

DECODABLE READERS

GROWING BUNDLE

easy to print, assemble, & use
books

simple warm up activities for
before reading

during & after reading
activities

easy to follow lesson plans
for each book

Aligned to the Science of
Reading



These all-in-one **DECODABLE READERS** include everything you'd need for a small group lesson

- Easy to follow lesson plans for each book.
- No-Prep activities
- Each phonics skill includes 2-4 books per sound that are easy to print and use.
- Pre and post-reading activities to use with each set of beginning blend sound books
- Mini anchor charts
- Comprehension questions for each book



SCOPE & SEQUENCE

The purpose of a decodable reader is to provide your students with words they can decode based on the letter-sound combination you're explicitly teaching them.

I suggest starting from where your student currently is and moving forward from there. The skills in each set are meant to build upon each other in a systematic way. The books progressively get longer and include skills from the set prior based on this scope and sequence.

Ex. Silent E books will have silent E words, as well as the skills PRIOR (digraphs, blends, short vowels).

The grade levels are just suggestions and a guide for teaching these phonics skills to your students. Use them in an order based on your own school's scope and sequence, or the reading development of your students.

kindergarten
















































































- consonants
- short vowel CVC words
- beginning blends
- digraphs
- silent E

1st grade

- R-controlled vowels
- double final consonants
- soft c + soft g
- trigraphs

2nd grade

- suffixes (part 1)
-ed, -ing, -y, -es, -ies, -ier, -iest
- long vowels
- diphthongs
- suffixes (part 2)
-ous, -tion vs -sion, -ation, -tial vs. -cial

	consonants	short vowels	beginning blends	digraphs	silent e	r-controlled vowels	double final consonants	soft c + soft g	trigraphs	suffixes (pt. 1)	long vowels	diphthongs	suffixes (pt. 2)
CONSONANTS SET													
SHORT VOWELS SET													
BEGINNING BLENDS SET													
DIGRAPHS SET													
SILENT E SET													
R-CONTROLLED VOWELS SET													
DOUBLE FINAL CONSONANTS SET													
SOFT C + SOFT G SET													
TRIGRAPHS SET													
SUFFIXES (PT. 1) SET													
LONG VOWELS SET													
DIPHTHONGS SET													
SUFFIXES (PT. 2) SET													

Each book includes a **detailed lesson plan** to make using these books as effective as possible.

before reading warm-ups and activity choices

a routine to use to introduce the book each time you read together

prompts to use as needed to help students

step by step guidance when using the book, including questions to ask and how to use them

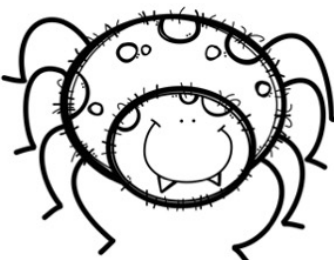

LESSON PLAN Book 1: I Like, I See	
<p>Step 1: Phonological Awareness (choose one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Syllable Count (oral response)<ul style="list-style-type: none">Teacher says one word with a blend, and students tap out the number of syllables. Students say number aloud.<input type="checkbox"/> Blend sorting mat (master set for all blend books)	<p>Step 2: Word Work Warm-Up (choose one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Follow blending practice page<input type="checkbox"/> Beginning blends match<input type="checkbox"/> Brainstorm other bl words
<p>Step 3: High-Frequency Words : the : like : blue : see : I : to : black : a</p> <p>Step 4: Book Introduction Routine</p> <ul style="list-style-type: none">Identify the title & author/illustratorTell students today we will read "I Like, I See" together. In this book we will read about things we can like and see that have the bl blend. Let's take a quick look at some tricky words in the text.Browse the book to point out any difficult wordsModel blending and decoding words	<ul style="list-style-type: none"><input type="checkbox"/> Read the word with students<input type="checkbox"/> Break the word into sounds<input type="checkbox"/> Count the number of sounds you hear<input type="checkbox"/> Build the word with magnetic letters or letter tiles<input type="checkbox"/> Write the word<input type="checkbox"/> Use the word in a sentence (orally or written) <p>Step 5: Read Independently</p> <ul style="list-style-type: none">Students whisper read (monitor as students whisper read).After students whisper read, return to either a single page or multiple pages and choral read together.
<p>(As needed) Prompts for Readers</p> <ul style="list-style-type: none">Find sound/spellings you knowBlend the soundsSegment the word into sounds, syllables, or chunksTrack the print left to rightTrack the print with your finger	<p>Step 6: Comprehension Questions</p> <ol style="list-style-type: none">What color is the pen? (blue)What gets stacked in the story? (blocks)What is another word for blooms? (flowers)
<p>Step 7: Guided Writing</p> <ol style="list-style-type: none">Review the sound that the blend bl makes.Review proper handwriting formation for the blend Bl (on whiteboard).Students practice with their finger in the space provided on their page 3 times. Encourage students to say the sound that the blend makes while tracing.Then students will use a pencil to trace the blend bl while repeating the sound bl makes.Ask students what get stacks in the story (covered in comprehension questions). Guide students to the sentence "I like the blocks."Students repeat the sentence then cut out the sentence building pieces and place them in correct order. Once students have checked their work, glue them down.Students practice writing the sentence.	

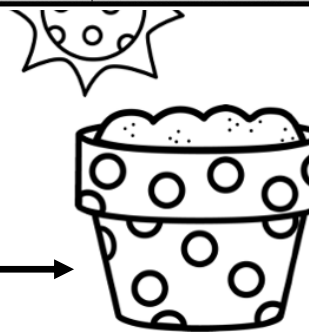
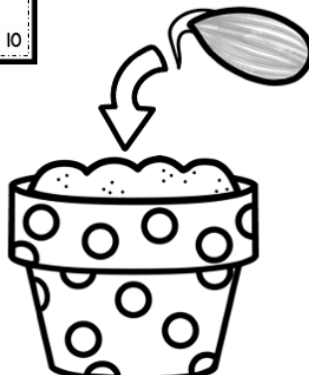
warm-up word work activities



time for your students to read independently

Comprehension questions to ask throughout the book

Carefully sequenced text to build decoding skills.

 <p>Spud is not a bug. Can you spot his 8 legs?</p> <p>1</p>	 <p>Spud will spot the bug.</p> <p>10</p>
---	--

 <p>Plan for sun.</p> <p>7</p>	 <p>Plug the pit in.</p> <p>4</p>
--	--

 <p>This is Brit.</p> <p>3</p>	 <p>Brad likes to sit on bricks.</p> <p>8</p>
---	--

Easy to read text with big letters.

Simple images to help students focus on reading the words rather than the pictures.

Done for you before, during, and after reading activities.

Blending Practice: Jen

Name: _____

From the text	yes	Jen	pest	egg	
From the text	nest	tent	cent		
Beyond the text	fed	bet	men	well	pep
Put it together	Can	Jen	see	the	pest?

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Blending Practice: Jen

Name: _____

From the text	yes	Jen	pest	egg	
From the text	nest	tent	cent		
Beyond the text	fed	bet	men	well	pep
Put it together	Can	Jen	see	the	pest?

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Makes an easy word work warm up.

Segmenting Sounds Mat

Directions: Laminate this mat before using. Place a picture card in the space below, then name the picture aloud. Segment the phonemes of the word using cube manipulatives. Use a dry erase marker to write each sound as a grapheme in the boxes below the cubes. Read about the entire word. Repeat this procedure with each picture.

Place picture card here.

Brainstorm Sc Words - Scarecrow

Name: _____

Directions: Work together to brainstorm words with the blend sc. Illustrate and label the words below.

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Segment and Write - I Like, I See

Name: _____

Directions: Say the name of the picture out loud. Segment or break the word into each sound that makes the word. Write the letters that represent each sound in the boxes below the picture. Each box should only contain one sound (Remember, some sounds are made by more than one letter).

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Guided Writing

Name: _____

Directions: Practice tracing the blend br 3 times while saying the sound the blend makes. Then, repeat the sentence with the words in correct order in the boxes and read your sentence to check your work. Once your sentence is correct, write the sentence below. If time allows, add a picture to illustrate the sentence.

Add an illustration

Brad . is my pal

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Guided writing practice for AFTER reading!

