

GUIDED PHONICS + BEYOND UNITS 2-6 ALIGNED

# COMPREHENSION

## *"Big 5" Passages*

fluency readings

skill-focus phoneme

/u/

1 2 3

phonics passage

**Pup Fun!**

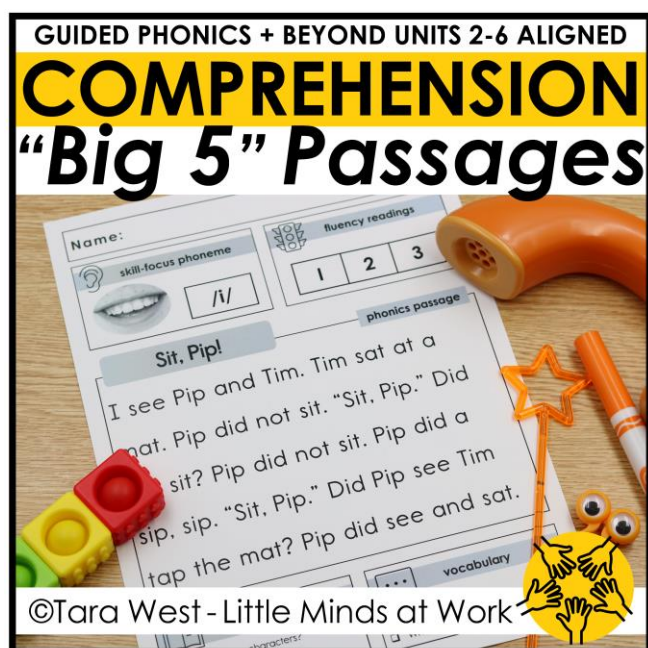
Mom and Dad can see the pup in the mud. The pup sat in the sun. Fun in the tub. Dad can dip the pup in the tub. The pup sat in the tub.

vocabulary

©Tara West - Little Minds at Work

The image shows a close-up of a worksheet titled "Pup Fun!". The worksheet includes a "skill-focus phoneme" section with a mouth diagram and the phoneme "/u/". There is a "fluency readings" section with a traffic light icon and a table with three columns labeled 1, 2, and 3. Below this is a "phonics passage" section. The passage text is: "Mom and Dad can see the pup in the mud. The pup sat in the sun. Fun in the tub. Dad can dip the pup in the tub. The pup sat in the tub." At the bottom right, there is a "vocabulary" section with a speech bubble icon. The worksheet is surrounded by educational toys: an orange ring-shaped block, three square blocks (green, yellow, red), and an orange marker.

Thanks for downloading the free set of “The Big 5” passages. These passages are all **new** and **not** included in the resource below. The passages have embedded mouth formations to build stronger connections between the phonemes and graphemes. Access more “Big 5” passages in the 60-page resource or view the money-saving bundled option.



# COMPREHENSION

## "The Big 5" Passages

The Comprehension "Big 5" packet, developed by Tara West at Little Minds at Work, is a comprehensive set of 10 printable passages. The packet embeds proper mouth formation images or "real-mouths" on each piece which is a crucial building block for students connecting phonemes to graphemes. Students will cover the science of reading "Big 5" - all embedded into one sheet including: a focus phoneme, phonics passage, fluency reading prompts, comprehension, and vocabulary. Utilize these sheets during your whole-group or small-group phonics blocks.

### UNIT 2 (ORANGE): CVC

### UNIT 3 (YELLOW): Digraphs and Double Endings

### UNIT 4 (GREEN): CVCE

### UNIT 5 (BLUE): R-controlled and Silent Letters

### UNIT 6 (PURPLE): Vowel Variants

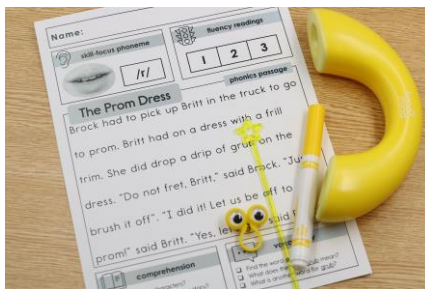
#### UNIT 2 – CVC WORDS:

Students read and decode CVC-based passages.



#### UNIT 3 – DIGRAPHS, DOUBLES,

AND BLENDS: Students read and decode skill-based passages.



