

IN THIS UNIT:

This unit is currently comprised of **114** one-page decodable intervention pages. These are great to pull and work on specific phonics/decoding skills your student(s) may need. There are 3 different sheets for each target skill.

The skills in this unit are in a sequential order, meaning the sentences and words included on each page were chosen specifically to only include THAT skill and any skill from PREVIOUS pages. The only exception is a few high frequency words. For example, on the consonant blends pages, there are no long vowel words – only short vowels as seen in previous pages.

I did this on purpose in case you also needed a scope and sequence to teach these different phonics skills.

Also included:

- How it works
- Ideas for use
- Warm up activity ideas to use before each sheet
 - Clickable table of contents

TABLE OF CONTENTS:

Simply click on the page number to go to those decodables:

<u>TARGET SKILL:</u>	<u>PAGE:</u>
Short a, cvc	6
Short e, cvc	10
Short i, cvc	14
Short o, cvc	18
Short u, cvc	22
Mixed cvc	26
L-blends	29
S-blends	33
R-blends	37
Mixed blends	41
Digraph, sh	44
Digraph, ch	48
Digraph, th	52
Digraph, ck	56
Mixed digraphs	60

<u>TARGET SKILL:</u>	<u>PAGE:</u>
Silent e, CVCE	63
Silent e, CCVCE	67
Silent e (long a)	70
Silent e (long i)	74
Silent e (long o)	78
Silent e (long u)	82
Long a (ai, ay)	86
Long e (ee, ea)	90
Long i (ie, igh)	94
Long o (oa, oe, ow)	98
Long u (oo, ew, ue, ui)	102
Mixed long vowels	106
R-controlled (ar)	109
R-controlled (or)	113
R-controlled (er, ir, ur)	117

TABLE OF CONTENTS:

Simply click on the page number to go to those decodables:

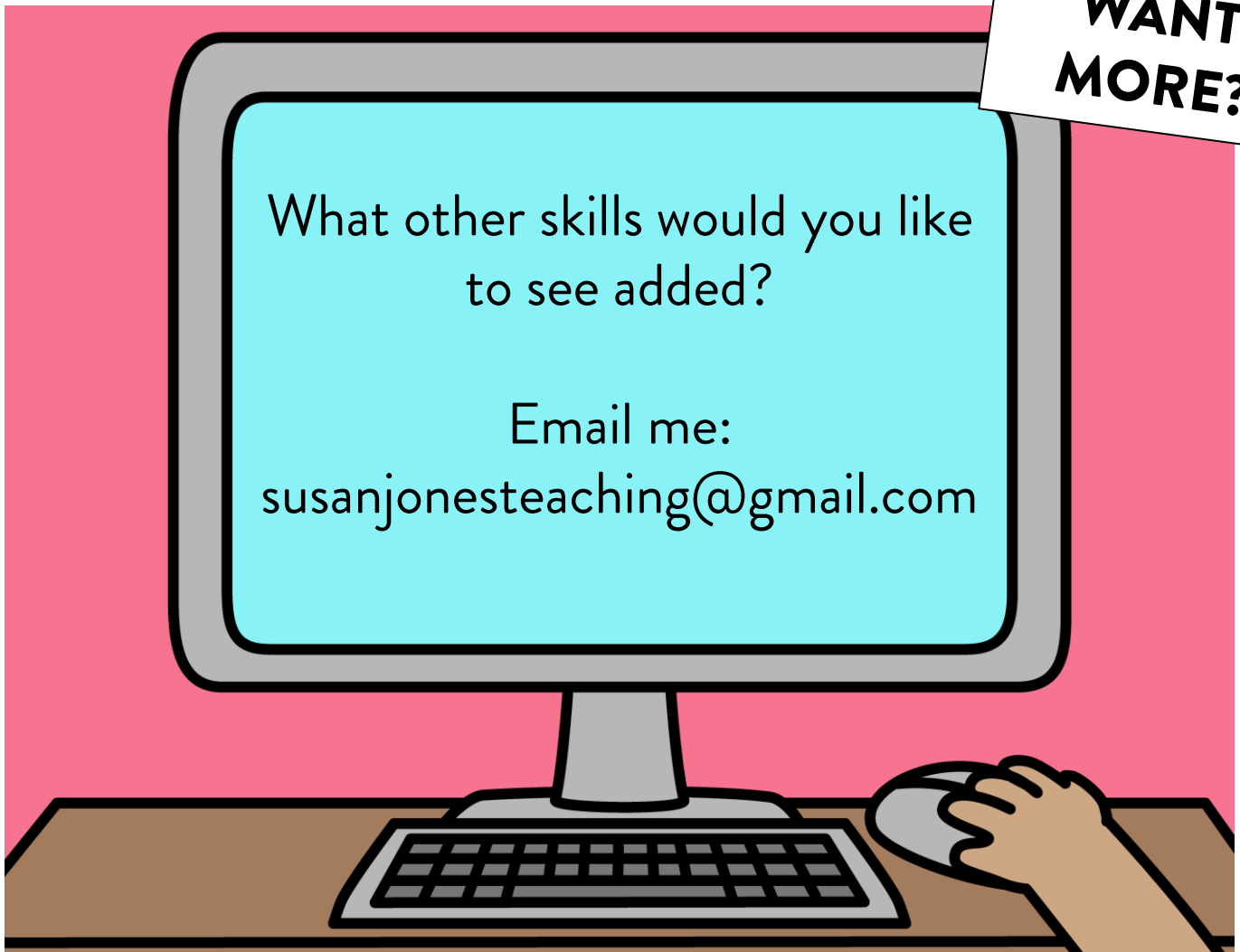
<u>TARGET SKILL:</u>	<u>PAGE:</u>
Mixed r-controlled	121
Diphthong (oi, oy)	124
Diphthong (ou, ow)	128
Diphthong (au/aw)	132

