

SCIENCE OF READING

FEB. DECODABLES



A NOTE FROM TARA WEST

The Science of Reading: February Decodables were written with special detail to every reader. These decodables were designed to include best practices for the Science of Reading. These books can be used alongside any small-group curriculum. View the scope and sequence to note decodable words, decodable high frequency words, and irregular high frequency words in each reader. Each reader has an embedded review on the back cover. On the back cover, students will review letters/sounds found in the decodable, high frequency words, and decodable words. There are also embedded comprehension questions found on the back cover for quick check-ins with students. Along with each decodable book, there is matching all-in-one decodable sheet. Choose between the readers or the all-in-one sheets.

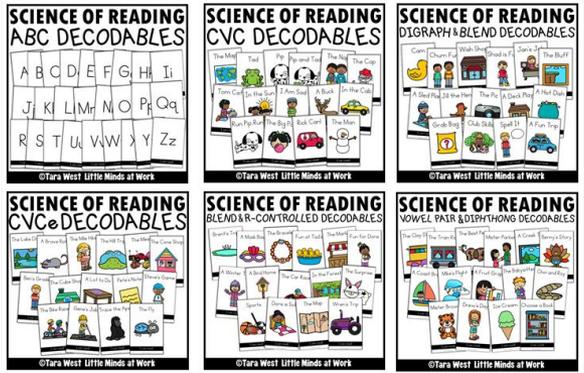
I would love to connect with you! Find me here:

Email **Website**
Instagram **Facebook**
Facebook Group



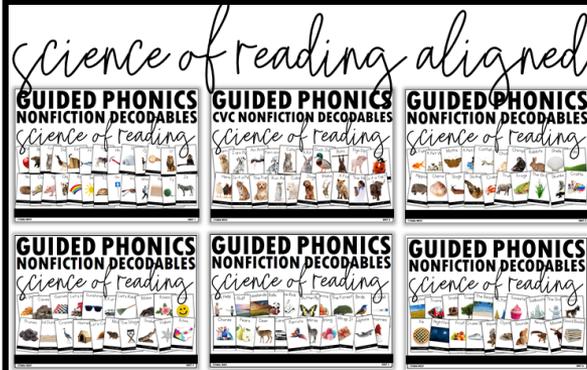
ADDITIONAL DECODABLE BUNDLES

SCIENCE OF READING DECODABLES



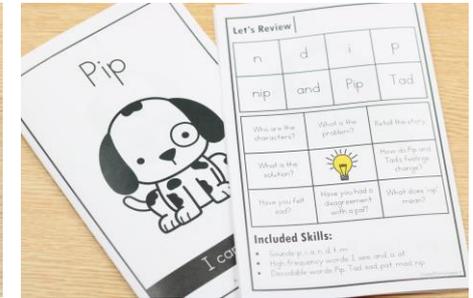
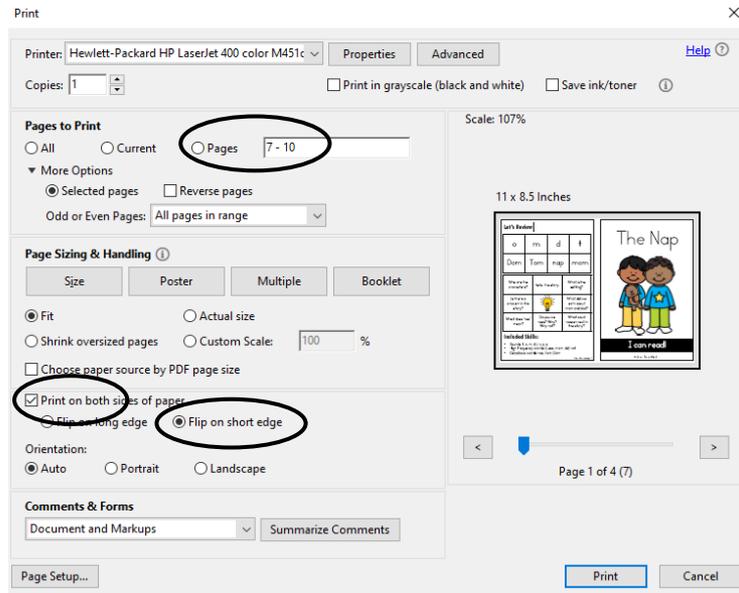
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GUIDED PHONICS NONFICTION DECODABLES



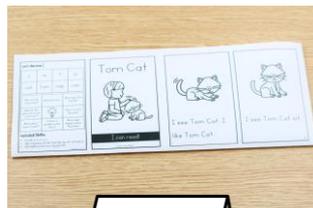
©Tara West Little Minds at Work

Printing DOUBLE SIDED Easy Readers: It is very important to follow a few quick printing tips. You can view a tutorial video [HERE!](#) First, you will type in the page numbers you wish to print. Next, select “fit”. This will help the reader to fill the entire page and leave minimal white space. Then, select “print on both sides”. Be sure to also select “flip on short edge”. Lastly, select for the reader to print. NOTE: The books are best printed using Adobe Reader. Adobe Reader is a **free download**. The book will print out on two sheets of paper. You will simply fold the books. Double staple on the left side (optional).

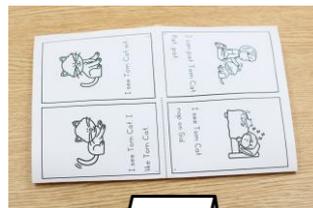


Printing MINI Readers: Follow the steps below to prep the mini readers. You can view a tutorial video [HERE!](#)

Fold landscape.



Fold portrait.



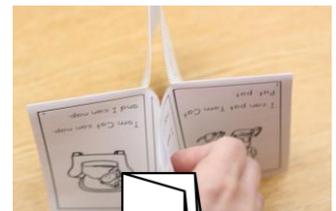
Cut along the line.



Unopen the sheet.

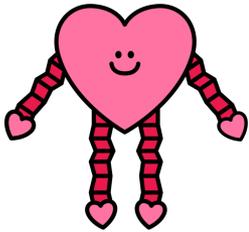


Quarter Fold.