Brainstorm words with the sound you're practicing before reading.

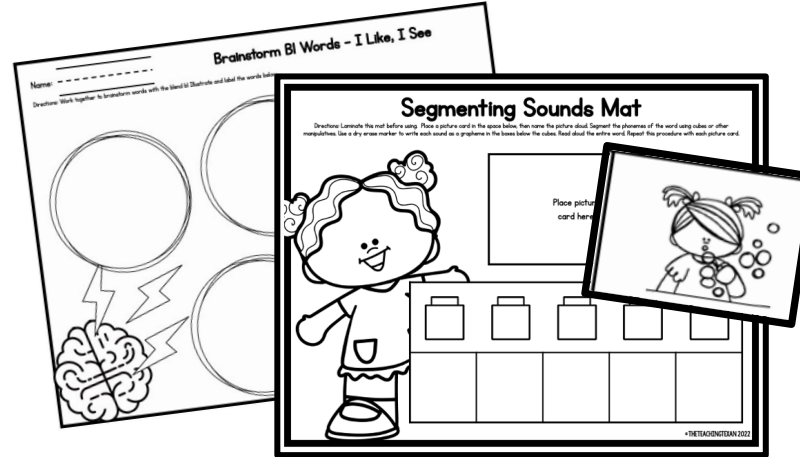
Practice writing the sounds you hear.

Save TIME planning small groups

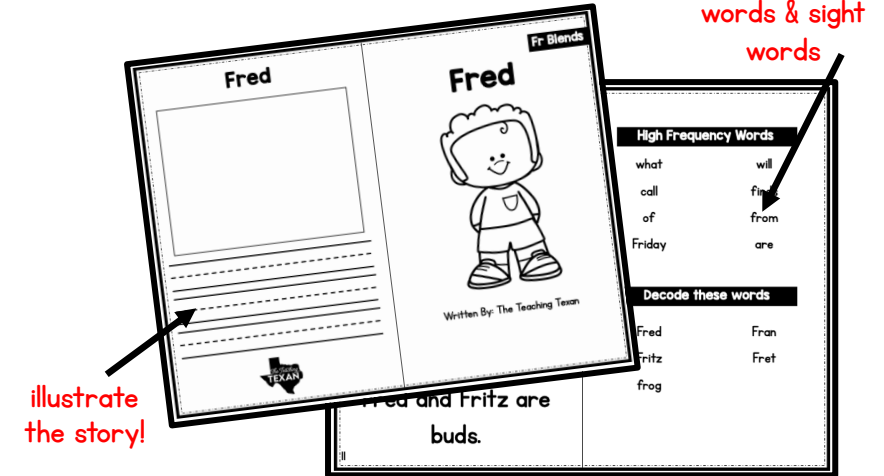
Step 1: Choose your book



Step 2: Select pre-reading activities from the lesson plan

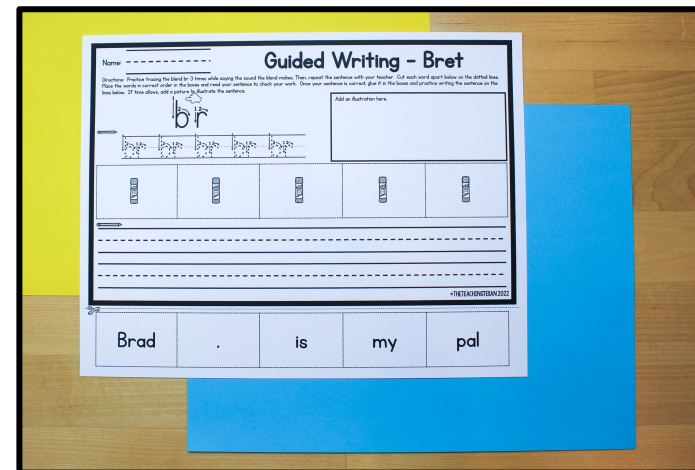


Step 3: Introduce the book & practice reading



Step 4: Use the given comprehension questions to check for understanding

- ✓ What food does dad like?
- ✓ Who is the story mostly about?
- ✓ What rhyming pairs are in the story?
- ✓ How does the cat feel?



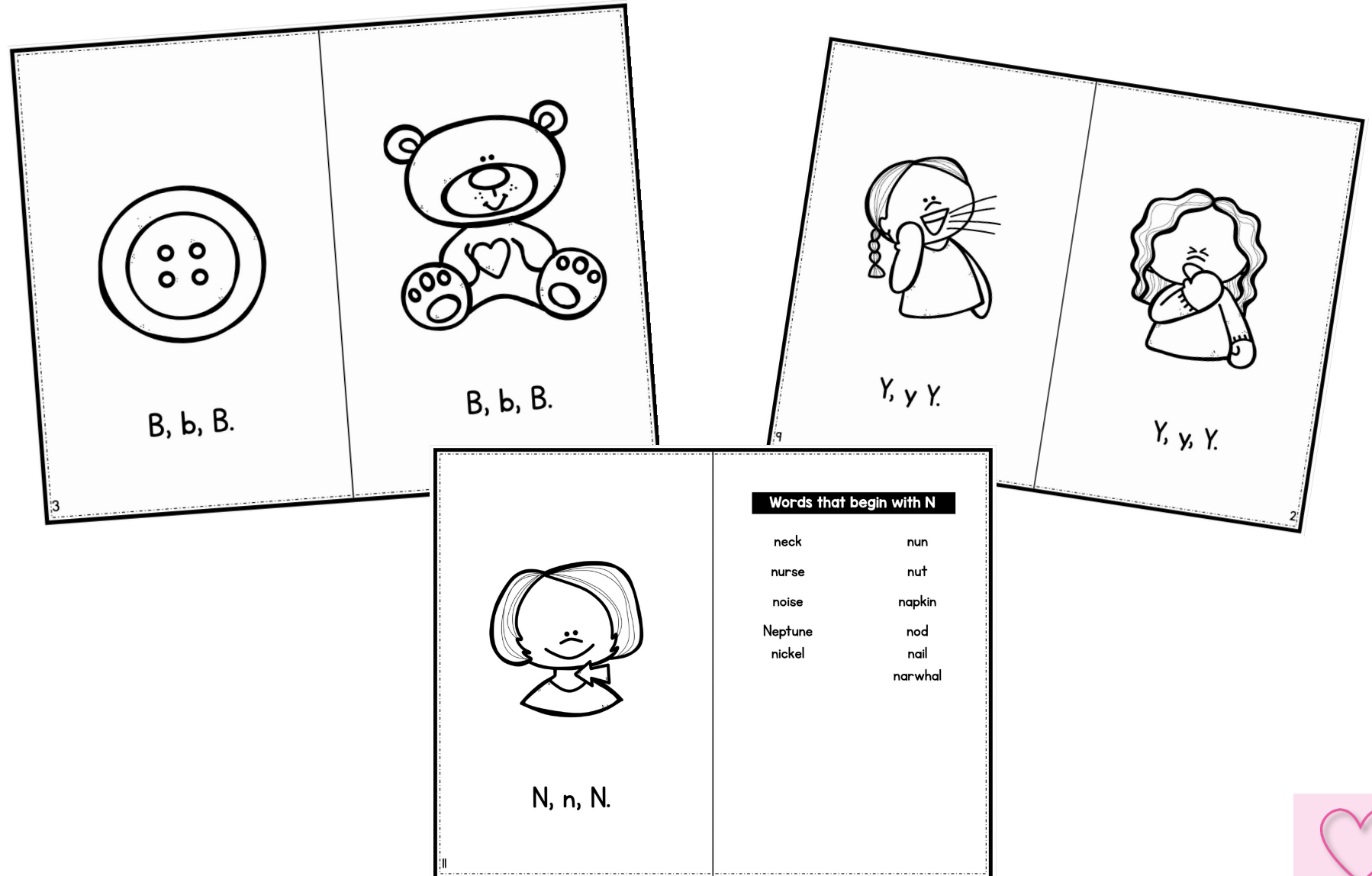
Step 5: Complete the guided writing lesson to end the lesson

**CELEBRATE!
& do it again
and again**

Consonant Decodable Readers

About The Consonant Set:

- The consonant books include 2 books for each letter of the alphabet.
- Books are for beginner readers. They do NOT include sentences, but just the letters (consonants) on the pages.
- Each page shows upper and lowercase of the letter.