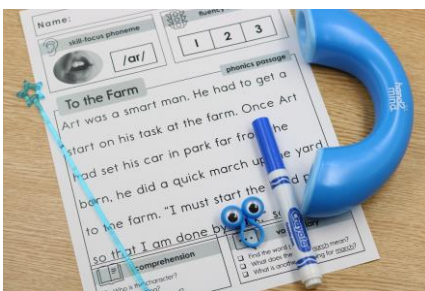
#### UNIT 4 – CVCE WORDS:

Students read and decode CVCE-based passages.



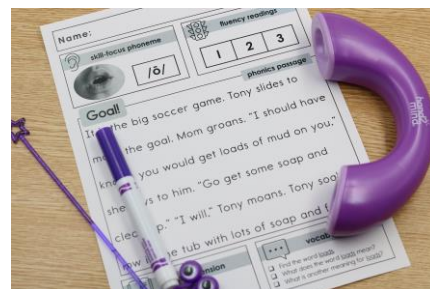
#### UNIT 5 – R-CONTROLLED AND

SILENT LETTERS: Students read and decode skill-based passages.



#### UNIT 6 – VOWEL VARIANTS:

Students read and decode skill-based passages.



# SCIENCE OF READING

The concepts and methodologies associated with the Science of Reading hold significant value for both educators and students. Given the dynamic nature of research and evolving best practices, I welcome your insights and recommendations for incorporating any particularly effective practices within the Mouth Explorations program. Please feel free to communicate your suggestions by sending an email to the provided address. Your input is highly valued and contributes to the ongoing enhancement of our instructional approach by emailing me [HERE](#).

## EXPLORE FURTHER



OVERVIEW



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



## skill-focus phoneme



/a/



## fluency readings

1

2

3

## The Pad

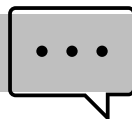
## phonics passage

Dad sat. Pam and Tam sat on the mat. Dad had a pad. Pam and Tam tap the pad. Tap, tap, tap. Pam and Tam like the pad. Tap the pad. Tap, tap, tap



## comprehension

- ☐ Who are the characters?
- ☐ What did Pam and Tam sit on?
- ☐ What did Pam and Tam tap?



## vocabulary

- ☐ Find the word pad.
- ☐ What does pad mean?
- ☐ What is another meaning for pad?



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



## skill-focus phoneme



/u/



## fluency readings

1

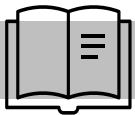
2

3

## Pup Fun!

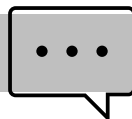
## phonics passage

Mom and Dad can see the pup in the mud. The pup sat in the mud in the sun. Fun in the mud! Mom and Dad can dip the pup in the tub. The pup sat in the tub.



## comprehension

- ☐ Who are the characters?
- ☐ What is the setting?
- ☐ How did the story end?



## vocabulary

- ☐ Find the word tub.
- ☐ What does tub mean?
- ☐ What does it mean to “dip in the tub”?

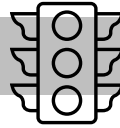
Name: \_\_\_\_\_



## skill-focus phoneme



/sh/



## fluency readings

1

2

3

## Fish at the Ship

## phonics passage

Josh and Nash did rush to sit on the ship.

Josh said, "I like to look at the fish." "Look!"

said Nash. A red fish had a gash on its fin.

Nash had to hush Josh. "Shh, shh." The fish

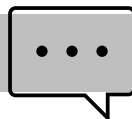
did a quick dash. Josh said to Nash, "Gosh,

it is fun to sit on the ship and look at fish."



## comprehension

- ☐ Who are the characters?
- ☐ Where are the characters?
- ☐ What are the characters doing?



## vocabulary

- ☐ Find the word gash.
- ☐ What does the word gash mean?
- ☐ What is another meaning for gash?

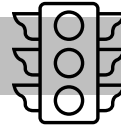
Name: \_\_\_\_\_



## skill-focus phoneme



/r/



## fluency readings

1

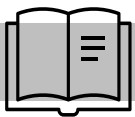
2

3

# The Prom Dress

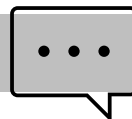
## phonics passage

Brock had to pick up Britt in the truck to go to prom. Britt had on a dress with a frill trim. She did drop a drip of grub on the dress. “Do not fret, Britt,” said Brock. “Just brush it off”. “I did it! Let us be off to prom!” said Britt. “Yes, let’s go,” said Brock.



## comprehension

- ☐ Who are the characters?
- ☐ What is the problem in the story?
- ☐ How did the story end?



## vocabulary

- ☐ Find the word grub.
- ☐ What does the word grub mean?
- ☐ What is another word for grub?

