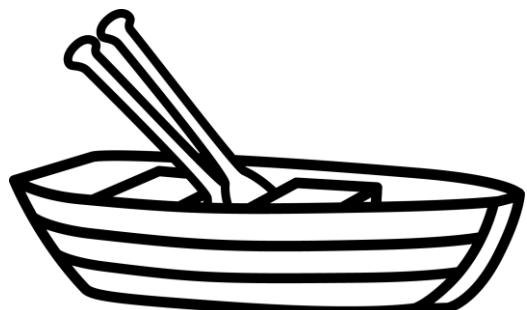
The boat is not slow.



Read the passages with fluency. Check one box each time you read the passage.

The Boat Ride

Joan puts on her coat and bow. She rows a yellow boat to the coast. The boat is not slow. She will go to the show and play in the snow.



Name: _____

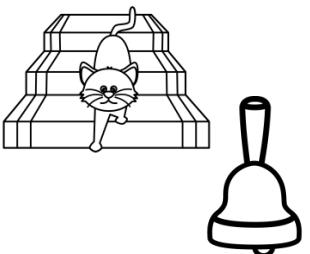
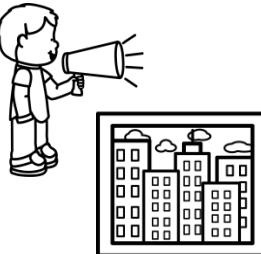
Phonics Intervention

Touch and say the sound.

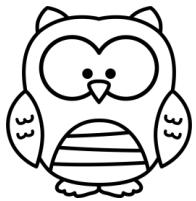
a	d	ou	e	s	ow	ou
•	•	•	•	•	•	•
E	ou	r	ow	B	a	ow
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

sh ou + 	g r ow 
d ow n 	l ou d 

Look at the picture and say its name. Graph the word.

	<table border="1" data-bbox="350 1562 775 1742"> <tr> <td>ow</td> <td>l</td> </tr> </table>	ow	l		<table border="1" data-bbox="1085 1562 1509 1742"> <tr> <td>t</td> <td>ow</td> <td>n</td> </tr> </table>	t	ow	n		
ow	l									
t	ow	n								
	<table border="1" data-bbox="350 1805 775 1985"> <tr> <td>m</td> <td>ou</td> <td>th</td> </tr> </table>	m	ou	th		<table border="1" data-bbox="1085 1805 1509 1985"> <tr> <td>r</td> <td>ou</td> <td>n</td> <td>d</td> </tr> </table>	r	ou	n	d
m	ou	th								
r	ou	n	d							

Name: _____

Phonics Intervention

Touch and read the words.

Mouse brown house down Owl couch town



Touch and point to each dot and read the words in each sentence.



Mr.	Mouse	lives	in	a	brown	house.
-----	-------	-------	----	---	-------	--------



They	will	sit	on	the	couch.
------	------	-----	----	-----	--------



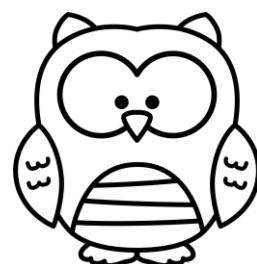
They	will	not	go	to	town.
------	------	-----	----	----	-------



Read the passages with fluency. Check one box each time you read the passage.

Mr. Mouse and Ms. Owl

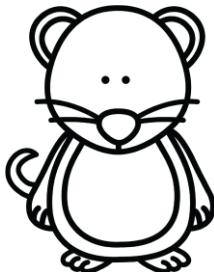
Mr. Mouse lives in a brown house.



He will go down to sit with Ms. Owl.

They will sit on the couch.

They will not go to town.



Name: _____

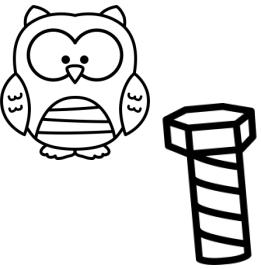
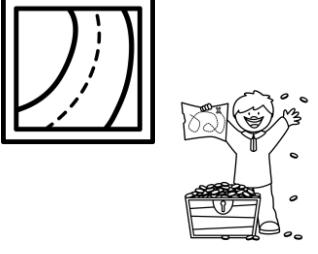
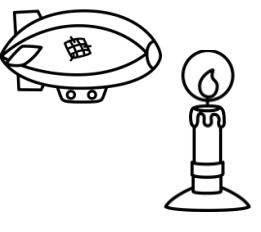
Phonics Intervention

Touch and say the sound.

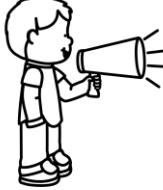
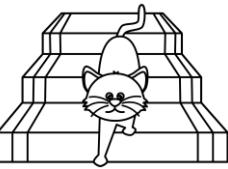
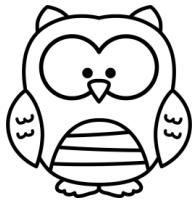
c	ou	t	m	e	ow	j
•	•	•	•	•	•	•
B	ow	J	m	J	i	ou
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

o w l • • • 	f ou n d • • • • 
f ou n d • • • • 	g l ow • • • 

Look at the picture and say its name. Graph the word.

	l ou d		d ow n
	ow l		sh ou t

Name: _____

Phonics Intervention

Touch and read the words.

brown owl house loud sound shout out



Touch and point to each dot and read the words in each sentence.



Do	you	see	the	brown	house?
----	-----	-----	-----	-------	--------

Do	not	be	loud!
----	-----	----	-------



Do	not	make	a	sound!
----	-----	------	---	--------

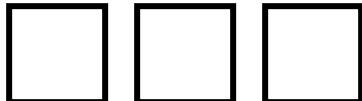
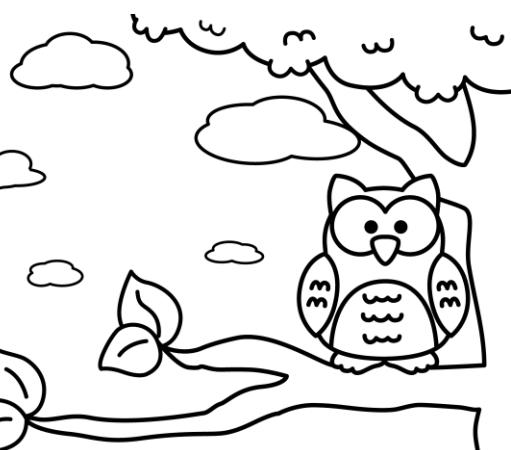
Read the passages with fluency. Check one box each time you read the passage.

Owl's House

Do you see the brown house?

The brown owl lives in that house. Do not be loud! Do not make a sound! Do not shout, so

the owl will not come out!



Name: _____

Phonics Intervention

Touch and say the sound.

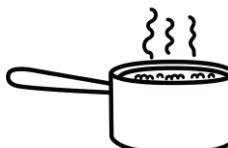
f	oi	c	w	n	r	oi
•	•	•	•	•	•	•
oi	Z	d	L	r	oi	Z
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

c oi n • • • 	s oi • • 
	
b oi • • 	f oi • • 
	

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>j</td> <td>oi</td> <td>n</td> </tr> </table>	j	oi	n		<table border="1"> <tr> <td>s</td> <td>oi</td> <td>l</td> </tr> </table>	s	oi	l
j	oi	n							
s	oi	l							
	<table border="1"> <tr> <td>b</td> <td>oi</td> <td>l</td> </tr> </table>	b	oi	l		<table border="1"> <tr> <td>c</td> <td>oi</td> <td>n</td> </tr> </table>	c	oi	n
b	oi	l							
c	oi	n							

Name: _____

Phonics Intervention

Touch and read the words.

oink noisy coin soil moist foil

• • • • • •

Touch and point to each dot and read the words in each sentence.



The noisy pig sees a coin.

• • • • • •



The soil is moist.

• • • •



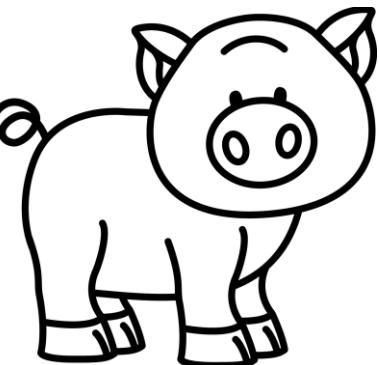
If is just foil.