Short Vowel Decodable Readers

Short A

- Dad
- The Fat Cat
- Zac
- Jan

Short E

- The Pet
- Red
- Ben
- Jen

Short I

- Kids
- The Pig
- The Bin
- Tim

Short O

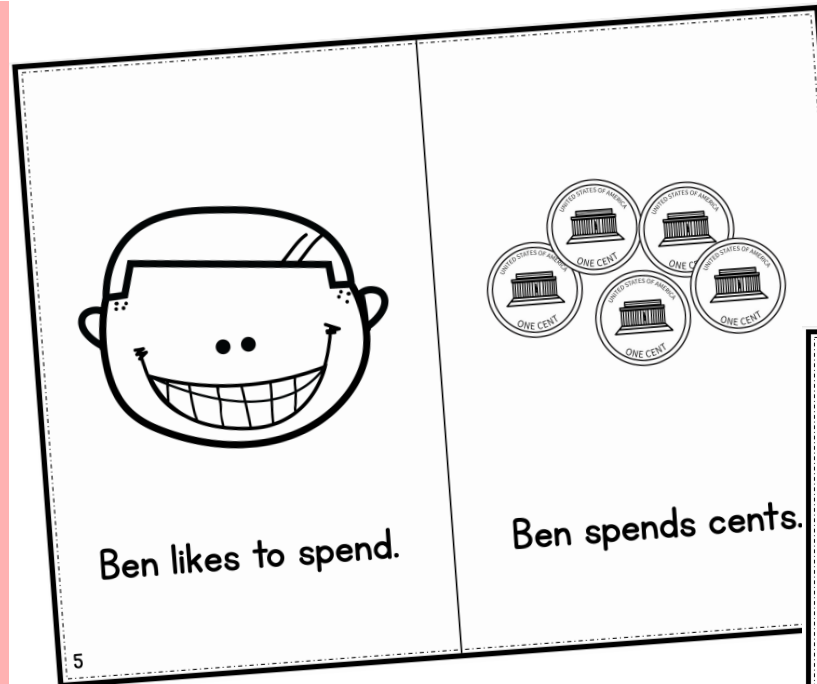
- Mom
- The Frog
- My Dog
- Rob

Short U

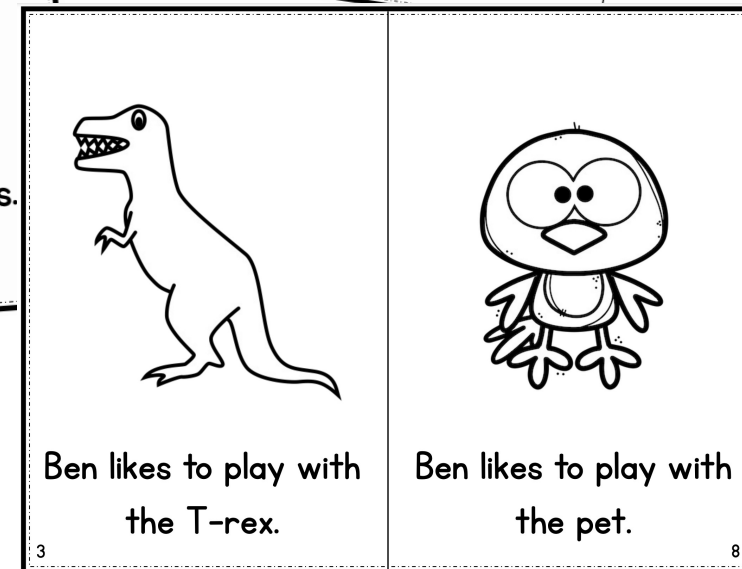
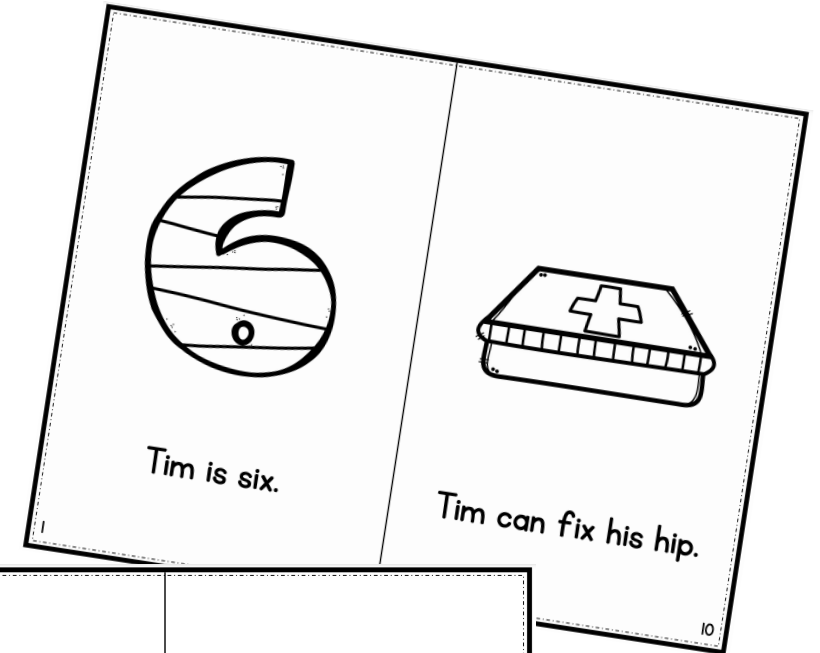
- The Bus
- The Duck
- The Cub
- I Like

About The Short Vowel Set:

- The short vowel books include sounds A, E, I, O, and U with 4 books for each sound.
- Includes *Shorter* sentences for beginner readers.
- Star set in the scope & sequence, ☆☆☆ includes JUST short vowels & high frequency words.



This is what the text looks like inside the short vowel books!