Let's Review

N	f	K	h
F	H	r	B
b	R	k	N



heart



kid



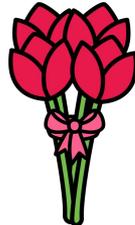
bear



ring

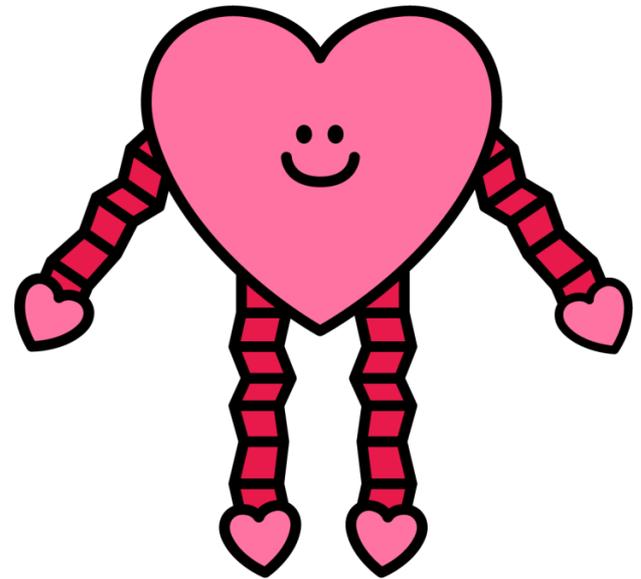


necklace

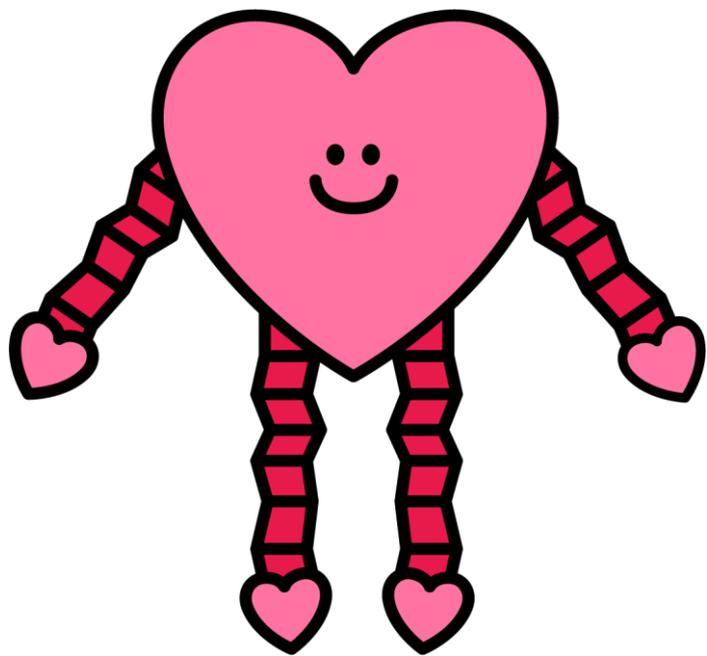


flowers

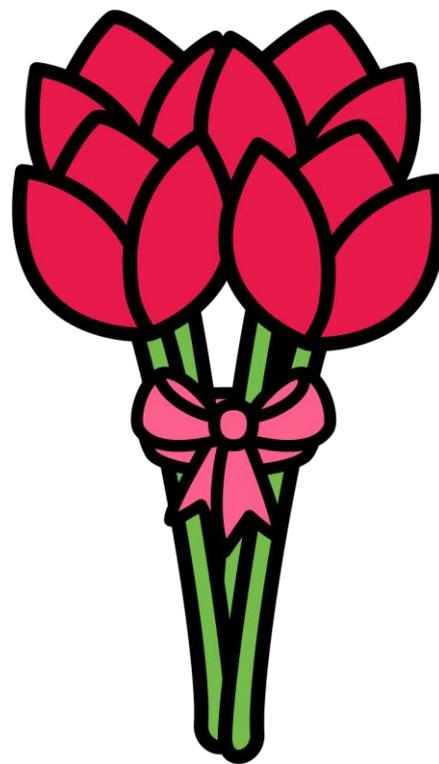
Valentine's Day



I can read!



H, h, h.



F, f, f.





N, n, n.

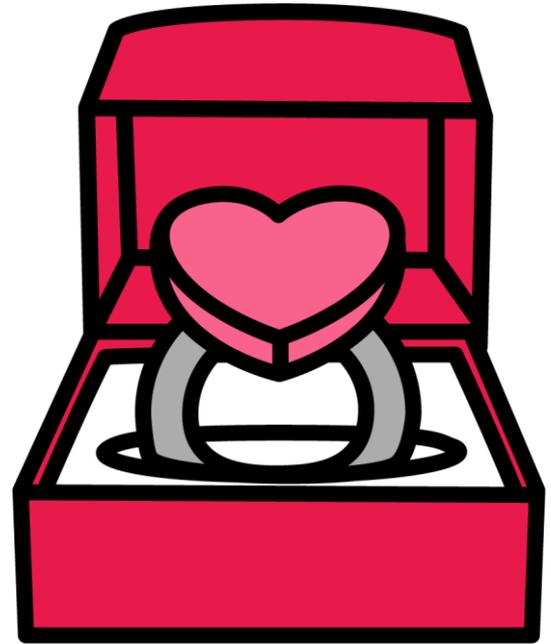


K, k, k.





B, b, b.

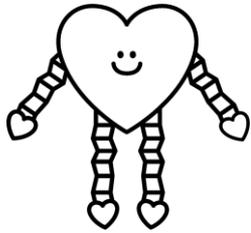


R, r, r.