• • • •

Read the passages with fluency. Check one box each time you read the passage.

Oink, oink, oink

Oink, oink, oink. The noisy pig
sees a coin in the soil. The soil
is moist. Oh, no!



It is not a coin. It is just foil.



Name: _____

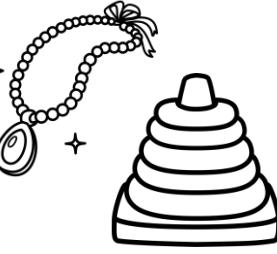
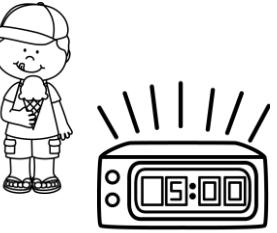
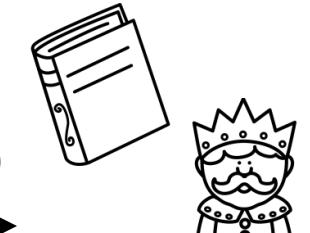
Phonics Intervention

Touch and say the sound.

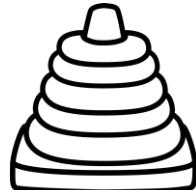
z	x	t	oy	t	y	w
•	•	•	•	•	•	•
W	oy	A	E	p	I	oy
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>t oy</p>  <p>→</p>	<p>s oy</p>  <p>→</p>
<p>b oy</p>  <p>→</p>	<p>r oy a l</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>j</td> <td>oy</td> </tr> </table>	j	oy	 <table border="1"> <tr> <td>b</td> <td>oy</td> </tr> </table>	b	oy		
j	oy						
b	oy						
 <table border="1"> <tr> <td>r</td> <td>oy</td> <td>a</td> <td>l</td> </tr> </table>	r	oy	a	l	 <table border="1"> <tr> <td>t</td> <td>oy</td> </tr> </table>	t	oy
r	oy	a	l				
t	oy						

Name: _____

Diphthongs - oy

Phonics Intervention

Touch and read the words.

Roy royal Boy toy cowboy joy

Touch and point to each dot and read the words in each sentence.



Roy	is	a	royal	boy.
-----	----	---	-------	------



He	loves	his	toys.
----	-------	-----	-------



He	is	full	of	joy.
----	----	------	----	------

Read the passages with fluency. Check one box each time you read the passage.

The Royal Boy

Roy is a royal boy.

He loves his toys.

His mom gave him a toy

cowboy. He is full of joy.



Name: _____

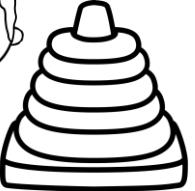
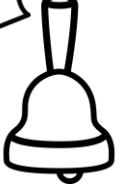
Phonics Intervention

Touch and say the sound.

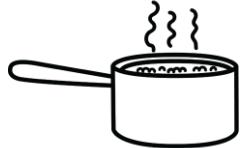
r	oy	n	g	x	oi	g
•	•	•	•	•	•	•
f	b	oy	oi	A	m	oi
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

c oi n  	t oy  
f oi  	b oy  

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>s</td> <td>oi</td> <td>l</td> </tr> </table>	s	oi	l	 <table border="1"> <tr> <td>s</td> <td>oy</td> </tr> </table>	s	oy	
s	oi	l					
s	oy						
 <table border="1"> <tr> <td>j</td> <td>oi</td> <td>n</td> </tr> </table>	j	oi	n	 <table border="1"> <tr> <td>b</td> <td>oi</td> <td>l</td> </tr> </table>	b	oi	l
j	oi	n					
b	oi	l					

Name: _____

Phonics Intervention

Touch and read the words.

Troy boy points soil coin moist



Touch and point to each dot and read the words in each sentence.



Troy	is	a	boy.
------	----	---	------



He	points	to	the	soil.
----	--------	----	-----	-------



He	is	full	of	joy.
----	----	------	----	------

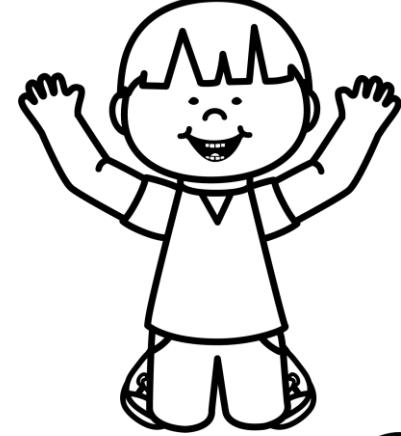
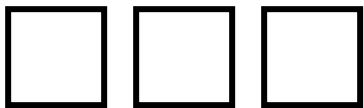


Read the passages with fluency. Check one box each time you read the passage.

Troy

Troy is a boy. He points to the soil. He finds a coin in the moist soil.

He jumps with joy!



Name: _____

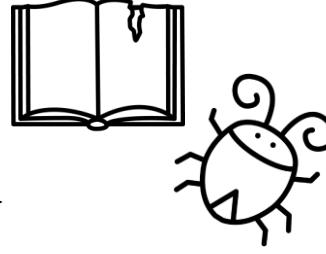
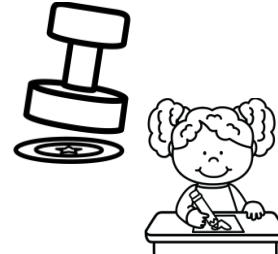
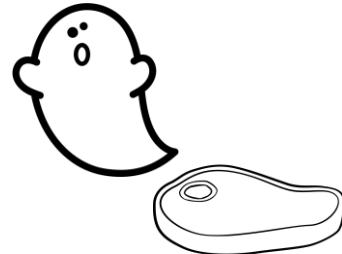
Phonics Intervention

Touch and say the sound.

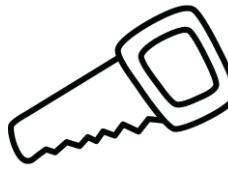
j	au	p	au	b	x	aw
•	•	•	•	•	•	•
aw	h	c	T	C	au	aw
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

 <p>aw n</p> <p>→</p>	 <p>f l aw</p> <p>→</p>
 <p>d r aw</p> <p>→</p>	 <p>r aw</p> <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>c</td> <td>l</td> <td>aw</td> </tr> </table>	c	l	aw		<table border="1"> <tr> <td>s</td> <td>au</td> <td>ce</td> </tr> </table>	s	au	ce
c	l	aw							
s	au	ce							
	<table border="1"> <tr> <td>p</td> <td>aw</td> </tr> </table>	p	aw		<table border="1"> <tr> <td>s</td> <td>aw</td> </tr> </table>	s	aw		
p	aw								
s	aw								

Name: _____

Phonics Intervention

Touch and read the words.

Paul Shaun lawn draw paws hawk claws



Touch and point to each dot and read the words in each sentence.



Paul and Shaun sit on the lawn.



They like to draw.



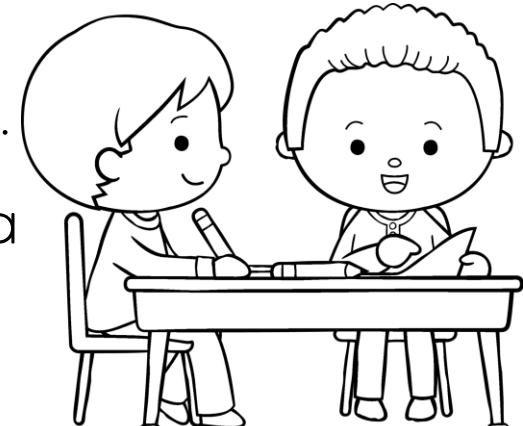
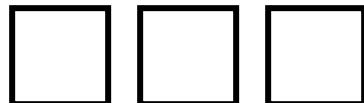
Paul draws a dog with brown paws.



Read the passages with fluency. Check one box each time you read the passage.

Paul and Shawn

Paul and Shaun sit on the lawn.

They like to draw. Paul draws a
dog with brown paws.Shaun draws a hawk with
brown claws.