Beginning Blends Decodable Readers

R Blends

- Bret
- I Spot
- Fred
- Trip

L Blends

- Flick Can Flip
- I Like, I See
- Plant a Plum
- Kids Sled


S Blends Pt. 1

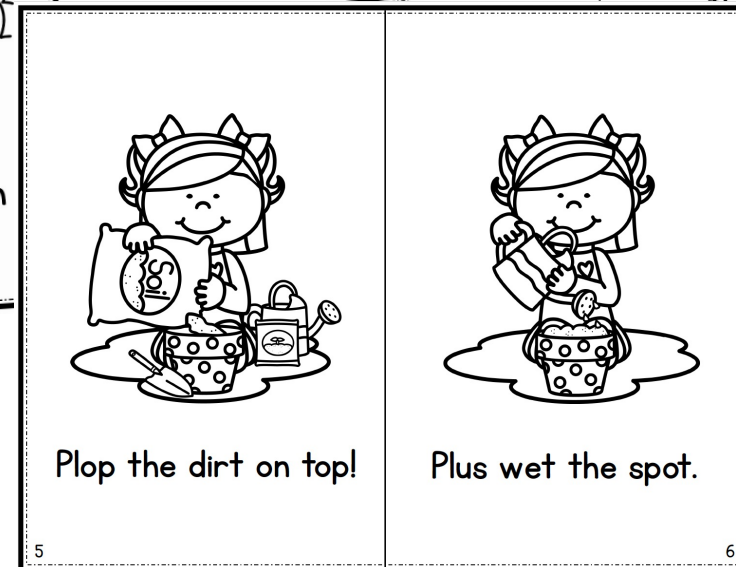
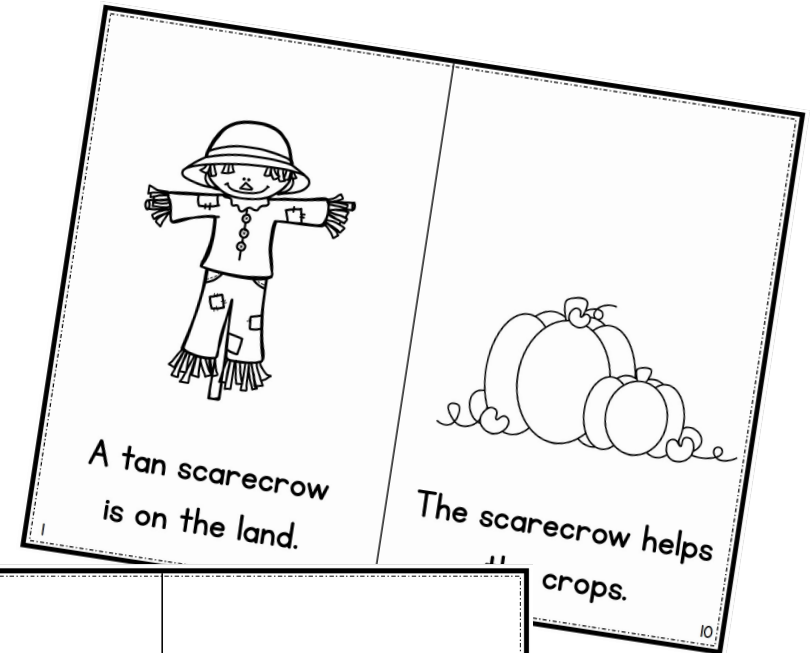
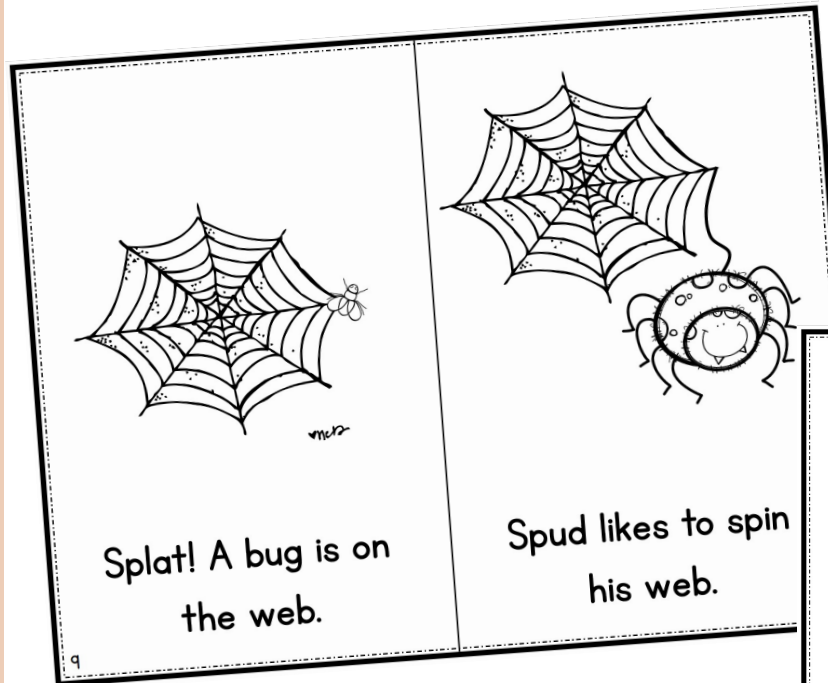
- Scarecrow
- I Skip
- Smid and Smed
- Snack

S Blends Pt. 2

- Spud
- Swell Day
- Stacks and Stacks

About The Beginning Blends Set:

- The beginning blend set includes 3-4 books for each R, L, and S blend. *S Blends* are broken up into 2 parts.
- Sentences begin to grow in complexity.
- Horseshoe set in the scope & sequence,  includes short vowels, blends, & high frequency words.



Digraph Decodable Readers

CH

- Chips
- Lunch
- Let's Chat
- Chick

CK

- Duck
- The Sock
- Rocket
- Sick

PH

- Phil
- Elephant Fun
- Steph
- Alphabet

SH

- The Ship
- I Can Shop
- The Bash
- Tish


TH

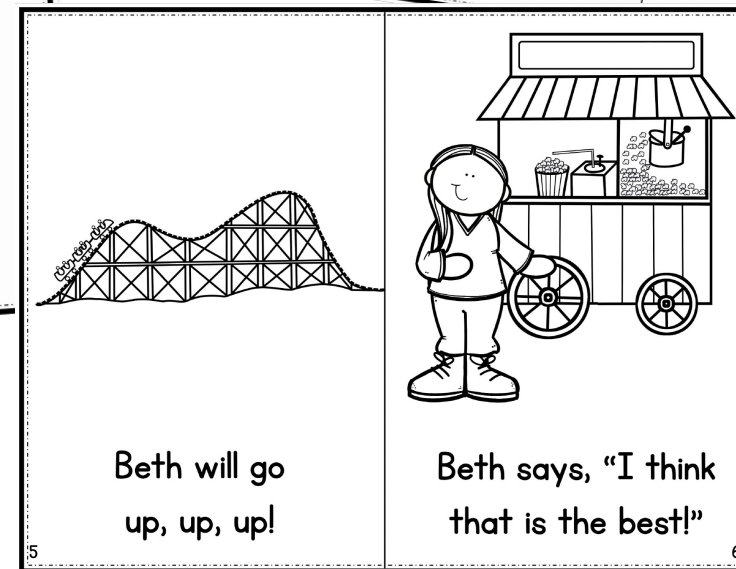
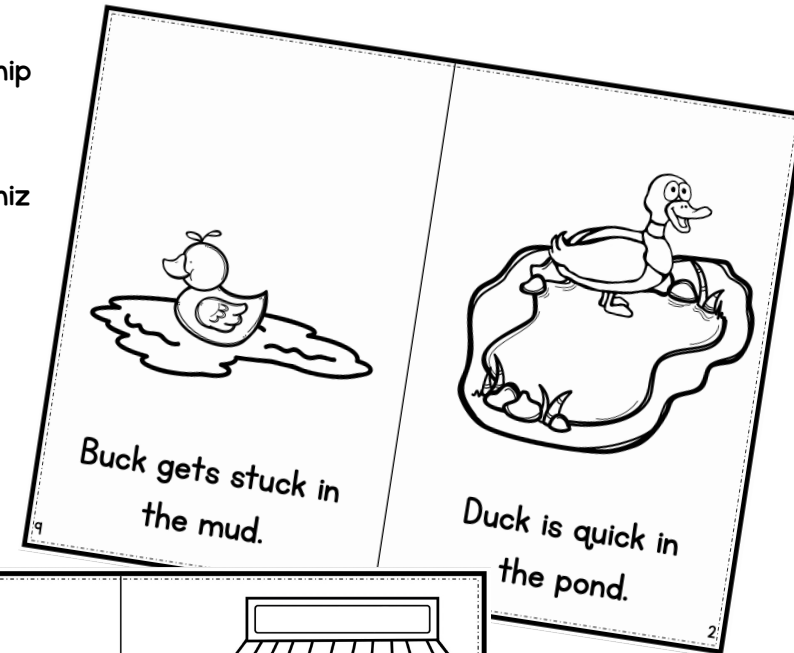
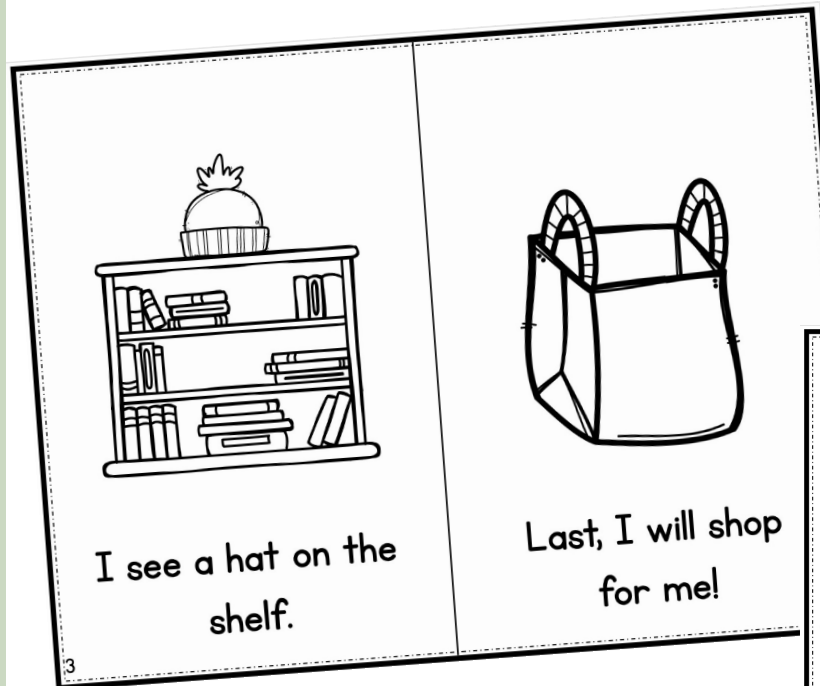
- Thin or Thick
- Beth
- Thump
- Math

WH

- The Whip
- Whisk
- Whack
- The Whiz

About The Digraph Set:

- The digraph books include 4 books for each sound: Ch, Ck, Ph, Sh, Th, and Wh.
- Sentences begin to grow in complexity for beginner readers.
- Clover set in the scope & sequence,  includes short vowels, blends, digraphs & high frequency words.