Let's Review

N	f	K	h
F	H	r	B
b	R	k	N



heart



kid



bear



ring

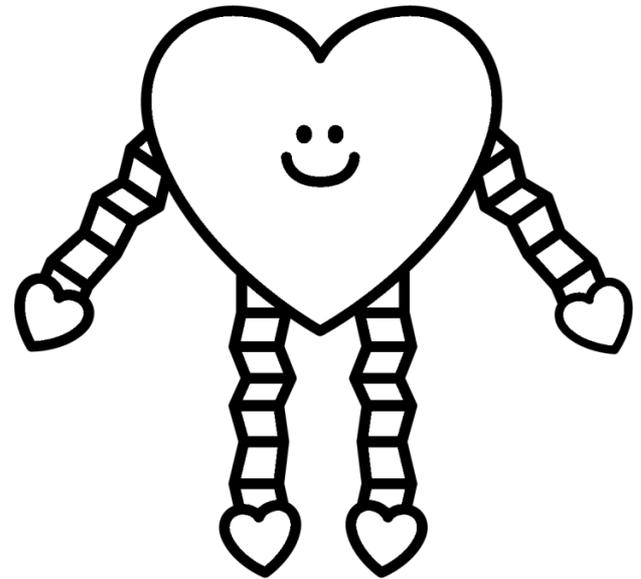


necklace

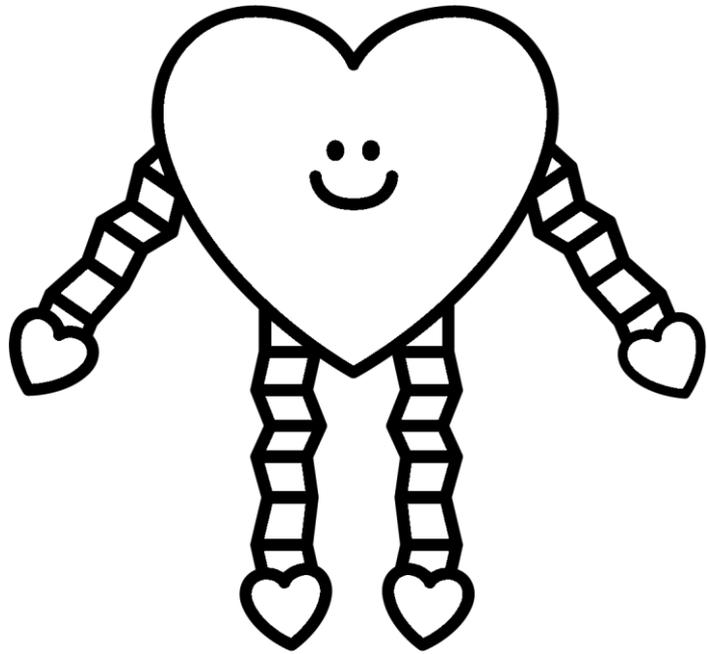


flowers

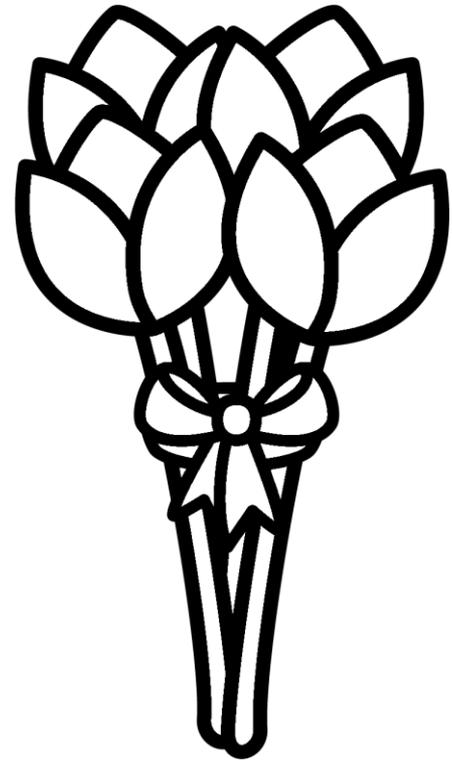
Valentine's Day



I can read!

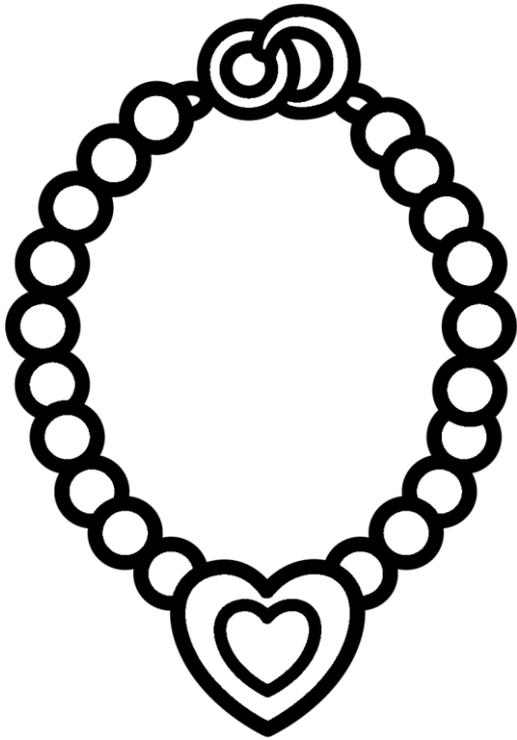


H, h, h.



F, f, f.



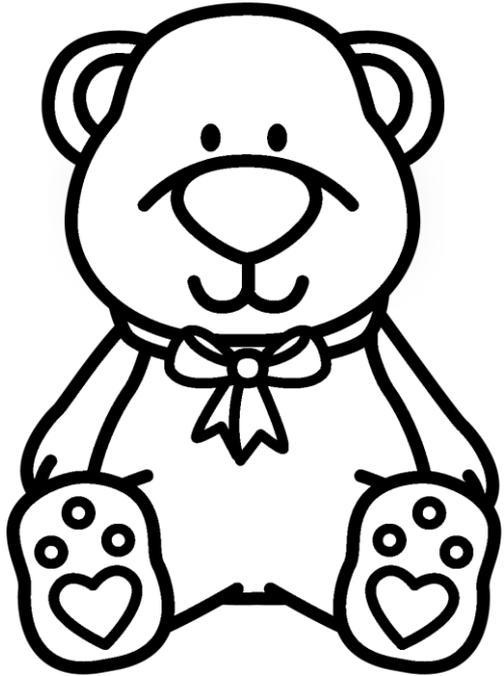


N, n, n.

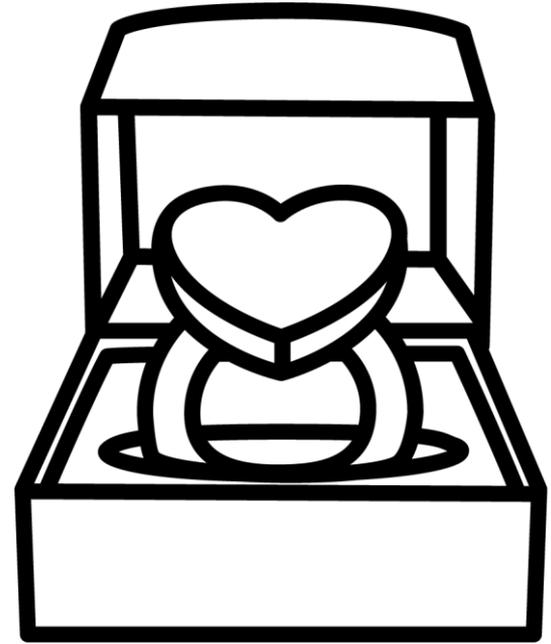


K, k, k.





B, b, b.



R, r, r.

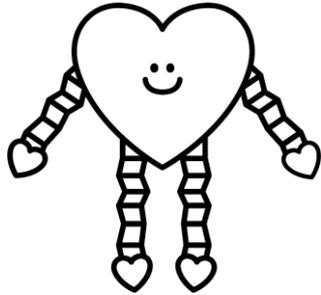


Name: _____

Reader:

Valentine's
Day

H, h, h.



R, r, r.



K, k, k.