Name: _____

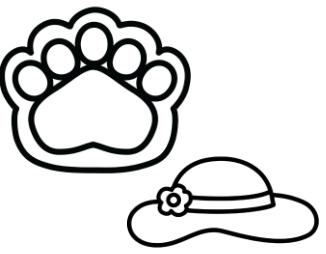
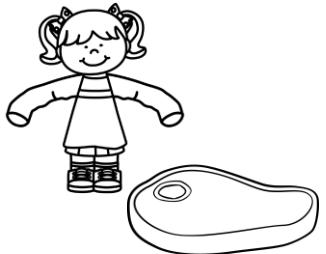
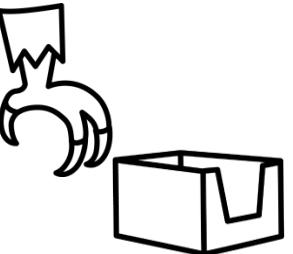
Phonics Intervention

Touch and say the sound.

i	j	au	u	g	a	aw
•	•	•	•	•	•	•
J	aw	M	R	v	au	m
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>p aw</p>  <p>→</p>	<p>s aw</p>  <p>→</p>
<p>r aw</p>  <p>→</p>	<p>c aw</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>f</td> <td>l</td> <td>aw</td> </tr> </table>	f	l	aw	 <table border="1"> <tr> <td>l</td> <td>aw</td> <td>n</td> </tr> </table>	l	aw	n
f	l	aw					
l	aw	n					
 <table border="1"> <tr> <td>s</td> <td>au</td> <td>ce</td> </tr> </table>	s	au	ce	 <table border="1"> <tr> <td>d</td> <td>r</td> <td>aw</td> </tr> </table>	d	r	aw
s	au	ce					
d	r	aw					

Name: _____

Phonics Intervention

Touch and read the words.

Dawn Paul yawns lawn sauce straw jaw



Touch and point to each dot and read the words in each sentence.



It is dawn.



He sits on the lawn.

He drinks sauce with a straw.



Read the passages with fluency. Check one box each time you read the passage.

On the Lawn

It is dawn. Paul yawns while he sits on the lawn. He drinks sauce with a straw so he won't hurt his jaw.



Name: _____

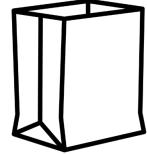
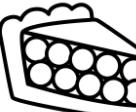
Phonics Intervention

Touch and say the sound.

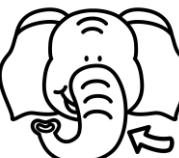
ng	i	y	k	j	nk	v
•	•	•	•	•	•	•
N	nk	d	u	ng	Z	d
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>sh r u nk</p>   <p>→</p>	<p>t a nk</p>   <p>→</p>
<p>b a nk</p>   <p>→</p>	<p>ch u nk</p>   <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>p</td> <td>i</td> <td>nk</td> </tr> </table>	p	i	nk		<table border="1"> <tr> <td>p</td> <td>o</td> <td>ng</td> </tr> </table>	p	o	ng	
p	i	nk								
p	o	ng								
	<table border="1"> <tr> <td>s</td> <td>u</td> <td>nk</td> </tr> </table>	s	u	nk		<table border="1"> <tr> <td>t</td> <td>r</td> <td>u</td> <td>nk</td> </tr> </table>	t	r	u	nk
s	u	nk								
t	r	u	nk							

Name: _____

Phonics Intervention

Touch and read the words.

Frank skunk bunk blink drink sink

Touch and point to each dot and read the words in each sentence.



Frank	is	a	skunk.
-------	----	---	--------



He	is	in	his	bunk.
----	----	----	-----	-------



He	cannot	sleep	or	blink.
----	--------	-------	----	--------

Read the passages with fluency. Check one box each time you read the passage.

The Skunk

Frank is a skunk. He is in his bunk. He cannot sleep or blink. He will get a drink from the sink.



Name: _____

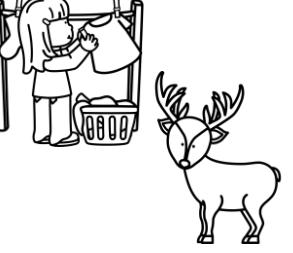
Phonics Intervention

Touch and say the sound.

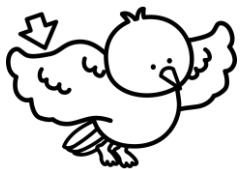
g	k	o	ng	j	w	ng
•	•	•	•	•	•	•
u	ng	z	ng	g	T	Y
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>r u ng</p> 	<p>b l i ng</p> 
<p>s o ng</p> 	<p>h a ng</p> 

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr> <td>w</td> <td>i</td> <td>ng</td> </tr> </table>	w	i	ng	 <table border="1"> <tr> <td>s</td> <td>a</td> <td>ng</td> </tr> </table>	s	a	ng
w	i	ng					
s	a	ng					
 <table border="1"> <tr> <td>p</td> <td>o</td> <td>ng</td> </tr> </table>	p	o	ng	 <table border="1"> <tr> <td>k</td> <td>i</td> <td>ng</td> </tr> </table>	k	i	ng
p	o	ng					
k	i	ng					

Name: _____

Phonics Intervention

Touch and read the words.

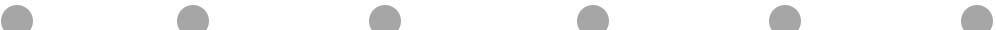
King Pong long sing songs ping lungs strong



Touch and point to each dot and read the words in each sentence.



King Pong sings all day long.




He loves to sing songs.




If makes his lungs strong.

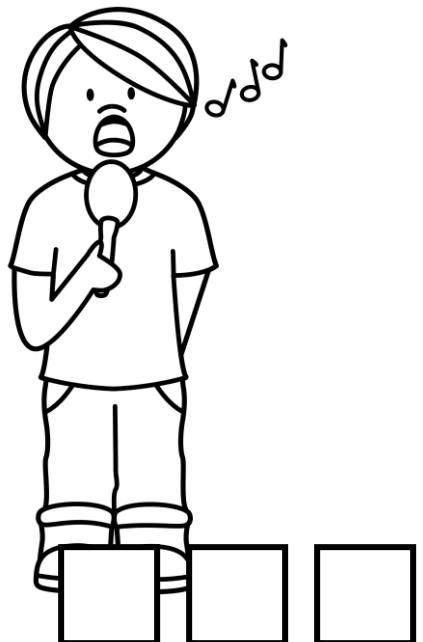


Read the passages with fluency. Check one box each time you read the passage.

King Pong

King Pong sings all day long.

He loves to sing songs while
he plays ping pong. It
makes his lungs strong.



Name: _____

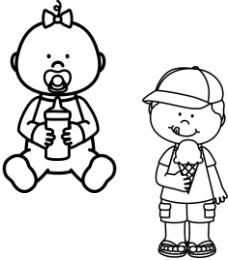
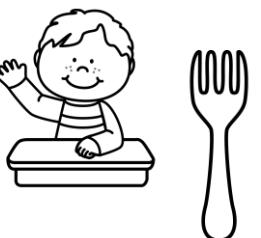
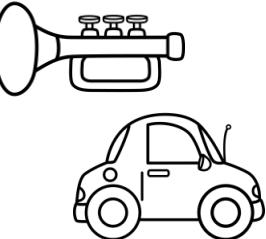
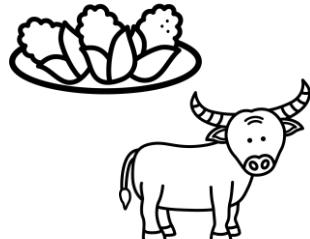
Phonics Intervention

Touch and say the sound.

m	n	c	m	or	x	or
•	•	•	•	•	•	•
or	C	or	E	y	r	N
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>b or n</p>  <p>→</p>	<p>f or k</p>  <p>→</p>
<p>h or n</p>  <p>→</p>	<p>c or n</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>p</td> <td>or</td> <td>ch</td> </tr> </table>	p	or	ch		<table border="1"> <tr> <td>n</td> <td>or</td> <td>th</td> </tr> </table>	n	or	th
p	or	ch							
n	or	th							
	<table border="1"> <tr> <td>th</td> <td>or</td> <td>n</td> </tr> </table>	th	or	n		<table border="1"> <tr> <td>f</td> <td>or</td> <td>k</td> </tr> </table>	f	or	k
th	or	n							
f	or	k							

Name: _____

Phonics Intervention

Touch and read the words.