Silent E Decodable Readers

Long A

- Kate
- Let's Bake
- Shapes

Long E

- Animal Pals
- Steve
- Trapeze

Long I

- Mike's Bike
- A Hike
- The Bride

Long O

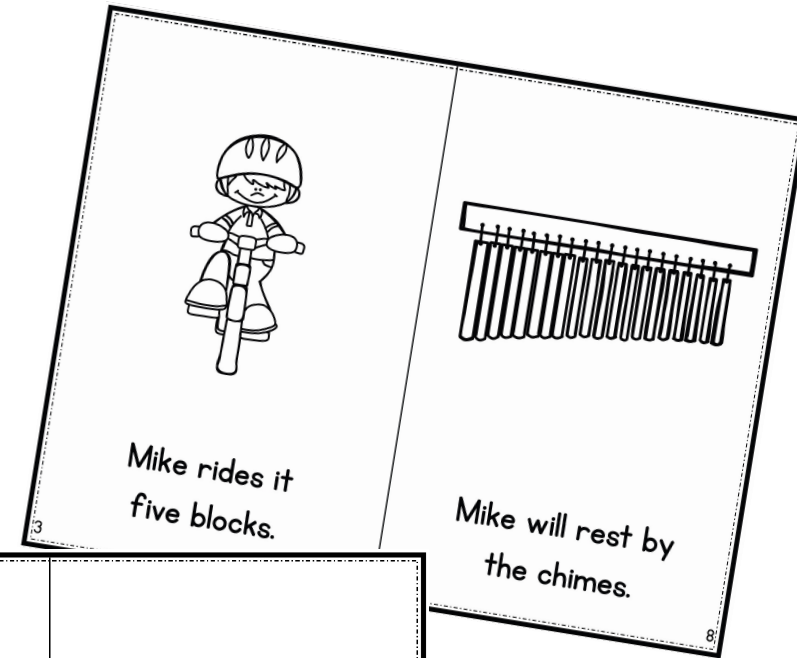
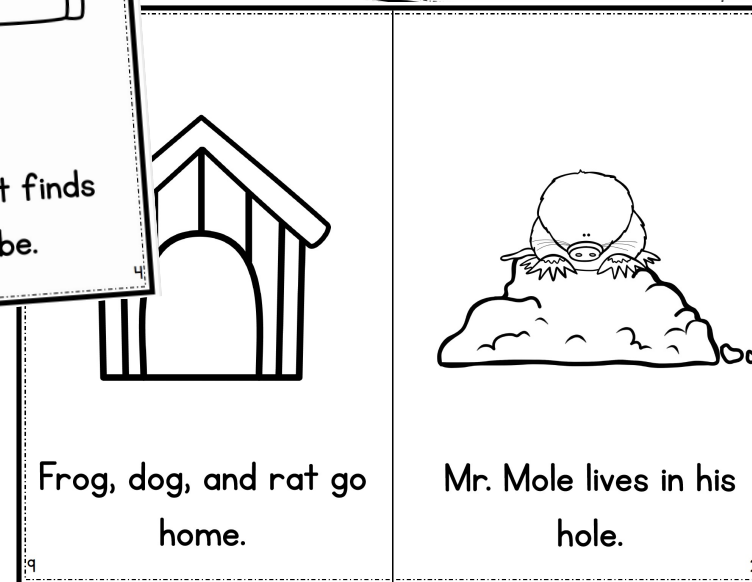
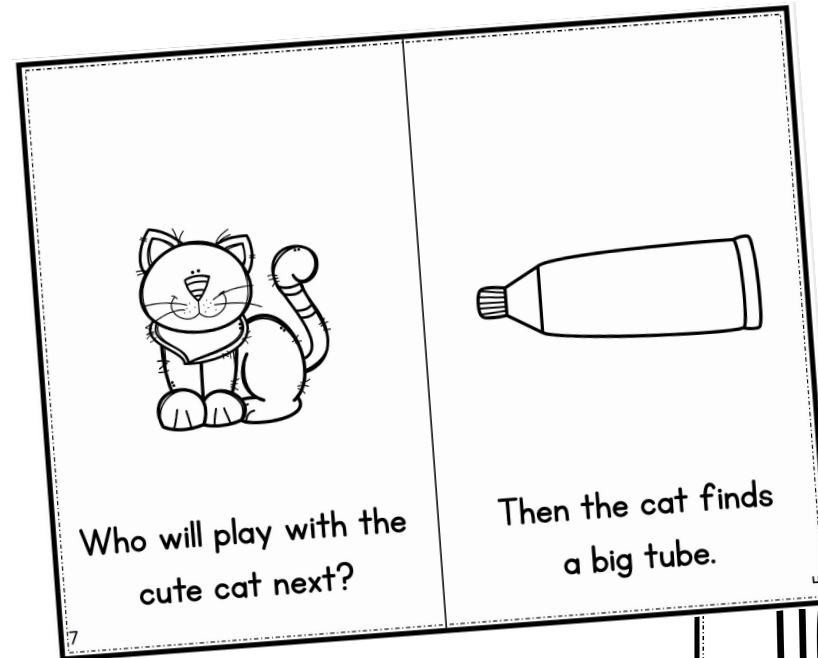
- Vote
- Mr. Mole
- My Nose

Long U

- Cute Cat
- June's Flute
- Jules' Visit

About The Silent E Set:

- The silent E books include 3 books for long A, E, I, O, and U.
- Sentences begin to grow in complexity for readers.
- Moon set in the scope & sequence, ☾ includes short vowels, beginning blends, digraphs, Silent E & high frequency words.