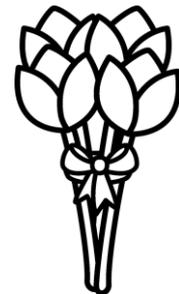
N, n, n.



B, b, b.

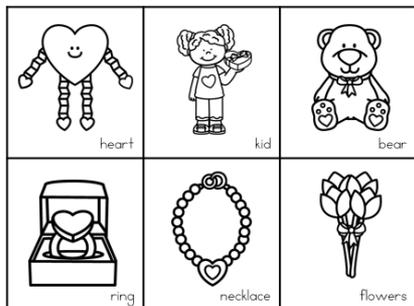


F, f, f.



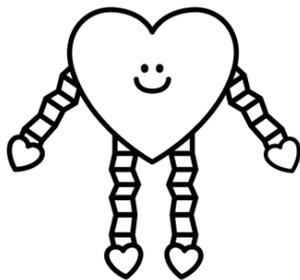
Let's Review

N	f	K	h
F	H	r	B
b	R	k	N



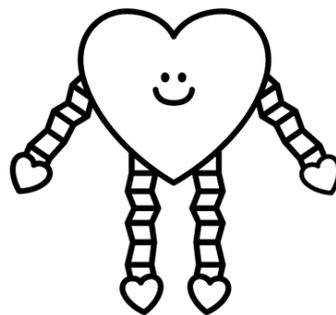
Guided Phonics • Beyond Unit 1

Valentine's Day



I can read!

Author: Tara West



H, h, h.



1



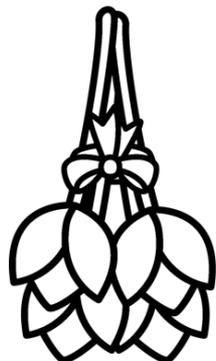
K, k, k.



2

9

F, f, f.



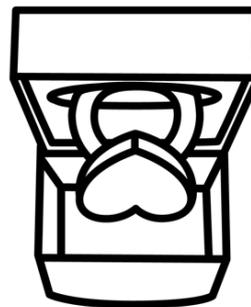
5

N, n, n.



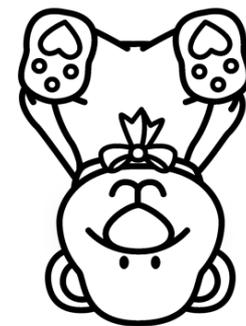
h

R, r, r.

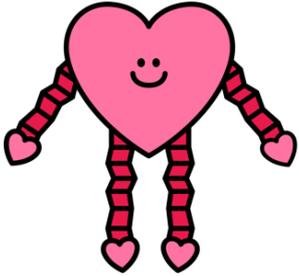


3

B, b, b.

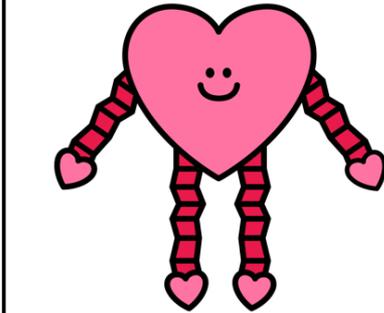


Valentine's Day



I can read!

Author: Tara West



H, h, h.

• • •

1



K, k, k.

• • •

2



B, b, b.

• • •

3



R, r, r.

• • •

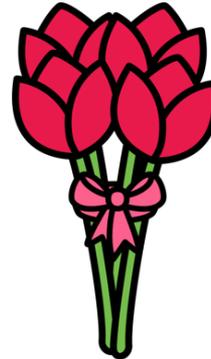
4



N, n, n.

• • •

5



F, f, f.

• • •

6

Let's Review

N	f	K	h
F	H	r	B
b	R	k	N



heart



kid



bear



ring



necklace



flowers

Let's Review

big	kit	fun	pad
look	said	the	see

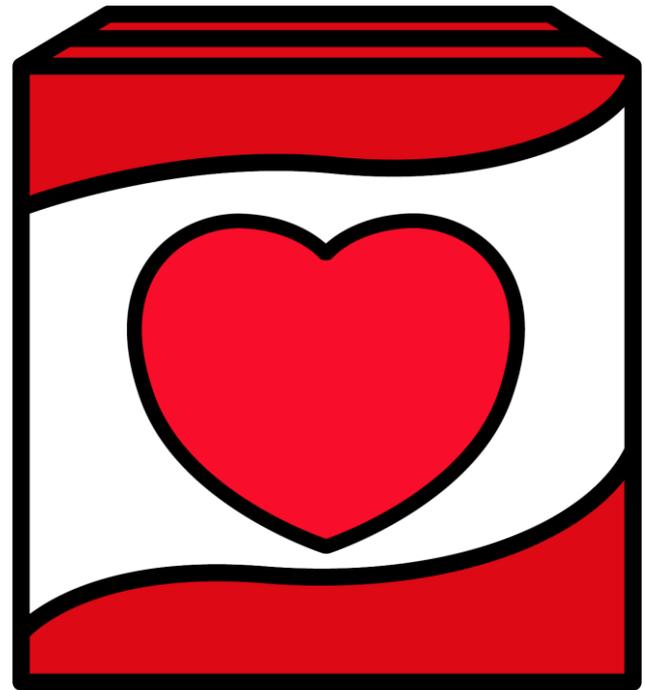
Who are the characters in the story?	Why was the kit fun?	What was in the kit?
What does "jot" mean?		What are two meanings for the word "dab"?
How would you add to the kit?	How do the kids feel about the kit?	Retell the story.

Included Skills:

- Focus Skill: CVC words
- High frequency words: a, I, look, the, said, see
- Decodable words: big, kit, is, it, fun, kids, has, hat, pad, can, jot, on, cut, up, dab

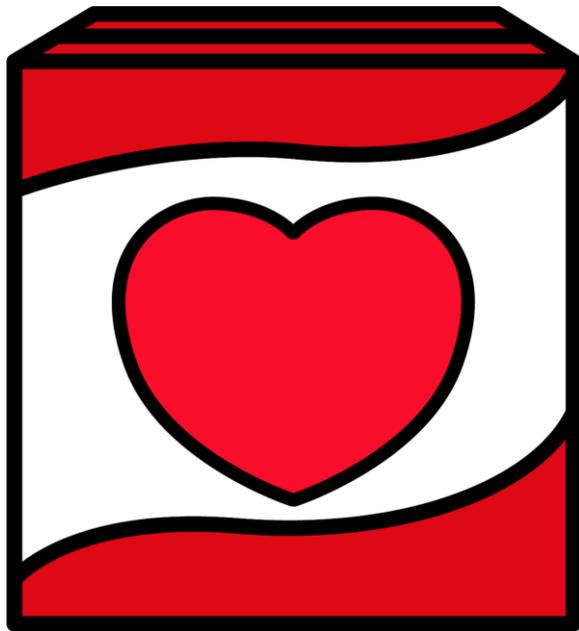
Guided Phonics Review Lesson

The Kit



I can read!