Stork chores porch corn store shore



Touch and point to each dot and read the words in each sentence.



Ms. Stork did her chores.



She sat on her porch.



She went to the store beside the shore.



Read the passages with fluency. Check one box each time you read the passage.

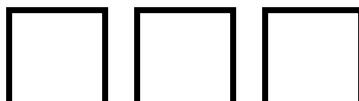
A Trip to the Store

Ms. Stork did her chores.



She sat on her porch. "I don't have any corn," said Ms. Stork.

She went to the store beside the shore.



Name: _____

Phonics Intervention

Touch and say the sound.

m	r	s	ar	r	l	ar
•	•	•	•	•	•	•
G	H	ar	m	x	f	N
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

c ar  &	s t ar 
• •	• • •
→	→
b ar n  	f ar  
• • •	• •
→	→

Look at the picture and say its name. Graph the word.

	<table border="1"><tr><td>p</td><td>ar</td><td>k</td></tr></table>	p	ar	k		<table border="1"><tr><td>b</td><td>ar</td><td>n</td></tr></table>	b	ar	n
p	ar	k							
b	ar	n							
	<table border="1"><tr><td>d</td><td>ar</td><td>k</td></tr></table>	d	ar	k		<table border="1"><tr><td>c</td><td>ar</td></tr></table>	c	ar	
d	ar	k							
c	ar								

Name: _____

Phonics Intervention

Touch and read the words.

Marc Barb parke
 b d car scarf park Mark harp stars

Touch and point to each dot and read the words in each sentence.



Last	March,	Barb	parked	the	car.
------	--------	------	--------	-----	------

She put on a scarf.



She	played	the	harp	under	the	stars.
-----	--------	-----	------	-------	-----	--------

Read the passages with fluency. Check one box each time you read the passage.

Under the Stars

Last March, Barb parked the car. She put on a scarf and went to the park. She met her friend Mark and played the harp under the stars.



Name: _____

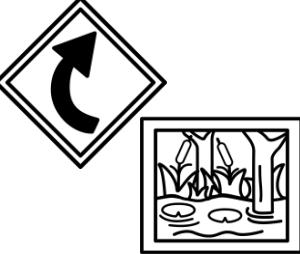
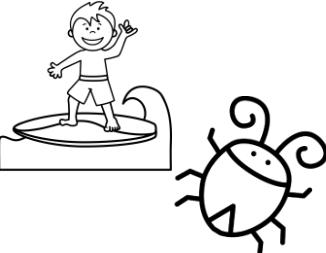
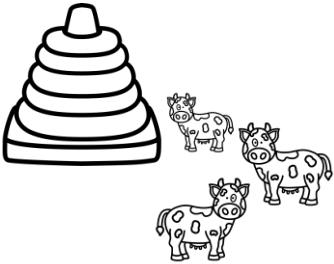
Phonics Intervention

Touch and say the sound.

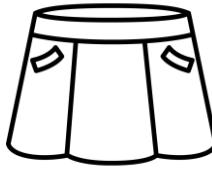
h	t	er	f	h	ir	ur
•	•	•	•	•	•	•
o	ir	J	er	h	ur	M
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>t ur n</p> 	<p>s ur f</p> 
<p>b ir d</p> 	<p>h er d</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>s</td> <td>k</td> <td>ir</td> <td>+</td> </tr> </table>	s	k	ir	+		<table border="1"> <tr> <td>f</td> <td>ir</td> <td>s</td> <td>+</td> </tr> </table>	f	ir	s	+
s	k	ir	+								
f	ir	s	+								
	<table border="1"> <tr> <td>c</td> <td>l</td> <td>er</td> <td>k</td> </tr> </table>	c	l	er	k		<table border="1"> <tr> <td>c</td> <td>ur</td> <td>l</td> </tr> </table>	c	ur	l	
c	l	er	k								
c	ur	l									

Name: _____

Phonics Intervention

Touch and read the words.

after dinner Bert clerk shirt skirt



Touch and point to each dot and read the words in each sentence.



The	clerk	had	a	purple	shirt	and	skirt.
-----	-------	-----	---	--------	-------	-----	--------

He	got	a	green	fern.
----	-----	---	-------	-------



He	will	water	the	fern.
----	------	-------	-----	-------

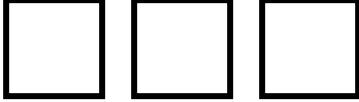
Read the passages with fluency. Check one box each time you read the passage.

Bert and the Clerk

After dinner, Bert went to the shop clerk. The clerk had a purple shirt and skirt.

He got a green fern.

He will water the fern every



Name: _____

Silent Digraphs - kn

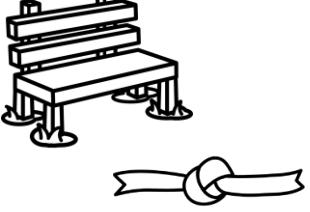
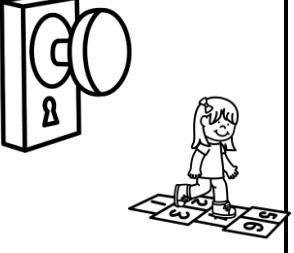
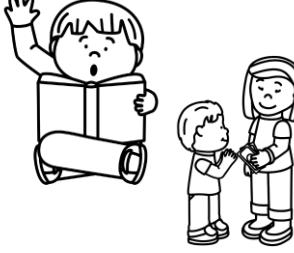
Phonics Intervention

Touch and say the sound.

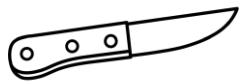
c	kn	t	w	z	o	kn
•	•	•	•	•	•	•
W	x	kn	z	H	V	h
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>kn ee</p> <p>• •</p> <p>→</p> 	<p>kn o t</p> <p>• • •</p> <p>→</p> 
<p>kn o b</p> <p>• • •</p> <p>→</p> 	<p>kn ow</p> <p>• •</p> <p>→</p> 

Look at the picture and say its name. Graph the word.

 <p>kn o b</p>	 <p>kn ee</p>
 <p>kn o t</p>	 <p>kn i fe</p>

Name: _____

Phonics Intervention

Touch and read the words.

knock knight knee knob knot knows unknot



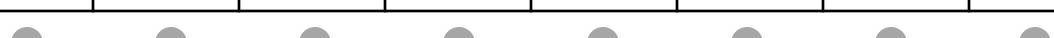
Touch and point to each dot and read the words in each sentence.



The	knight	hears	a	knock.
-----	--------	-------	---	--------



His	knee	hurts	as	he	turns	the	knob.
-----	------	-------	----	----	-------	-----	-------



The	knight	knows	how	to	unknot	it.
-----	--------	-------	-----	----	--------	-----



Read the passages with fluency. Check one box each time you read the passage.

The Knight

Knock, Knock! The knight hears a knock on the door. His knee hurts as he turns the knob. The king needs help with a big knot. The knight knows how to unknot it.



Name: _____

Phonics Intervention

Touch and say the sound.

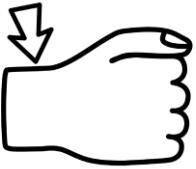
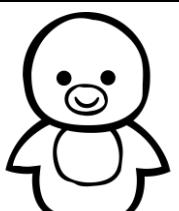
v	wr	s	u	wr	v	b
•	•	•	•	•	•	•
W	p	K	a	wr	x	K
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

wr i te • • • →	wr i s t • • • • →
wr e ck • • • →	wr e n • • • →

Look at the picture and say its name. Graph the word.

	<table border="1" data-bbox="349 1564 773 1733"> <tr> <td>wr</td> <td>i</td> <td>s</td> <td>t</td> </tr> </table>	wr	i	s	t		<table border="1" data-bbox="1062 1564 1486 1733"> <tr> <td>wr</td> <td>i</td> <td>te</td> </tr> </table>	wr	i	te
wr	i	s	t							
wr	i	te								
	<table border="1" data-bbox="349 1797 773 1966"> <tr> <td>wr</td> <td>e</td> <td>ck</td> </tr> </table>	wr	e	ck		<table border="1" data-bbox="1062 1797 1486 1966"> <tr> <td>wr</td> <td>e</td> <td>n</td> </tr> </table>	wr	e	n	
wr	e	ck								
wr	e	n								

Name: _____

Phonics Intervention

Touch and read the words.