R Controlled Vowel Decodable Readers

AR

- Bark
- Mark
- Art

ER

- The Tern
- Swerve
- Perch

IR

- My Skirt
- Bird
- Stir


OR

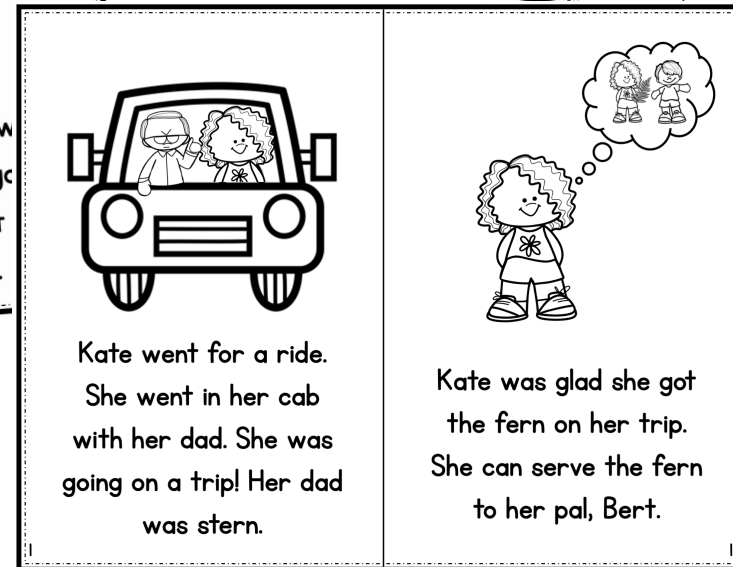
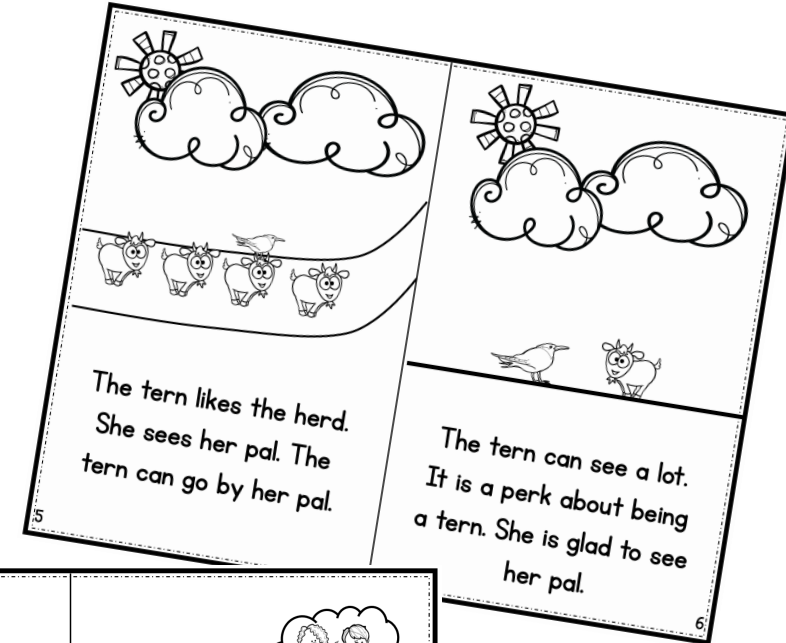
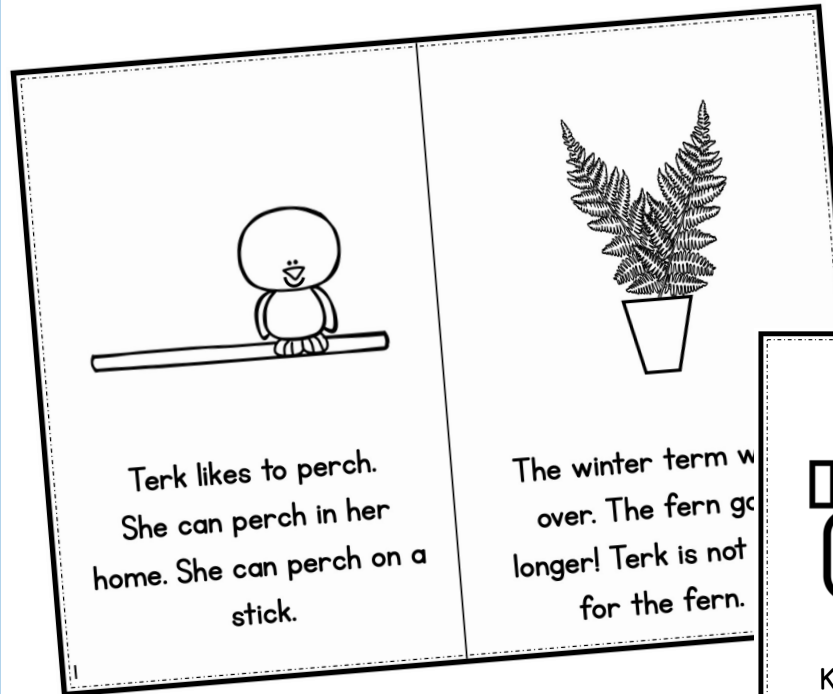
- The Thorn
- The Storm
- My Fork

UR

- Curls
- Surf
- Hurt

About The R-Controlled Vowel Set:

- The R-controlled books include 3 books for each sound: Ar, Er, Ir, Or, and Ur.
- Sentences begin to grow in complexity. Multiple Sentences now.
- Pot of gold set in the scope & sequence,  includes short vowels, blends, digraphs, silent E, R-Controlled vowels & high frequency words.



Double Final Consonants Decodable Readers

-LL

- Play Ball
- My Shell
- The Troll

-FF

- The Cliff
- Stuff
- Ruff, Ruff


-SS

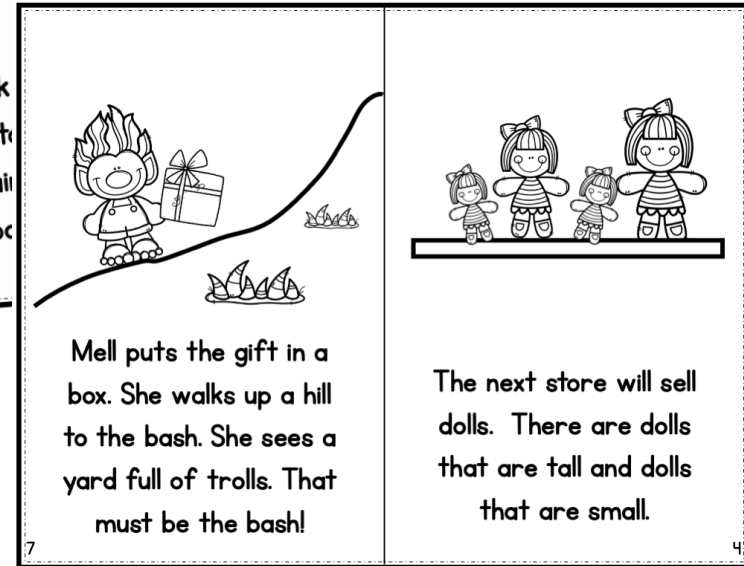
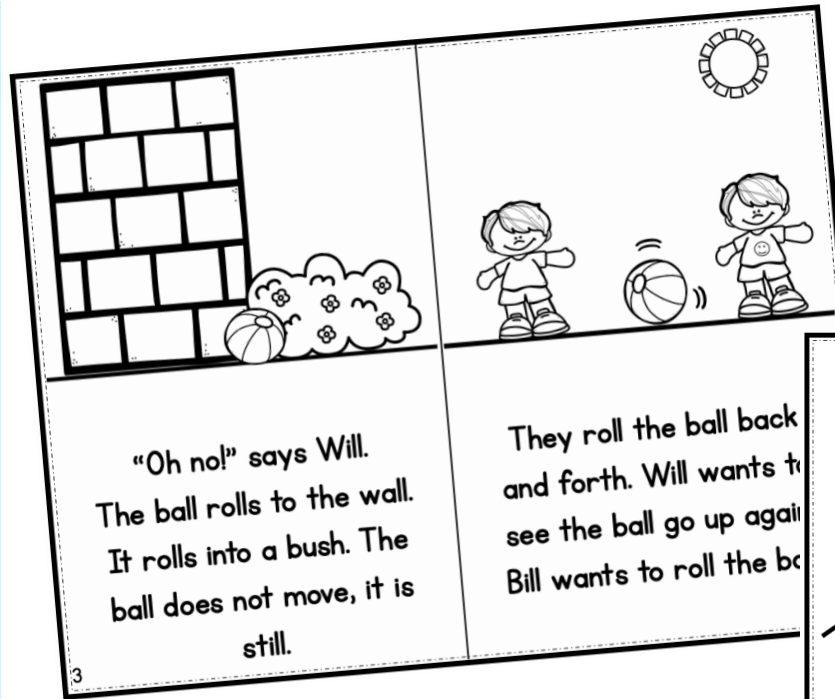
- Ross
- The Dress
- Hiss, Hiss

-ZZ

- Jazz
- Fuzz
- Buzz, Buzz

About The Double Final Consonants Set:

- The Double Final books include 3 books for each sound: -ll, -ff, -ss, -zz.
- Sentences begin to grow in complexity. Multiple Sentences now.
- Rainbow set in the scope & sequence,  includes short vowels, blends, digraphs, silent E, R-Controlled vowels, double final consonants & high frequency words.