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



## skill-focus phoneme



/i/



## fluency readings

1

2

3

# The Bike Ride

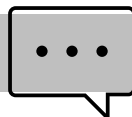
## phonics passage

Mike was on a five-mile bike ride. The bike path was not that hot, and the ride was fine. Mike had a smile, but then he hit a pipe. He fell and the bike slid to the side. Mike was fine and got up with pride. He said, "Let's ride on!"



## comprehension

- ☐ Who is the character?
- ☐ What is the setting?
- ☐ How did the story end?



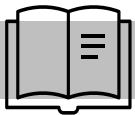
## vocabulary

- ☐ Find the word pride.
- ☐ What does the word pride mean?
- ☐ Why do you think Mike had pride?

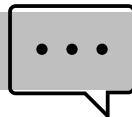


**Name:****skill-focus phoneme****/ū/****fluency readings****1****2****3****Duke at the Lake****phonics passage**

In June, Duke was at the lake. Duke did spot a tube. “I like the tube. It looks like a mule. Can I ride it?” said Duke. A dude at the tube shop gave Duke a rope for the ride. As Duke rode on the tube, he did hum a fun little tune.

**comprehension**

- ☐ Who are the characters?
- ☐ What is the setting?
- ☐ What did Duke do at the lake?

**vocabulary**

- ☐ Find the word tube.
- ☐ What does the word tube mean?
- ☐ What is another word for tube?

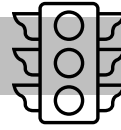
Name: \_\_\_\_\_



skill-focus phoneme



/ar/



fluency readings

1

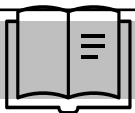
2

3

## To the Farm

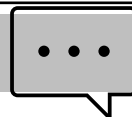
phonics passage

Art was a smart man. He had to get a start on his task at the farm. Once Art had set his car in park far from the barn, he did a quick march up the yard to the farm. "I must start the hard part so that I am done by dark," said Art.



comprehension

- ☐ Who is the character?
- ☐ What is setting?
- ☐ How did the story end?



vocabulary

- ☐ Find the word march.
- ☐ What does the word march mean?
- ☐ What is another meaning for march?

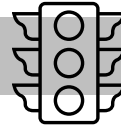
Name: \_\_\_\_\_



skill-focus phoneme



/or/



fluency readings

1

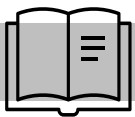
2

3

## Sports Camp

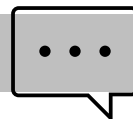
phonics passage

Ford was born to play sports. It was the norm to live in the north dorm at sports camp. “Time to wake up! The horn went off,” said Kort. “We have to warm up.” Ford got his ball. Once at the spot, Ford made a shot. “Look at that form!” Kort said to Ford.



comprehension

- ☐ Who are the characters?
- ☐ What is the setting?
- ☐ How did the story end?



vocabulary

- ☐ Find the word form.
- ☐ What does the word form mean?
- ☐ What is another word for form?

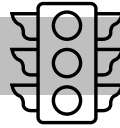
Name: \_\_\_\_\_



skill-focus phoneme



/ā/



fluency readings

1

2

3

## Mail Drop-Off

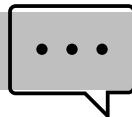
phonics passage

Jay gets paid to drop off the mail. Jay has mail in his hands. It starts to rain. “I cannot let the mail get wet,” Jay wails. Jay waits by the train for the rain to stop. Once it stops, he starts his job again. He can see Shay at the mailbox. “You have mail,” he tells her.



comprehension

- ☐ Who are the characters?
- ☐ What is the setting?
- ☐ How did the story end?

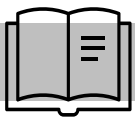


vocabulary

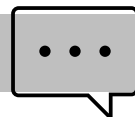
- ☐ Find the word wails.
- ☐ What does the word wails mean?
- ☐ What is another meaning for wails?

**Name:****skill-focus phoneme****/ō/****fluency readings****1****2****3****Goal!****phonics passage**

It is the big soccer game. Tony slides to make the goal. Mom groans. “I should have known you would get loads of mud on you,” she says to him. “Go get some soap and clean up.” “I will,” Tony moans. Tony soaks low in the tub with lots of soap and foam.

**comprehension**

- ☐ Who are the characters?
- ☐ What is the setting?
- ☐ How did the story end?

**vocabulary**

- ☐ Find the word loads.
- ☐ What does the word loads mean?
- ☐ What is another meaning for loads?



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