Wren

write

wrap

wrist

Touch and point to each dot and read the words in each sentence.



Mr.	Wren	gets	a	gift.
-----	------	------	---	-------

Mr.	Wren	can	write	well.
-----	------	-----	-------	-------



I	hope	I	don't	hurt	my	wrist.
---	------	---	-------	------	----	--------

Read the passages with fluency. Check one box each time you read the passage.

A Gift From Mr. Wren

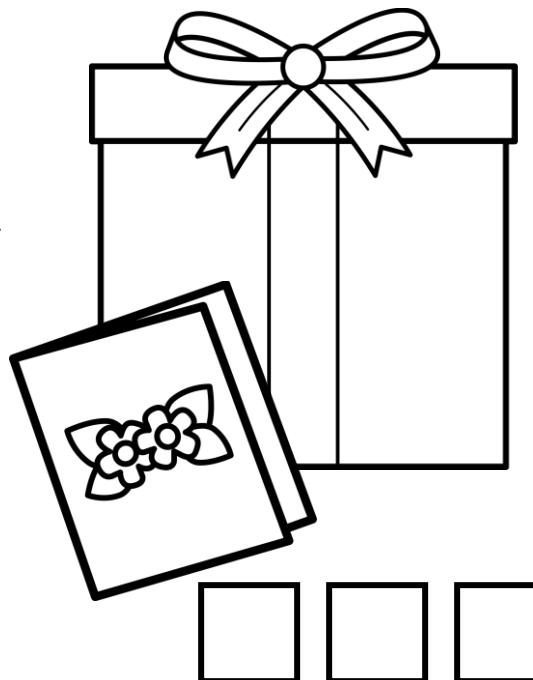
Mr. Wren gets a gift for his pal.

"I will write a card," said Mr.

Wren. Mr. Wren can write well.

He will wrap the gift.

I hope I don't hurt my wrist.



Name: _____

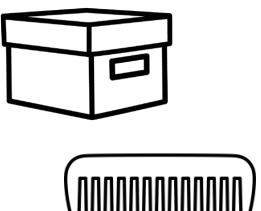
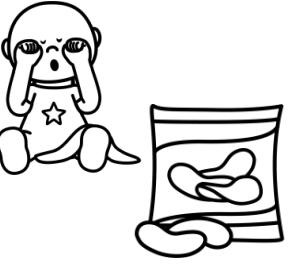
Phonics Intervention

Touch and say the sound.

f	h	mb	u	c	w	mb
•	•	•	•	•	•	•
mb	D	R	mb	E	Z	M
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>c l i mb</p>  <p>→</p>	<p>c o mb</p>  <p>→</p>
<p>n u mb</p>  <p>→</p>	<p>l i mb</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>th u mb</p>	 <p>c o mb</p>
 <p>n u mb</p>	 <p>l a mb</p>

Name: _____

Phonics Intervention

Touch and read the words.

climb

numb

thumb

Touch and point to each dot and read the words in each sentence.



I	must	climb	the	hill.
---	------	-------	-----	-------

• • • • •



I	climb	and	climb,	but	my	legs	are	numb.
---	-------	-----	--------	-----	----	------	-----	-------

• • • • • • • •



I	climb	and	hurt	my	thumb.
---	-------	-----	------	----	--------

• • • • •

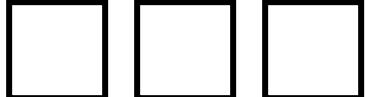
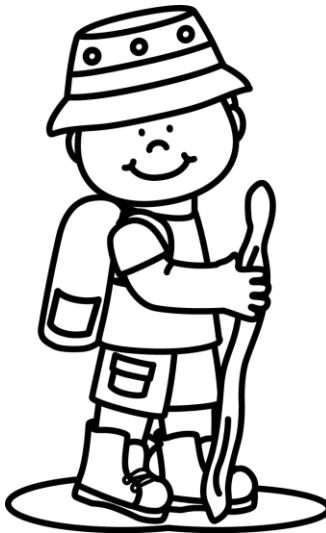
Read the passages with fluency. Check one box each time you read the passage.

The Hill

I must climb the hill.

I climb and climb, but my
legs are numb.

I climb and hurt my thumb.



Name: _____

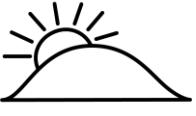
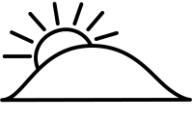
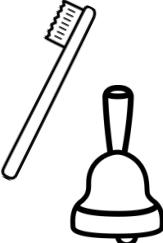
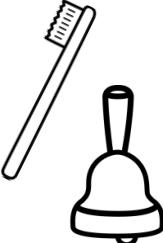
Phonics Intervention

Touch and say the sound.

p	m	r	p	a	z	f
•	•	•	•	•	•	•
B	c	t	B	y	x	f
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>bed t i me</p>  <p>→</p> <p>bed t i me</p> 	<p>sunr i se</p>  <p>→</p> <p>sunr i se</p> 
<p>t oo th brush</p>  <p>→</p> <p>t oo th brush</p> 	<p>ba th tub</p>  <p>→</p> <p>ba th tub</p> 

Look at the picture and say its name. Graph the word.

 <p>bathtub</p>	 <p>pancakes</p>
 <p>bedtime</p>	 <p>toothbrush</p>

Name: _____

Phonics Intervention

Touch and read the words.

bedtime toothbrush bathtub



Touch and point to each dot and read the words in each sentence.



It	is	bedtime	for	Jan.
----	----	---------	-----	------



Jan.	gets	her	toothbrush.
------	------	-----	-------------



Jan	gets	in	the	bathtub.
-----	------	----	-----	----------



Read the passages with fluency. Check one box each time you read the passage.

Bedtime

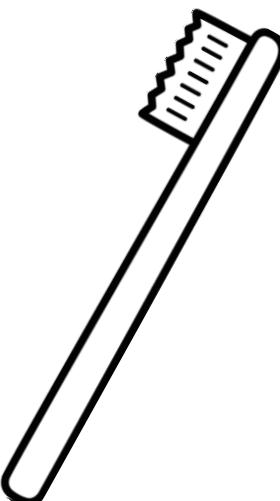
It is bedtime for Jan.

Jan gets her toothbrush.

Brush, brush, brush!

Jan gets in the bathtub.

Scrub, scrub, scrub.



Name: _____

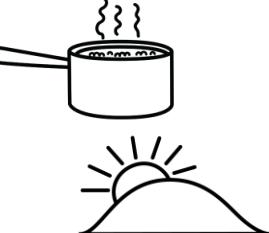
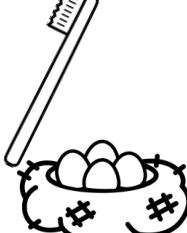
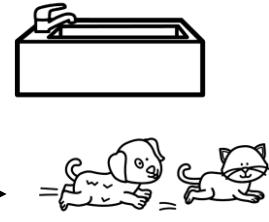
Phonics Intervention

Touch and say the sound.

j	p	i	b	a	z	k
•	•	•	•	•	•	•
a	d	p	N	z	s	P
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>sunr i se</p>  <p>→</p>	<p>t oo th brush</p>  <p>→</p>
<p>ba th tub</p>  <p>→</p>	<p>pan c a ke s</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <table border="1"> <tr><td>cupc a ke s</td></tr> </table>	cupc a ke s	 <table border="1"> <tr><td>sun sh i ne</td></tr> </table>	sun sh i ne
cupc a ke s			
sun sh i ne			
 <table border="1"> <tr><td>pa th w ay</td></tr> </table>	pa th w ay	 <table border="1"> <tr><td>pop c or n</td></tr> </table>	pop c or n
pa th w ay			
pop c or n			

Name: _____

Phonics Intervention

Touch and read the words.

sunrise pancakes popcorn cupcakes pathway sunshine



Touch and point to each dot and read the words in each sentence.