Hard & Soft C & G Decodable Readers

Soft C

- Play Ball
- My Shell
- The Troll

Hard C

- The Cliff
- Stuff
- Ruff, Ruff


Soft G

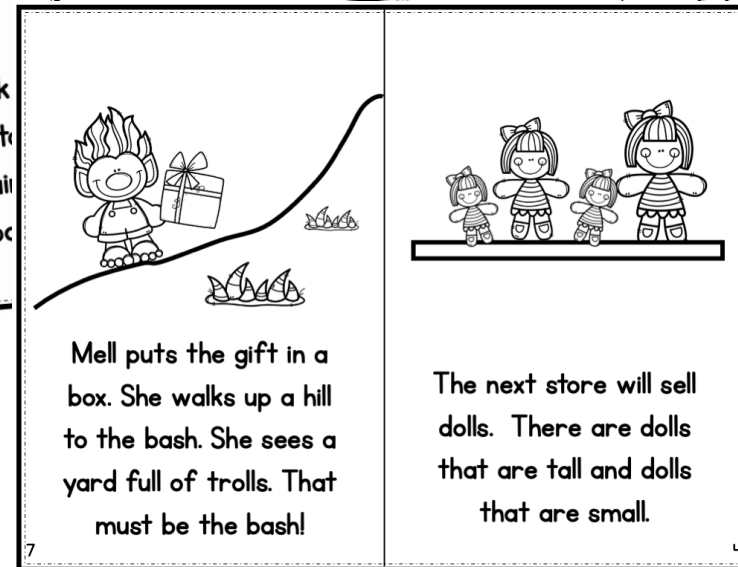
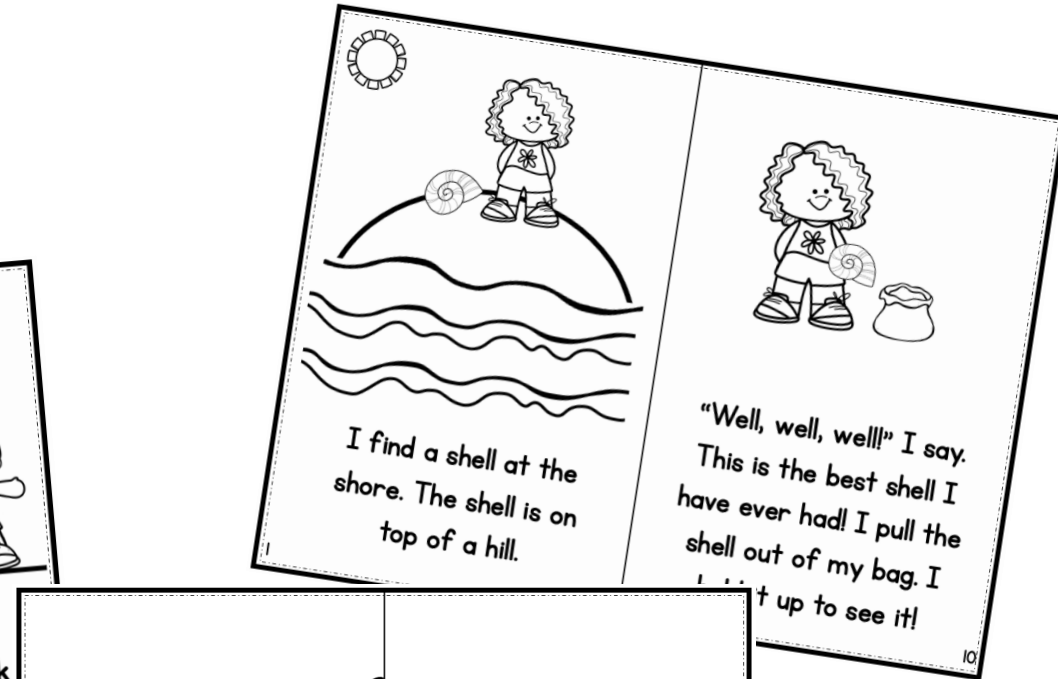
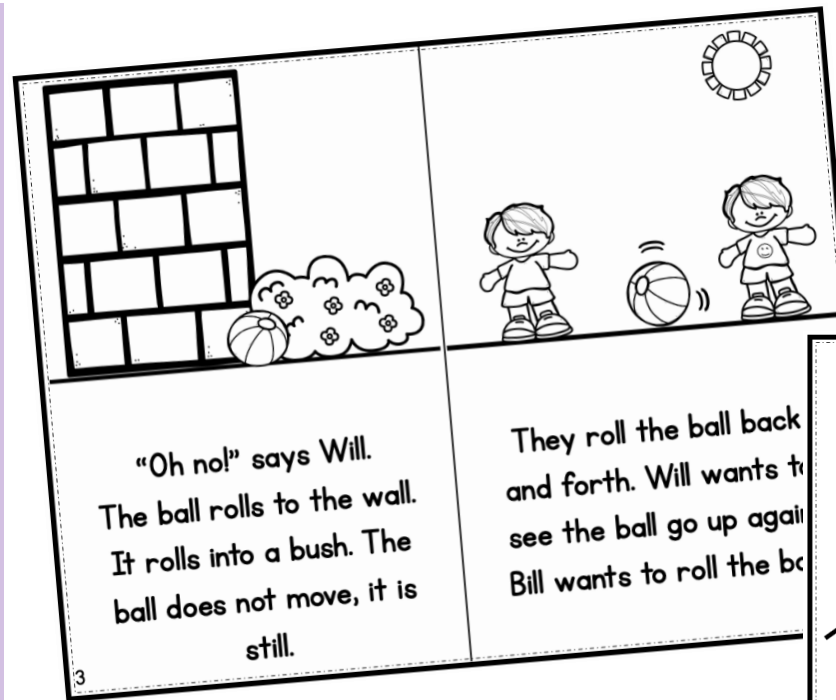
- Ross
- The Dress
- Hiss, Hiss

Hard G

- Jazz
- Fuzz
- Buzz, Buzz

About The Soft and Hard C & G Set:

- The soft & hard books include 3 books for each sound: Soft C, Hard C, soft G, Hard G.
- Sentences begin to grow in complexity. Multiple Sentences now.
- Balloon set in the scope & sequence,  includes short vowels, blends, digraphs, silent E, R-Controlled vowels, double final consonants, soft and hard c and g & high frequency words.