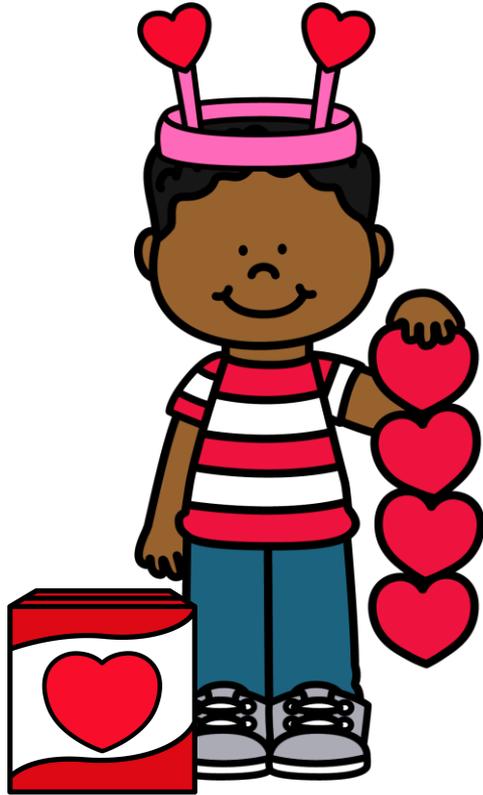
Author: Tara West



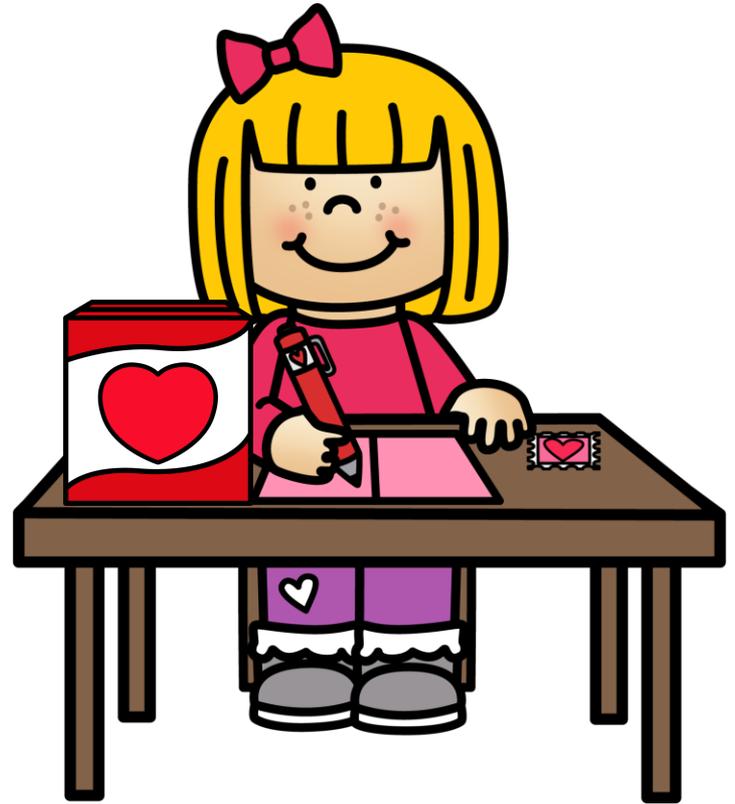
I see the big kit. Is
it a fun kit?



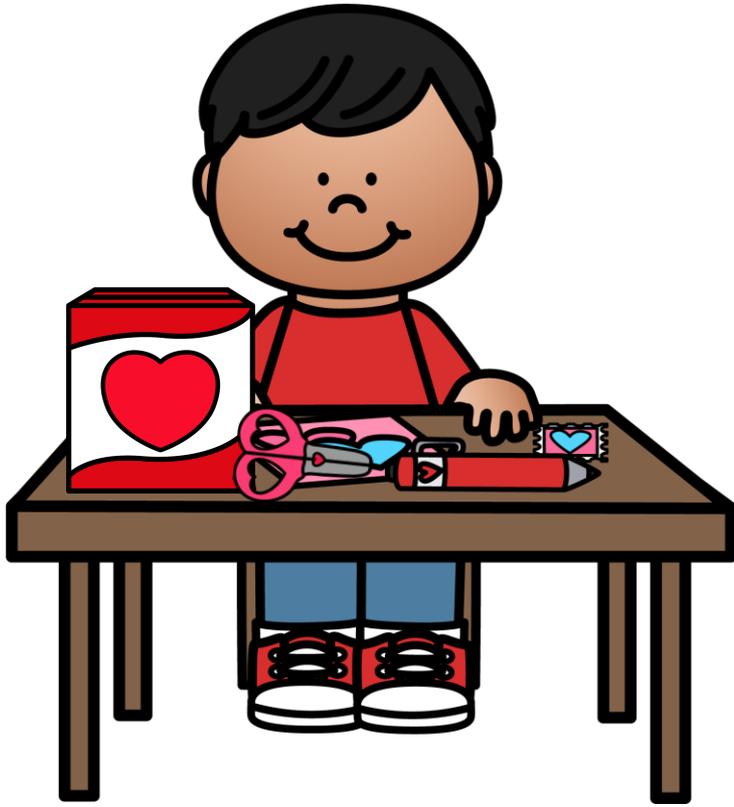
"The kit is fun,"
said the kids.



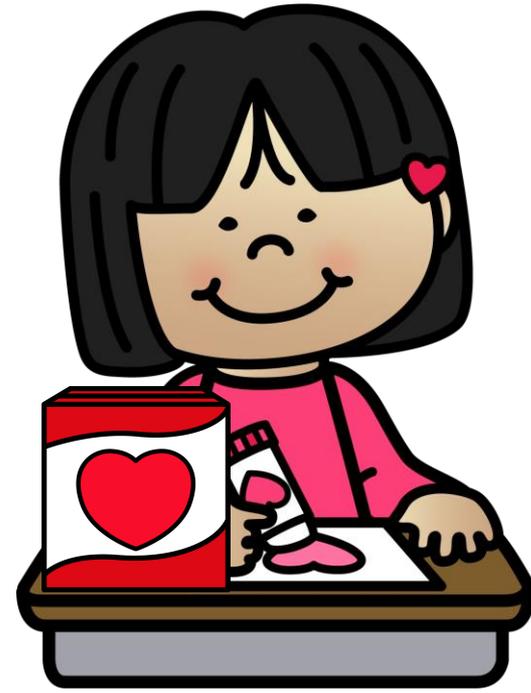
Look at Rob. Rob
has a hat.



The kit has a pad.
Jen can jot.



"I can cut it up,"
said Ben.



"I can dab it. I did
a big dab," said Lin.

Let's Review

big	kit	fun	pad
look	said	the	see

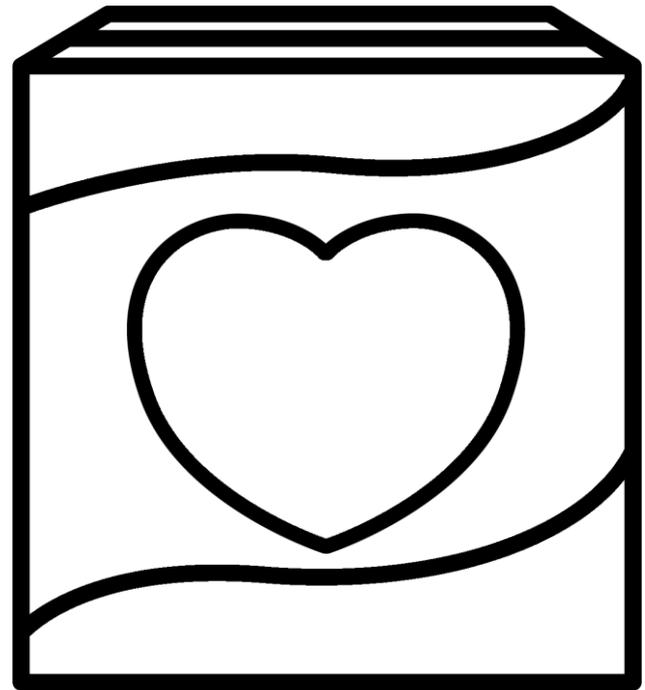
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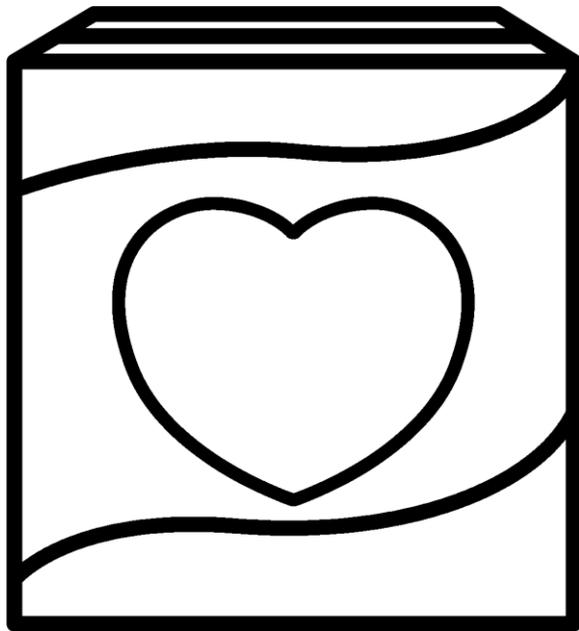
Guided Phonics Review Lesson

The Kit

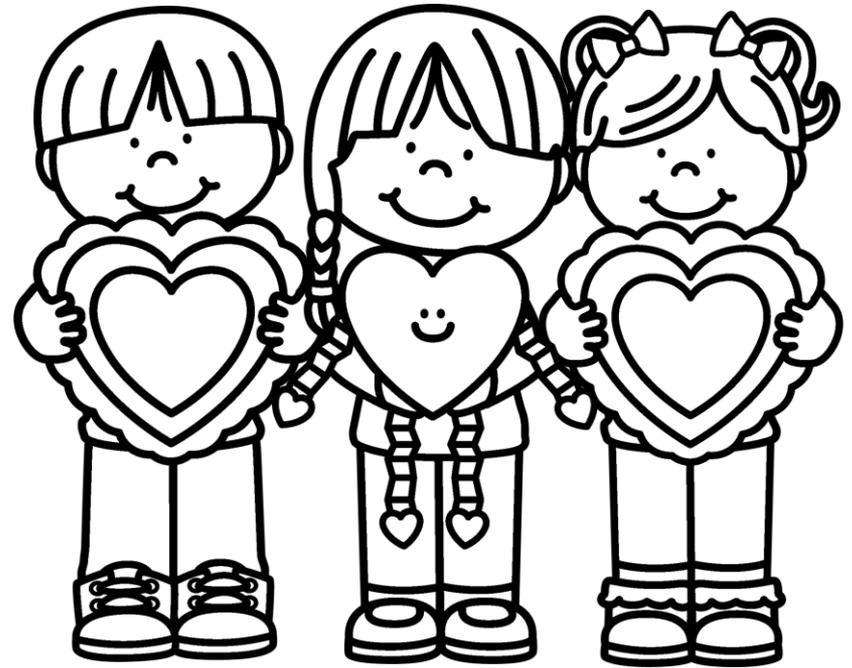


I can read!

Author: Tara West



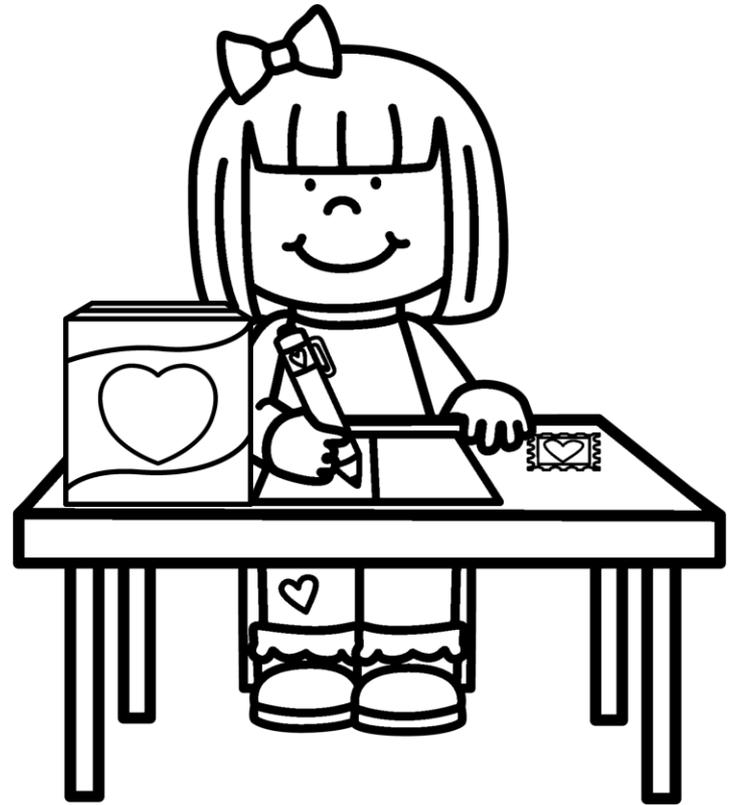
I see the big kit. Is
it a fun kit?