May	wakes	up	at	sunrise	each	day.
-----	-------	----	----	---------	------	------



She	makes	pancakes,	popcorn,	and	cupcakes.
-----	-------	-----------	----------	-----	-----------



Then,	she	sits	on	the	pathway.
-------	-----	------	----	-----	----------



Read the passages with fluency. Check one box each time you read the passage.

May's Day

May wakes up at sunrise each day. She makes pancakes, popcorn, and cupcakes.

Then, she sits on the pathway in the sunshine.



Name: _____

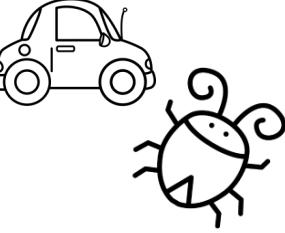
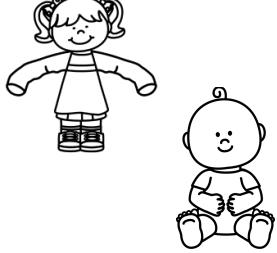
Phonics Intervention

Touch and say the sound.

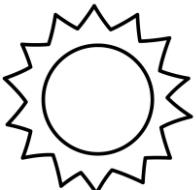
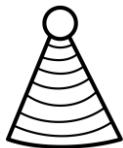
y	w	m	t	w	y	f
•	•	•	•	•	•	•
U	B	y	U	B	k	y
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>t i n y</p>  <p>→</p>	<p>j e l l y</p>  <p>→</p>
<p>b a b y</p>  <p>→</p>	<p>m o m m y</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>s</td> <td>u</td> <td>n</td> <td>n</td> <td>y</td> </tr> </table>	s	u	n	n	y		<table border="1"> <tr> <td>c</td> <td>a</td> <td>n</td> <td>d</td> <td>y</td> </tr> </table>	c	a	n	d	y
s	u	n	n	y									
c	a	n	d	y									
	<table border="1"> <tr> <td>p</td> <td>a</td> <td>r</td> <td>t</td> <td>y</td> </tr> </table>	p	a	r	t	y		<table border="1"> <tr> <td>h</td> <td>a</td> <td>n</td> <td>d</td> <td>y</td> </tr> </table>	h	a	n	d	y
p	a	r	t	y									
h	a	n	d	y									

Name: _____

Phonics Intervention

Touch and read the words.

Mommy tiny baby sunny party jelly



Touch and point to each dot and read the words in each sentence.



Mommy	has	a	tiny	baby.
-------	-----	---	------	-------



They	will	go	out	on	a	sunny	day.
------	------	----	-----	----	---	-------	------



They	will	go	to	a	party.
------	------	----	----	---	--------

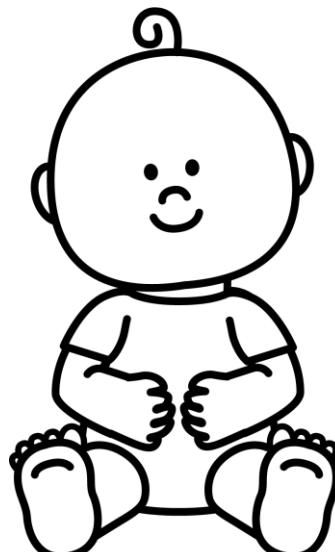


Read the passages with fluency. Check one box each time you read the passage.

Sunny Day

Mommy has a tiny baby.

They will go out on a sunny day. They will go to a party and eat jelly.



Name: _____

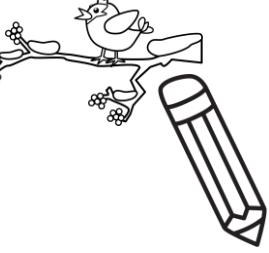
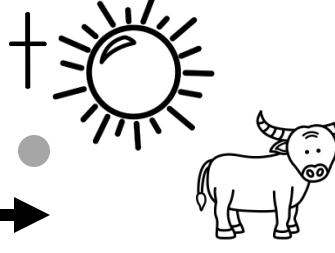
Phonics Intervention

Touch and say the sound.

b	igh	c	l	igh	o	b
•	•	•	•	•	•	•
l	y	igh	j	y	e	Z
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>t r y</p>  	<p>h igh</p> 
<p>f l y</p> 	<p>b r igh t</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>b</td> <td>r</td> <td>igh</td> <td>t</td> </tr> </table>	b	r	igh	t		<table border="1"> <tr> <td>h</td> <td>igh</td> </tr> </table>	h	igh
b	r	igh	t						
h	igh								
	<table border="1"> <tr> <td>s</td> <td>k</td> <td>y</td> </tr> </table>	s	k	y		<table border="1"> <tr> <td>f</td> <td>l</td> <td>y</td> </tr> </table>	f	l	y
s	k	y							
f	l	y							

Name: _____

Phonics Intervention

Touch and read the words.

bright sky fly high try



Touch and point to each dot and read the words in each sentence.



The baby bird looked at the sky.



It wished it could fly.



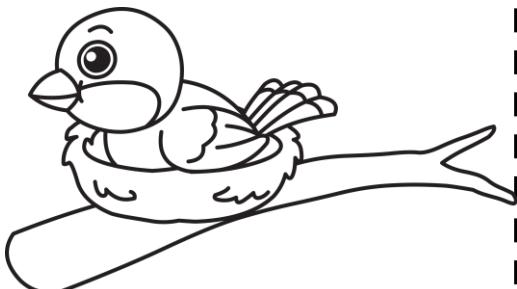
The baby bird will try.



Read the passages with fluency. Check one box each time you read the passage.

The Baby Bird

One bright sunny day, the baby bird looked at the sky. It wished it could fly, but the sky was so high. The baby bird will try.



Name: _____

Phonics Intervention

Touch and say the sound.

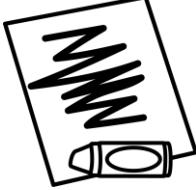
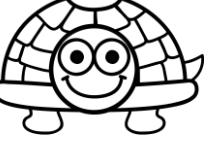
g	n	b	v	n	p	n
•	•	•	•	•	•	•
b	M	f	w	i	P	U
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>t ur t le 8</p>  <p>→</p>	<p>b u bb le</p>  <p>→</p>
<p>l i tt le</p>  <p>→</p>	<p>t a b le</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr><td>s</td><td>c</td><td>r</td><td>i</td><td>b</td><td>b</td><td>l</td><td>e</td></tr> </table>	s	c	r	i	b	b	l	e		<table border="1"> <tr><td>t</td><td>u</td><td>r</td><td>t</td><td>l</td><td>e</td></tr> </table>	t	u	r	t	l	e
s	c	r	i	b	b	l	e										
t	u	r	t	l	e												
	<table border="1"> <tr><td>g</td><td>i</td><td>g</td><td>g</td><td>l</td><td>e</td></tr> </table>	g	i	g	g	l	e		<table border="1"> <tr><td>c</td><td>i</td><td>r</td><td>c</td><td>l</td><td>e</td></tr> </table>	c	i	r	c	l	e		
g	i	g	g	l	e												
c	i	r	c	l	e												

Name: _____

Phonics Intervention

Touch and read the words.

little turtle scribble circle giggle



Touch and point to each dot and read the words in each sentence.



Tom	is	a	little	turtle.
-----	----	---	--------	---------



He	loves	to	scribble	and	draw	a	circle.
----	-------	----	----------	-----	------	---	---------



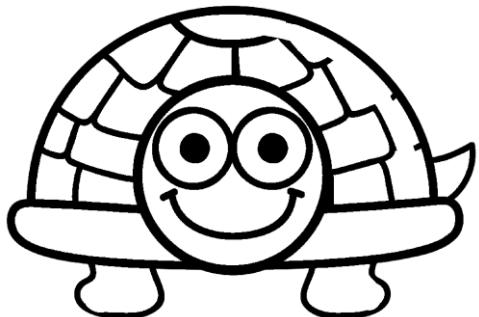
It	is	so	simple	but	makes	him	giggle.
----	----	----	--------	-----	-------	-----	---------



Read the passages with fluency. Check one box each time you read the passage.

The Little Turtle

Tom is a little turtle.



He loves to scribble and
draw a circle. It is so simple
but makes him giggle.