Trigraph Decodable Readers

TCH

- Gretch
- Mitch
- Hatch


IGH

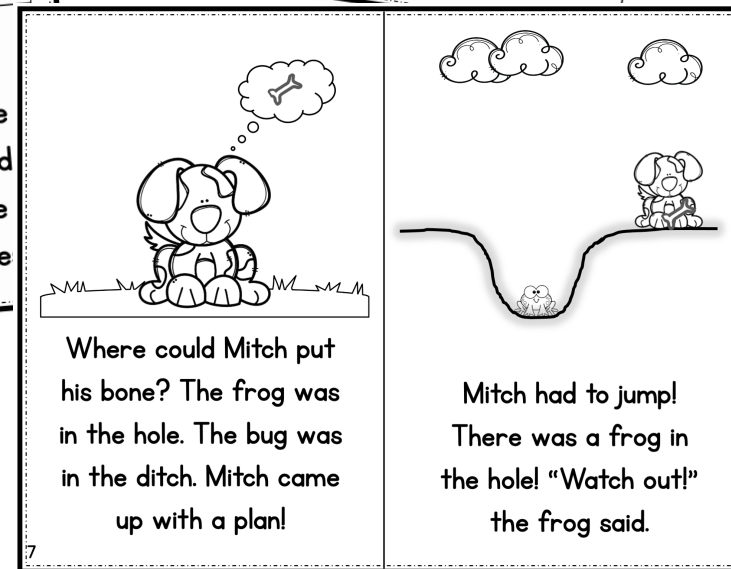
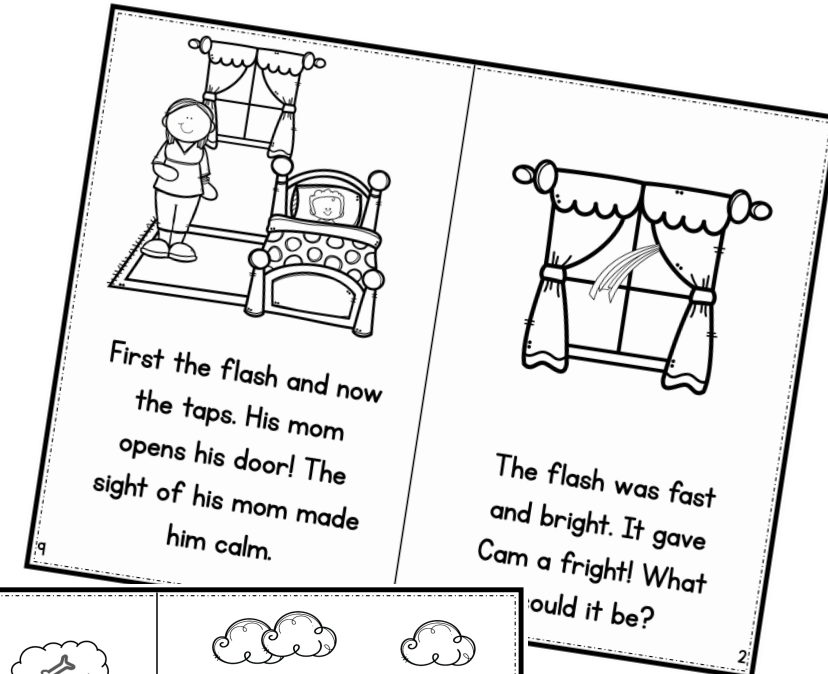
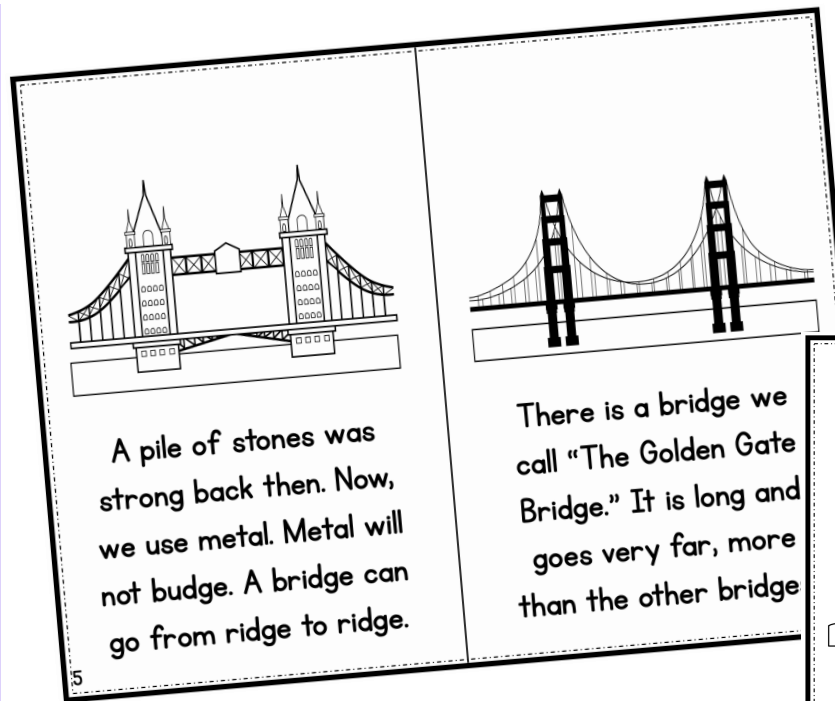
- Fright
- Night
- Light

DGE

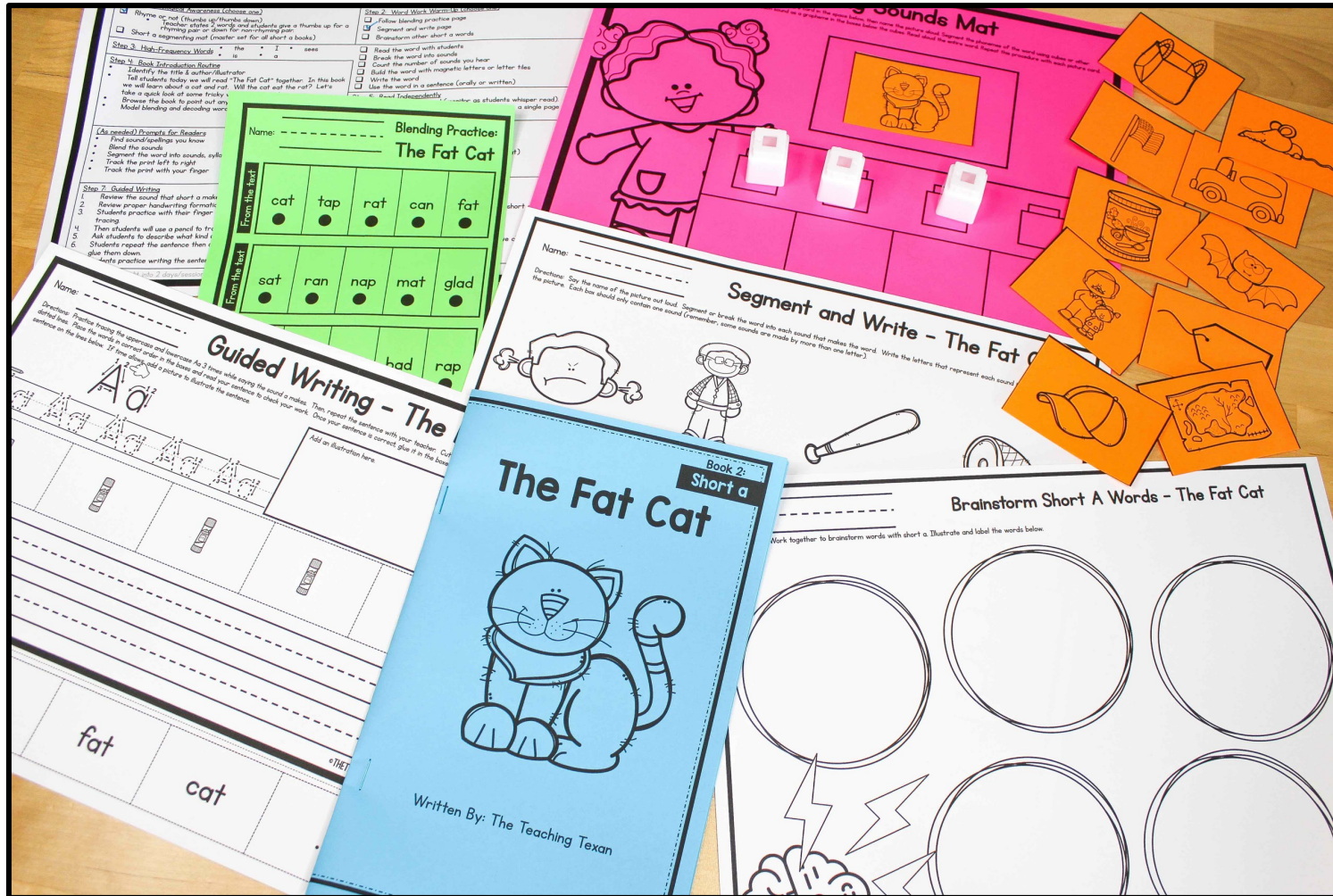
- Lodge
- Madge
- The Bridge

About Trigraph Set:

- The trigraph books include 3 books for each sound: TCH, IGH, and DGE.
- Sentences begin to grow in complexity. Multiple Sentences now.
- Bow set in the scope & sequence,  includes short vowels, blends, digraphs, silent E, R-Controlled vowels, double final consonants, soft and hard c and g, trigraph & high frequency words.



Give them a try for FREE!



WONDERING IF THESE BOOKS ARE RIGHT FOR YOU? CLICK HERE TO DOWNLOAD THIS FREE BOOK AND ACTIVITIES!



Teachers like you who have used this resource said...

BRENDA M. ★★★★★

My students love reading each story. The stories are written so the student is able to read the words independently. However, the best part are the lesson plans that tell you how to prep, activities to print to practice the short vowel sound for each booklet, questions to ask, and a weekly format to follow each day. This has made it so much easier to meet the needs of my lower students and not use a lot of my time to create the materials.

REBBECA Z. ★★★★★

I have been looking for good decodable readers for awhile and have finally found some. Trying to align more with SofR, but our district plans all have levels still. Great resource and affordable.

KRISTEN L. ★★★★★

I love all of the activities that come with these and they are super easy to prepare taking hardly any time! My low readers and building confidence with these!