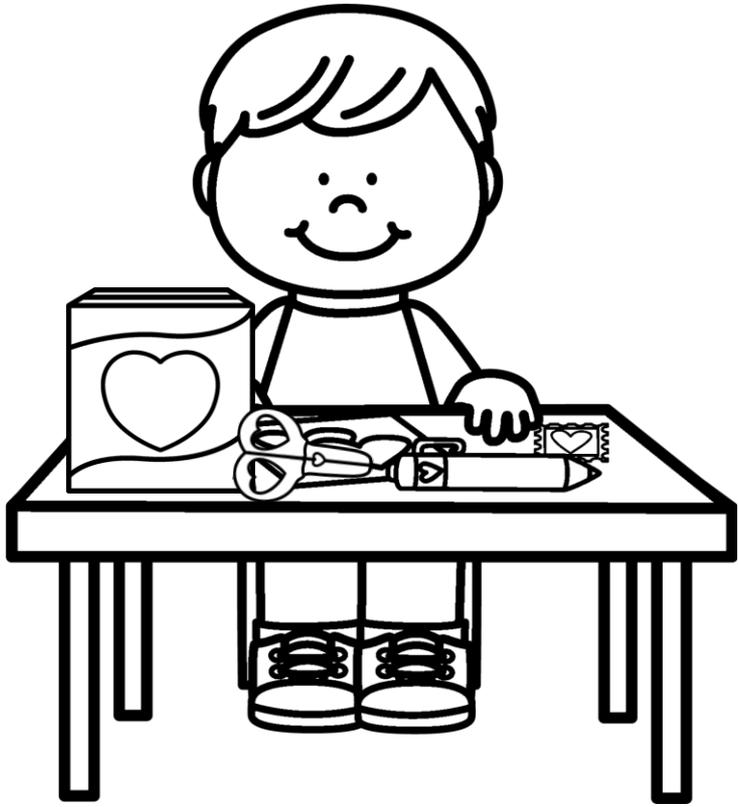
"The kit is fun,"
said the kids.



Look at Rob. Rob
has a hat.



The kit has a pad.
Jen can jot.



"I can cut it up,"
said Ben.



"I can dab it. I did
a big dab," said Lin.

Name: _____

I see the big kit. Is it a fun kit?

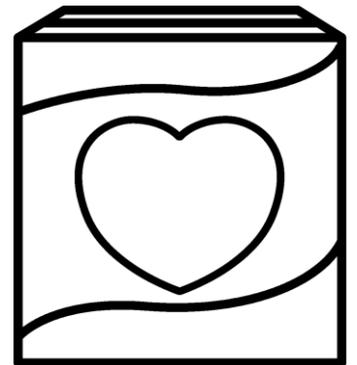
The kit has a pad. Jen can jot.

"I can cut it up," said Ben.

"I can dab it. I did a big dab," said Lin.

Look at Rob. Rob has a hat.

"The kit is fun," said the kids.



Let's Review

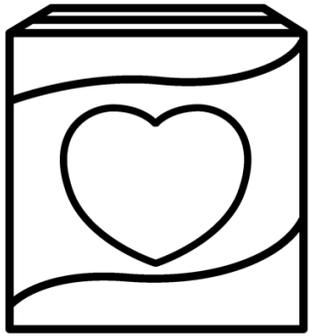
big	kit	fun	pad
look	said	the	see

Who are the characters in the story?	Why was the kit fun?	What was in the kit?
What does 'jot' mean?		What are two meanings for the word 'dab'?
How would you add to the kit?	How do the kids feel about the kit?	Retell the story.

Included Skills:

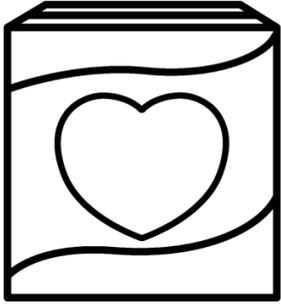
- Focus Skill: CVC words
 - High frequency words: a, I, look, the, said, see
 - Decodable words: big, kit, is, it, fun, kids, has, hat, pad, can, jot, on, cut, up, dab
- Guided Phonics Review Lesson

The Kit



I can read!

Author: Tara West



I see the big kit. Is it a fun kit?

1

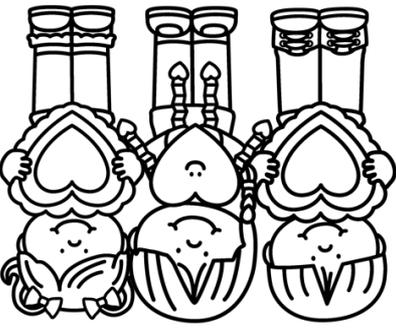


The kit has a pad. Jen can jot.

2

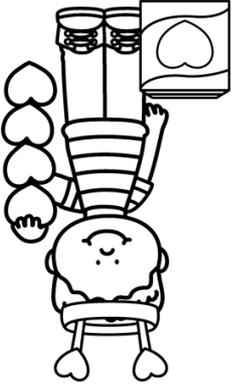
9

"The kit is fun," said the kids.



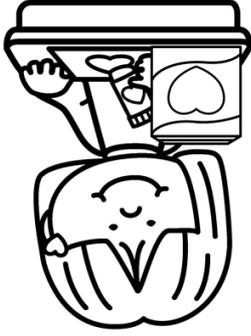
5

Look at Rob. Rob has a hat.



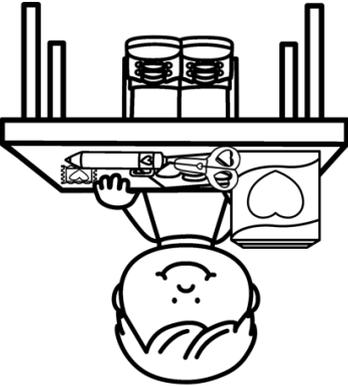
4

"I can dab it. I did a big dab," said Lin.

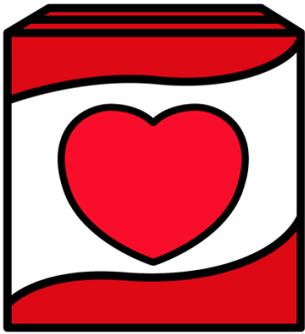


3

"I can cut it up," said Ben.