Name: _____

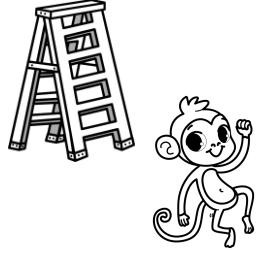
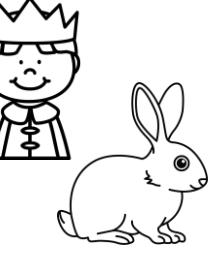
Phonics Intervention

Touch and say the sound.

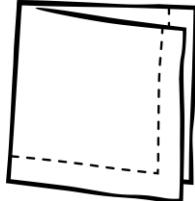
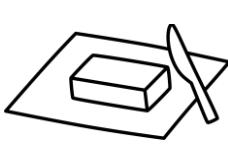
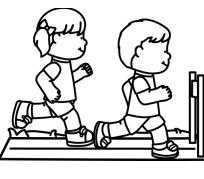
e	p	i	t	y	u	m
•	•	•	•	•	•	•
s	d	L	r	h	c	W
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>s u mm er</p> 	<p>l a dd er</p> 
<p>r a bb i t</p> 	<p>m u ff i n</p> 

Look at the picture and say its name. Graph the word.

	<p>napkin</p>		<p>tastes</p>
	<p>butter</p>		<p>better</p>

Name: _____

Phonics Intervention

Touch and read the words.

summer rabbit ladder muffin napkin butter tastes better



Touch and point to each dot and read the words in each sentence.



It is Summer.

It is Summer.



Ron Rabbit is on the ladder.

Ron Rabbit is on the ladder.



He will get a muffin and napkin.

He will get a muffin and napkin.

Read the passages with fluency. Check one box each time you read the passage.

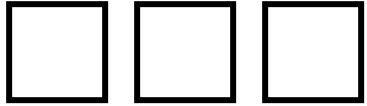
The Muffin

It is summer. Ron Rabbit is on
the ladder. He will get
a muffin and napkin.



Then, he will get butter.

It tastes better with butter.



Name: _____

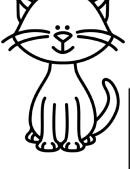
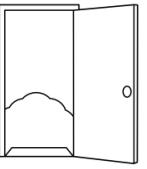
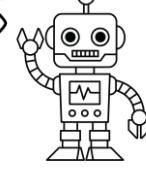
Phonics Intervention

Touch and say the sound.

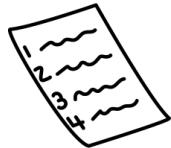
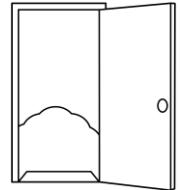
e	p	i	t	y	u	m
•	•	•	•	•	•	•
s	d	L	r	h	c	W
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>d i n er</p>  	<p>t i g er</p>  
<p>o p e n</p>  	<p>wr i te</p>  

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>p</td> <td>a</td> <td>p</td> <td>e</td> <td>r</td> </tr> </table>	p	a	p	e	r		<table border="1"> <tr> <td>o</td> <td>p</td> <td>e</td> <td>n</td> </tr> </table>	o	p	e	n	
p	a	p	e	r									
o	p	e	n										
	<table border="1"> <tr> <td>t</td> <td>i</td> <td>g</td> <td>e</td> <td>r</td> </tr> </table>	t	i	g	e	r		<table border="1"> <tr> <td>d</td> <td>i</td> <td>n</td> <td>e</td> <td>r</td> </tr> </table>	d	i	n	e	r
t	i	g	e	r									
d	i	n	e	r									

Name: _____

Phonics Intervention

Touch and read the words.

diner

open

Tiger

write

paper

Touch and point to each dot and read the words in each sentence.



The

diner

is

open.



Tiny

Tiger

is

at

the

diner.



He

will

meet

Zed

Zebra

for

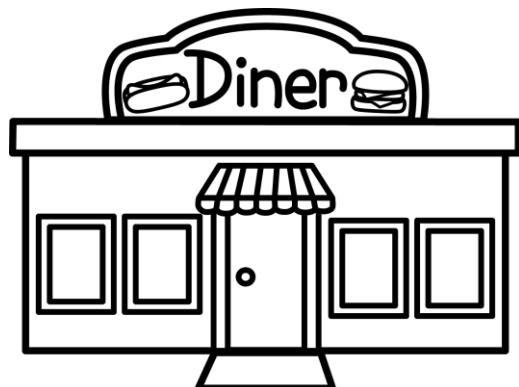
dinner.

Read the passages with fluency. Check one box each time you read the passage.

The Diner

The diner is open. Tiny Tiger is at the diner. He will meet Zed Zebra for dinner. They will sit

at the table and write the order on paper.



Name: _____

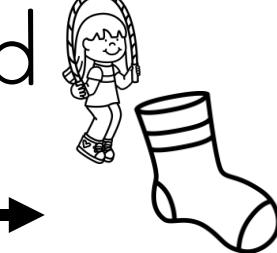
Phonics Intervention

Touch and say the sound.

c	p	a	o	v	k	m
•	•	•	•	•	•	•
A	h	I	r	m	D	t
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>w or k ed</p>  <p>→</p>	<p>l i k ed</p>  <p>→</p>
<p>k i ck ed</p>  <p>→</p>	<p>j um p ed</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

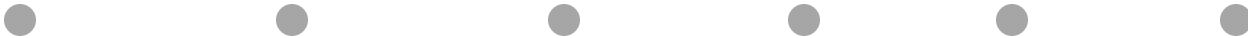
 <table border="1"> <tr> <td>c</td> <td>oo</td> <td>k</td> <td>ed</td> </tr> </table>	c	oo	k	ed	 <table border="1"> <tr> <td>w</td> <td>or</td> <td>k</td> <td>ed</td> </tr> </table>	w	or	k	ed		
c	oo	k	ed								
w	or	k	ed								
 <table border="1"> <tr> <td>p</td> <td>a</td> <td>c</td> <td>k</td> <td>ed</td> </tr> </table>	p	a	c	k	ed	 <table border="1"> <tr> <td>j</td> <td>u</td> <td>m</td> <td>p</td> <td>ed</td> </tr> </table>	j	u	m	p	ed
p	a	c	k	ed							
j	u	m	p	ed							

Name: _____

Phonics Intervention

Touch and read the words.

asked cooked packed looked jumped skipped



Touch and point to each dot and read the words in each sentence.



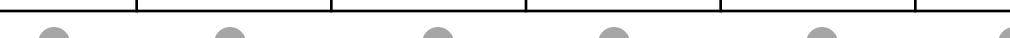
“Can	I	go	to	the	Park,”	Jill.	asked.
------	---	----	----	-----	--------	-------	--------



She	cooked	and	packed	food	with	her	mom.
-----	--------	-----	--------	------	------	-----	------



Jill	jumped	and	skipped	with	them.
------	--------	-----	---------	------	-------



Read the passages with fluency. Check one box each time you read the passage.

At the Park

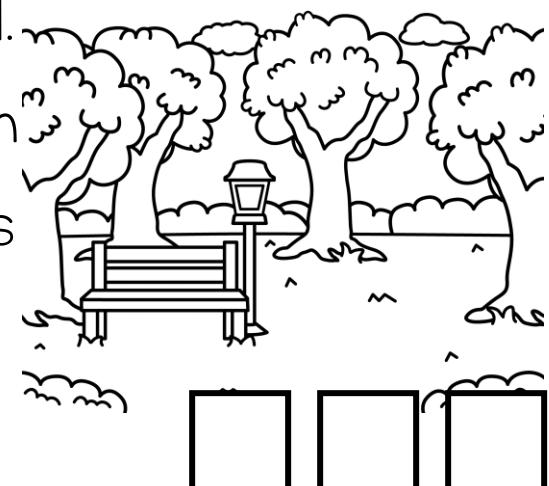
“Can I go to the park,” Jill asked.

She cooked and packed food with

her mom. She looked for her pals

at the park. Jill jumped and

skipped with them.