<u>TARGET SKILL:</u>	<u>PAGE:</u>
3 letter blends	136
open syllables	140
Two sounds of /oo/	144
Soft g/c	148

**WANT
MORE?**

What other skills would you like
to see added?

Email me:
susanjonesteaching@gmail.com





HOW IT WORKS:

These 1-page decodable interventions have 5 main areas:

1

Students will practice the individual sounds of each letter.

s	a	h	m	p	d
---	---	---	---	---	---

a

TARGET SKILL

2

Students will practice the individual words.

mad	Sam	map
dad	had	Pam

3

Students will read the above words in 3 different decodable sentences.

Sam and Pam had a map.

Pam was mad at dad.

Pam and Sam's dad had ham.

4

Students will encode 2 words said aloud by the teacher which include the focus skill.

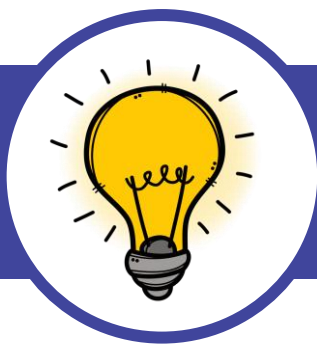
Write the 2 words your teacher says:

Choose a sentence from above and illustrate:

5

Students will choose 1 decodable sentence to illustrate and show understanding.

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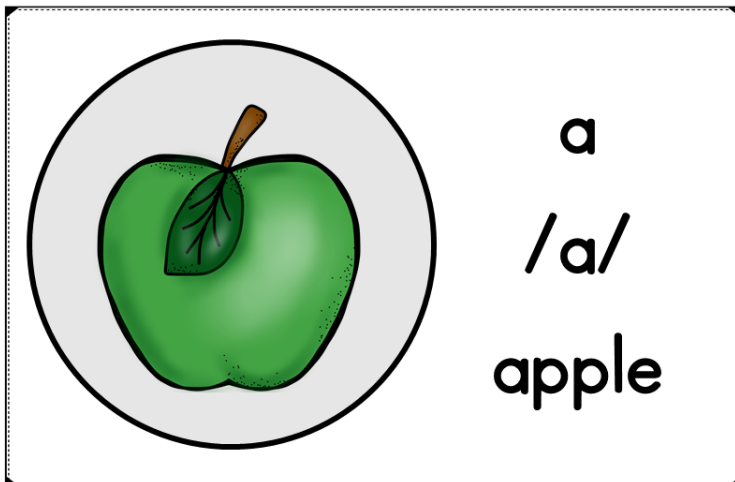
IDEAS FOR USE:

Please note: All the one-page decodable interventions can be used as is without any warmup!

If you wanted to, you could also extend learning by doing any of the following before the sheet:

- Review the target skill/sound with an image to reinforce the sound
- Read a short list of words to students and ask them to give a thumbs up if they hear target sound or a thumbs down if they do not hear the sound
- Have students use sound boxes and manipulatives (play-doh, counters, cubes, etc.) to tap out the sounds they hear in words with the target skill
- Have students use letter magnets to listen you say sounds or words and make them with their letters. Switch out sounds to make a word ladder.