The Kit

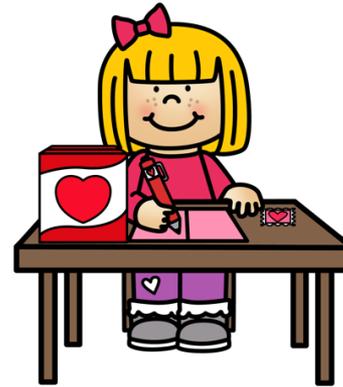


I can read!

Author: Tara West

1

I see the big kit. Is
it a fun kit?



The kit has a pad.
Jen can jot.

2



"I can cut it up,"
said Ben.

3



"I can dab it. I did
a big dab," said Lin.

4



Look at Rob. Rob
has a hat.

5



"The kit is fun,"
said the kids.

6

Let's Review

big	kit	fun	pad
look	said	the	see

Who are the characters in the story?	Why was the kit fun?	What was in the kit?
What does "jot" mean?		What are two meanings for the word "dab"?
How would you add to the kit?	How do the kids feel about the kit?	Retell the story.

Included Skills:

- Focus Skill: CVC words
- High frequency words: a, I, look, the, said, see
- Decodable words: big, kit, is, it, fun, kids, has, hat, pad, can, jot, on, cut, up, dab

Let's Review |

had	big	not	can
it	is	in	at
a	see	the	look

What is a groundhog?	Infer. Why did the groundhog nap all winter?	Where did the groundhog nap?
Did the groundhog see the sun?		What does "dim" mean?
What is a fact about a groundhog?	What is an opinion about a groundhog?	What did you enjoy most about the story?

The Big Nap



I can read!



Look at the . It
is in the den.



The sun is dim. The
 is not sad.



The  can not
see the sun.



The  had a big
nap in the den.



The man can see

the  .



Can the  see

the sun?

Let's Review

had	big	not	can
it	is	in	at
a	see	the	look

What is a groundhog?	Infer. Why did the groundhog nap all winter?	Where did the groundhog nap?
Did the groundhog see the sun?		What does "dim" mean?
What is a fact about a groundhog?	What is an opinion about a groundhog?	What did you enjoy most about the story?

The Big Nap



I can read!



Look at the . It
is in the den.



The sun is dim. The
 is not sad.



The  can not
see the sun.



The  had a big
nap in the den.



The man can see

the  .



Can the  see

the sun?

The Big Nap

Look at the . It is in the den.

The  had a big nap in the den.

The man can see the .

Can the  see the sun?

The  can not see the sun.

The sun is dim. The  is not sad.



Let's Review

had	big	not	can
it	is	in	at
a	see	the	look

What is a groundhog?	Infer: Why did the groundhog nap all winter?	Where did the groundhog nap?
Did the groundhog see the sun?		What does "dim" mean?
What is a fact about a groundhog?	What is an opinion about a groundhog?	What did you enjoy most about the story?

UNIT 2 | Review

The Big Nap



I can read!

Author: Tara West



Look at the . It is in the den.

1



The  had a big nap in the den.

2

6

The sun is dim. The  is not sad.



5

The  can not see the sun.



4

Can the  see the sun?



3

The man can see the .



The Big Nap



I can read!

Author: Tara West



Look at the . It
is in the den.

1



The  had a big
nap in the den.

2



The man can see
the .

3



Can the  see
the sun?

4



The  can not
see the sun.

5



The sun is dim. The
 is not sad.

6

Let's Review

had	big	not	can
it	is	in	at
a	see	the	look

What is a groundhog?	Infer. Why did the groundhog nap all winter?	Where did the groundhog nap?
Did the groundhog see the sun?		What does 'dim' mean?
What is a fact about a groundhog?	What is an opinion about a groundhog?	What did you enjoy most about the story?

Let's Review

you	when	your	of
brush	grab	thin	floss
slip	spit	swig	swish

Why brush your teeth when you wake up?	Infer. Why does the brush need to be wet?	How much toothpaste do you need?
Where did the kid brush at?		What does "swish" mean?
What is another word for "swig"?	Why should you floss after brushing?	What does "bravo" mean?

Brush, Brush



I can read!



When you get up,
do you brush?



Grab the thin floss
and slip it in. Bravo!



Spit and then take
a big swig. Swish!



Grab your brush.
Then, get it wet.



Press a bit of that
onto your brush.



Brush up top and
brush in the back.

Let's Review

you	when	your	of
brush	grab	thin	floss
slip	spit	swig	swish

Why brush your teeth when you wake up?	Infer. Why does the brush need to be wet?	How much toothpaste do you need?
Where did the kid brush at?		What does "swish" mean?
What is another word for "swig"?	Why should you floss after brushing?	What does "bravo" mean?

Brush, Brush



I can read!



When you get up,
do you brush?



Grab the thin floss
and slip it in. Bravo!



Spit and then take
a big swig. Swish!



Grab your brush.
Then, get it wet.



Press a bit of that
onto your brush.



Brush up top and
brush in the back.

Brush, Brush

When you get up, do you brush?

Grab your brush. Then, get it wet.

Press a bit of that onto your brush.

Brush up top and brush in the back.

Spit and then take a big swig. Swish!

Grab the thin floss and slip it in. Bravo!



Let's Review

you	when	your	of
brush	grab	thin	floss
slip	spit	swig	swish

Why brush your teeth when you wake up?

Infer. Why does the brush need to be wet?

How much toothpaste do you need?

Where did the kid brush at?



What does "swish" mean?

What is another word for "swig"?

Why should you floss after brushing?

What does "bravo" mean?

UNIT 3 | Review

Brush, Brush



I can read!

Author: Tara West



When you get up,
do you brush?

1



Grab your brush.
Then, get it wet.

2

Grab the thin floss
and slip it in. Bravo!

9



Spit and then take
a big swig. Swishi!

5



Brush up top and
brush in the back.

4



Press a bit of that
onto your brush.

3



Brush, Brush



I can read!

Author: Tara West



When you get up,
do you brush?

1



Grab your brush.
Then, get it wet.

2



Press a bit of that
onto your brush.

3



Brush up top and
brush in the back.

4



Spit and then take
a big swig. Swish!

5



Grab the thin floss
and slip it in. Bravo!

6

Let's Review

you	when	your	of
brush	grab	thin	floss
slip	spit	swig	swish

Why brush your teeth when you wake up?	Infer. Why does the brush need to be wet?	How much toothpaste do you need?
Where did the kid brush at?		What does "swish" mean?
What is another word for "swig"?	Why should you floss after brushing?	What does "bravo" mean?

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