Name: _____

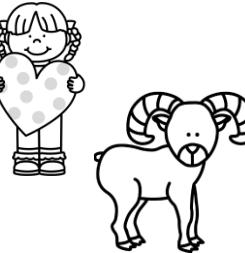
Phonics Intervention

Touch and say the sound.

k	b	g	n	v	w	y
•	•	•	•	•	•	•
o	Z	H	n	H	Y	R
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>p l ay ed</p> 	<p>sme ll ed</p> 
<p>l o v ed</p> 	<p>open ed</p> 

Look at the picture and say its name. Graph the word.

 <p>n a m ed</p>	 <p>l o v ed</p>
 <p>c l o s ed</p>	 <p>p l ay ed</p>

Name: _____

Phonics Intervention

Touch and read the words.

lived named closed loved played

• • • • •

Touch and point to each dot and read the words in each sentence.



Bill	lived	with	his	cat.
------	-------	------	-----	------

• • • • •



He	named	his	cat	Max.
----	-------	-----	-----	------

• • • • •



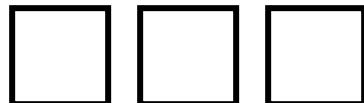
He	loved	Max	and	played	with	him	all	day.
----	-------	-----	-----	--------	------	-----	-----	------

• • • • • • • • •

Read the passages with fluency. Check one box each time you read the passage.

Bill and Max

Bill lived with his cat. He named his cat Max. He closed the door all day, so his cat won't run away. He loved Max and played with him all day.



Name: _____

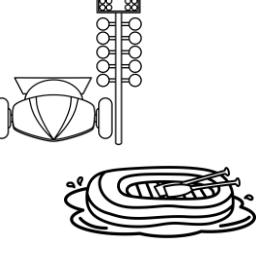
Phonics Intervention

Touch and say the sound.

k	k	x	u	d	a	i
•	•	•	•	•	•	•
G	l	n	l	A	N	j
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>planted</p>  <p>→</p>	<p>star ted</p>  <p>→</p>
<p>skated</p>  <p>→</p>	<p>vot ed</p>  <p>→</p>

Look at the picture and say its name. Graph the word.

 <p>v o t e d</p>	 <p>skated</p>
 <p>planted</p>	 <p>want ed</p>

Name: _____

Phonics Intervention

Touch and read the words.

rented wanted needed planted waited started



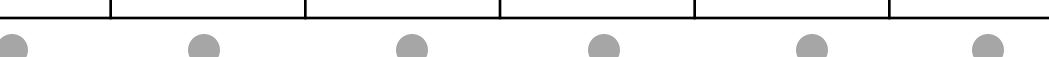
Touch and point to each dot and read the words in each sentence.



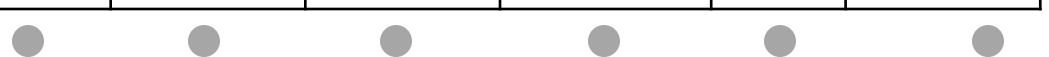
Kim	rented	a	new	home.
-----	--------	---	-----	-------



She	planted	the	seeds	and	waited.
-----	---------	-----	-------	-----	---------



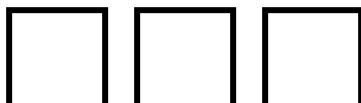
Then,	the	plants	started	to	grow.
-------	-----	--------	---------	----	-------



Read the passages with fluency. Check one box each time you read the passage.

The New Home

Kim rented a new home. She wanted a garden. She needed to get seeds. She planted the seeds and waited. She waited and waited. Then, the plants started to grow.



Name: _____

Phonics Intervention

Touch and say the sound.

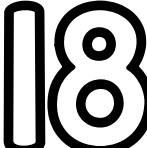
b	r	w	f	m	x	r
•	•	•	•	•	•	•
Y	F	c	H	T	U	C
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

eighteen 	eight + 
n eigh b or s 	w eigh 

Look at the picture and say its name. Graph the word.

 <table border="1" data-bbox="350 1562 750 1731"> <tr> <td>s</td> <td>l</td> <td>eigh</td> </tr> </table>	s	l	eigh	 <table border="1" data-bbox="1068 1562 1476 1731"> <tr> <td>w</td> <td>eigh</td> </tr> </table>	w	eigh	
s	l	eigh					
w	eigh						
 <table border="1" data-bbox="350 1816 791 1974"> <tr> <td>eigh</td> <td>t</td> <td>ee</td> <td>n</td> </tr> </table>	eigh	t	ee	n	 <table border="1" data-bbox="1068 1816 1476 1974"> <tr> <td>eigh</td> <td>t</td> </tr> </table>	eigh	t
eigh	t	ee	n				
eigh	t						

Name: _____

Phonics Intervention

Touch and read the words.

neighbors eighteen eight sleighs neigh sleigh



Touch and point to each dot and read the words in each sentence.



I	met	my	neighbors.
---	-----	----	------------



They	are	eighteen	years	old.
------	-----	----------	-------	------



They	have	eight	sleighs.
------	------	-------	----------



Read the passages with fluency. Check one box each time you read the passage.

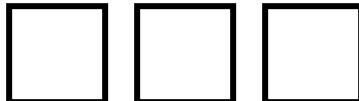
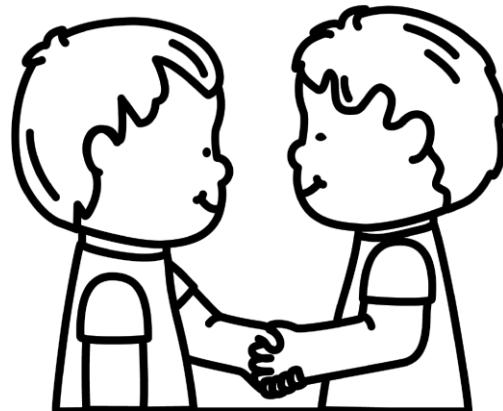
My Neighbors

I met my neighbors.

They are eighteen years old.

They have eight sleighs.

The horses say neigh as they
pull the sleigh.



Name: _____

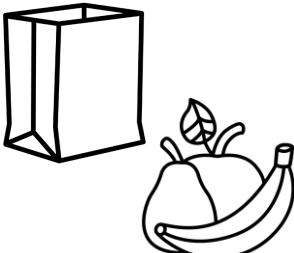
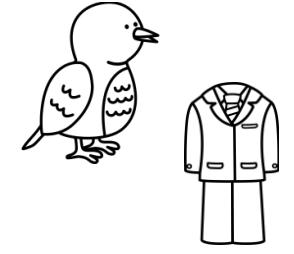
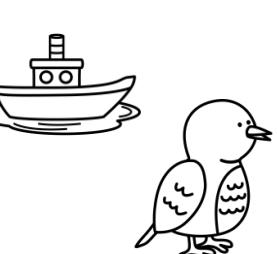
Phonics Intervention

Touch and say the sound.

a	b	ui		z	ui	s
•	•	•	•	•	•	•
z	B	ui	V	a	y	ui
•	•	•	•	•	•	•

Touch the dots and say each sound. Blend the sounds together and read the word.

Color the matching picture.

<p>f r ui t</p> 	<p>s ui t c a se</p> 
<p>s ui t</p> 	<p>c r ui se</p> 

Look at the picture and say its name. Graph the word.

	<table border="1"> <tr> <td>j</td> <td>ui</td> <td>ce</td> </tr> </table>	j	ui	ce		<table border="1"> <tr> <td>s</td> <td>ui</td> <td>+</td> </tr> </table>	s	ui	+		
j	ui	ce									
s	ui	+									
	<table border="1"> <tr> <td>c</td> <td>r</td> <td>ui</td> <td>se</td> </tr> </table>	c	r	ui	se		<table border="1"> <tr> <td>f</td> <td>r</td> <td>ui</td> <td>+</td> </tr> </table>	f	r	ui	+
c	r	ui	se								
f	r	ui	+								

Name: _____

Phonics Intervention

Touch and read the words.

suit suitcase cruise fruit

Touch and point to each dot and read the words in each sentence.



Dan has on his best suit.

• • • • • •



He will go on a cruise.

• • • • •



He will drink fruit juice.

• • •

Read the passages with fluency. Check one box each time you read the passage.

The Cruise

Dan has on his best suit.

He gets his suitcase.

He will go on a cruise.

He will drink fruit juice.