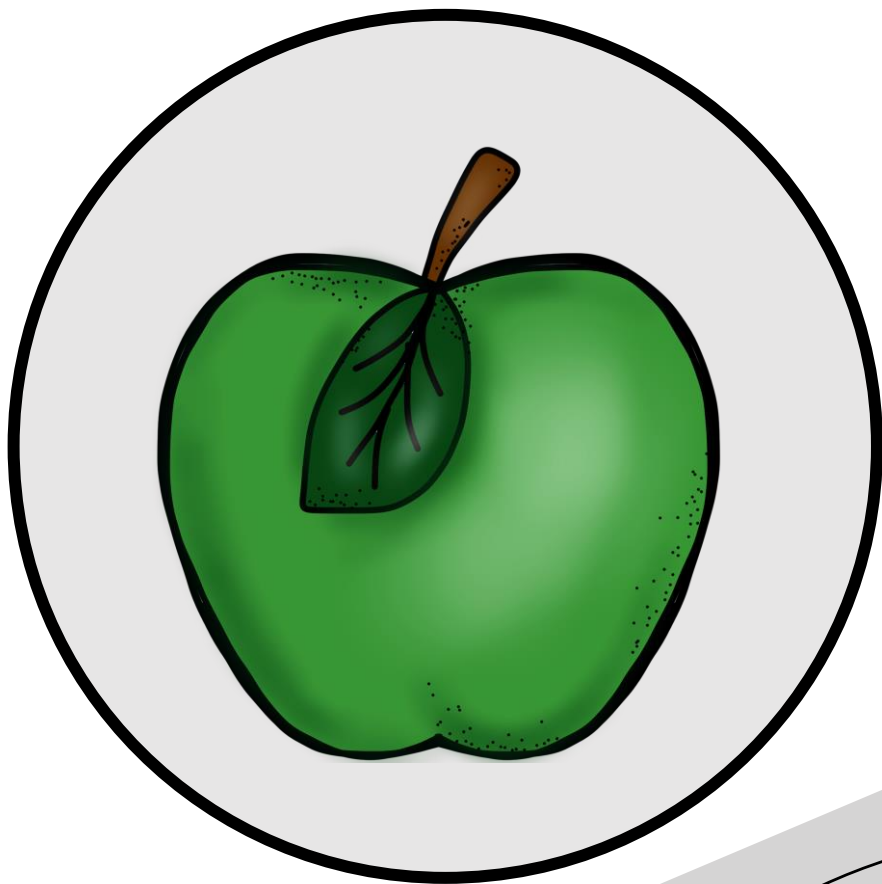
Before each section of target skills, there will be a 1-page sheet with a flash card and word examples for each:



A half-sheet visual for each target skill is included

Quick word lists for phonemic awareness and tactile activities like mentioned above.

tap	fed	rat	hat
ham	top	pal	had
sad	gut	cab	dad
pan	him	at	sad

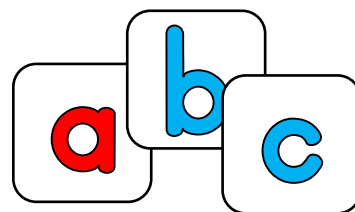
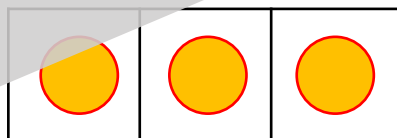


a

/a/

apple

PREVIEW!!!



tap

fed

rat

hat

ham

top

pal

had

sad

gut

cab

dad

pan

him

at

sad

s	a	h	m	p	d
---	---	---	---	---	---

mad

Sam

map

dad

had

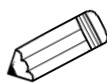
Pam

Sam and Pam had a map.

Pam was mad at dad.

Pam and Sam's dad had ham.

Write the 2 words your teacher says:



Choose a sentence from above and illustrate:

c a n r t d

can

Dan

cat

ran

rat

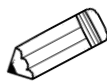
Pam

Dan had a cat.

PREVIEW!!!
Dan's cat ran at the rat.

Pam and Sam's dad had the map.

Write the 2 words your teacher says:



Choose a sentence from above and illustrate:

g

a

d

s

t

b

sad

bag

cat

sat

bat

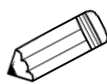
tag

Dad had a tag on a bag.

A sad cat is in a bag.

A bat and cat sat on a mat.

Write the 2 words your teacher says:



Choose a sentence from above and illustrate:
