

Blends & Digraphs



MINI-BOOKS • CUT AND STAPLE



Kindergarten • 1st Grade • Special Ed

by Bright Path Sped



Seven cut-and-staple readers for blends and digraphs, built only from words a beginning reader has been taught, with a check page, tracker, family page and buddy card around them.

THREE STEPS

- 1 **Pick a book and a version**
7 books, one for each pattern, each 8 mini-pages on ONE sheet: a cover, 6 decodable sentences with a picture, and a back cover that lists the words. Every book comes three ways — **Read Book** in color, **Read Book** in ink-saver black line, and **Trace, Write and Color**. The Book Index on page 5 gives every page number.
- 2 **Print, cut, stack, staple**
One sheet per book, single-sided. Cut on the dashed lines: one down the middle and three across, four straight cuts for eight pages. Stack the numbered pages 1 to 8 and staple on the left. Page 4 shows it drawn.
- 3 **Check it, track it, send it home**
The Read It Without Pictures page for each book (the same 6 sentences, no pictures) shows whether the words were decoded or guessed. Date the tracker (page 36), roll the class up on page 37, send a book home with page 39. A filled example is on page 41.

WHICH PAGE, WHEN

WHEN...	USE...
A book is new	Read Book in color (sh book: page 7): read it together first
A class set, or a copy to keep	The ink-saver Read Book: the same book in black line
The child can read it	Trace, Write and Color: trace the gray word, write it
Was it decoded or guessed?	Read It Without Pictures, one page per book (sh: page 10)
A reading buddy or para has five minutes	Reading buddy card, page 40
Writing a progress note or a note home	Team note, page 38 · phrase bank, page 42

Everything inside (45 pages)

- **21 mini-books** — 7 books x 3 versions, 8 mini-pages each, on 21 cut-and-staple sheets (one sheet a book)
- **42 decodable sentences** checked in code against this store's CVC and Fry-100 banks and each book's own 59 pattern words; **35 pictures**, color and black line
- **7 Read It Without Pictures** pages, **1 blank mini-book template**, **1 tracker** and **1 class grid**, type-in or print
- **1 team note**, **1 home page**, **1 buddy card**, **1 filled example**, **1 phrase bank**, **1 picture key**, **1 binder cover** and **8 divider tabs**

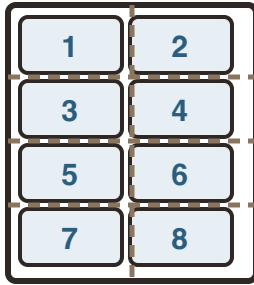
What the pictures can and cannot do

Every picture was checked in both the color and black-line sets at print size; a word whose picture reads as something else was left out. Some books have fewer than six pictured words, so a picture shows on a second page with a new sentence (sh, ch, ng ck, S blends). **There is no th book and no wh book:** the th and wh pictures in these two sets (tooth, thumb, thread, wheel, whale, a person in a bath) are not clear short-vowel words. If a child gives a picture another name, say the word. The Picture Key is on page 6.



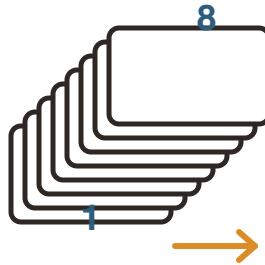


CUT, STACK, STAPLE



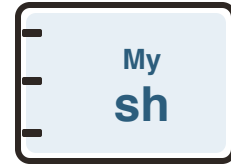
1. Cut

Print one sheet a book, single-sided. Cut on the dashed lines: one down the middle, three across. Four straight cuts, 8 pages, and the pieces touch, so nothing is trimmed around.



2. Stack

Put the pages in order by the number in the corner, 1 on top through 8. The cover is 1; the word list is 8.



3. Staple

Two or three staples down the left edge. The book opens like any book. A strip of tape over the staples keeps fingers safe.

TWO MINI-PAGES, UP CLOSE (L BLENDS)



I see a **black clock**.

2



I see a **black clock**.

2

2

The page number

Bottom right of every mini-page, cover included, so the stack order is never in doubt.



The picture and the colored letters

The picture names the one word in bold. The letters of the blend or digraph are printed in color inside every word that has it. The ink-saver and Trace-Write versions use the black-line set of the same word, so a child can color it.



The gray word and the rule

On a Trace, Write and Color page the pictured word prints in light gray inside the sentence. Trace it, then write it on the three-line rule beside the picture.

Printing and copying

Every mini-page is drawn for a black-and-white copier: a heavy border, a solid page number, dashed cut lines between the pages. Print the color Read Book once for the shelf; run the ink-saver and Trace-Write versions for the class set.

The type-in fields

In any PDF reader, click a book cover's name line, the tracker, the class grid or the family page to type, then save and print. Every sentence page is pencil and crayon work. This is a PDF, not a slideshow or a word-processor file.



Every book has four pages in a row: the color Read Book, the ink-saver Read Book, Trace, Write and Color, then its Read It Without Pictures page. The page number prints in the footer of every page.

BOOK	PICTURED WORDS	WORDS	READ (COLOR)	READ (INK-SAVER)	TRACE & WRITE	READ IT
sh	ship, shell, fish, shrimp	8	7	8	9	10
ch	chick, check, chess, chopsticks	8	11	12	13	14
ng ck	ring, wing, duck, rock, lock	8	15	16	17	18
L blends	clock, clap, clip, flag, plug, plant	9	19	20	21	22
R blends	crab, frog, dress, brick, truck, brush	9	23	24	25	26
S blends	skunk, sloth, stop, swim	7	27	28	29	30
End blends	tent, hand, gift, vest, link, ant	10	31	32	33	34

The words each book teaches (59 in all)

sh: sh- ship, shell, shop, shrimp · -sh fish, dish, rush, wish

ch: ch- chick, chin, check, chat, chess, chopsticks · -ch lunch, such

ng ck: -ng ring, wing, sing, song · -ck duck, back, rock, lock

L blends: bl- black · cl- clock, clap, clip · fl- flip, flag, flat · pl- plug, plant

R blends: br- brick, brush · cr- crab · dr- dress · fr- frog · gr- grab, grin · tr- trip, truck

S blends: sk- skunk, skip · sl- sloth, slip · sn- sniff · st- stop · sw- swim

End blends: -nt tent, ant · -nd hand · -st must, dust, best, vest · -ft gift, lift · -nk link

Also in this file

Picture key, page 6 · blank mini-book template, 35 · tracker, 36 · class grid, 37 · team note, 38 · home page, 39 · reading buddy card, 40 · filled example, 41 · phrase bank, 42 · binder cover, 43 · divider tabs, 44.





The 35 pictures every sentence in this file is built around, grouped by book. Each has a picture in both the color and black-line sets. If a child gives another name (the chess picture is a pawn, the check is a check mark), say the printed word.

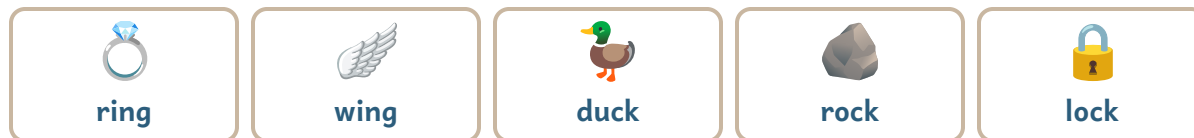
SH · 4 PICTURES



CH · 4 PICTURES



NG CK · 5 PICTURES



L BLENDS · 6 PICTURES



R BLENDS · 6 PICTURES



S BLENDS · 4 PICTURES



END BLENDS · 6 PICTURES



Looked at and left out

drum, sled, nest and milk (the black-line picture reads as a face, a bench, a rose and a cup), tram (a train), bank (a dollar sign is drawn in it), skull and skis (left out on purpose; ski is not a short-vowel word), backpack, peanut and footprints (not pack, nut, step); and the th and wh pictures (tooth, thumb, thread, wheel, whale, a person in a bath) are not clear short-vowel words.



My name: _____

Date _____



✂ Cut on the dashed lines. Stack 1 to 8. Staple it. Read it!

BRIGHT PATH SPED

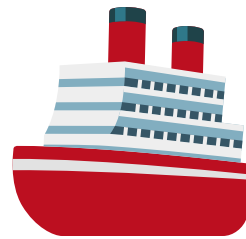
My **sh** Book

A Read-It-Myself Book

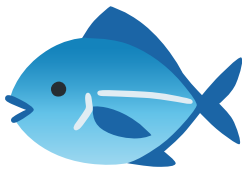


THIS BOOK BELONGS TO _____

1

The **ship** is big.

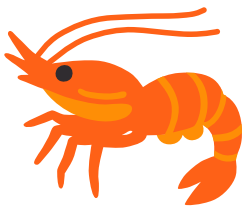
2

The **fish** is in the dish.

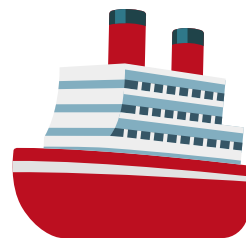
3

I got a **shell** at the **shop**.

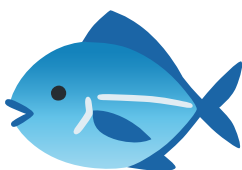
4

The **shrimp** is in the tub.

5

We **rush** to the **ship**.

6

I **wish** I had a **fish**.

7

WORDS I READ

sh- ☐ ship ☐ shell ☐ shop ☐ shrimp
 -sh ☐ fish ☐ dish ☐ rush ☐ wish

I read this book ☐ ☐ ☐

8





My name: _____

Date _____



 Cut on the dashed lines. Stack 1 to 8. Staple it. Read it!

BRIGHT PATH SPED

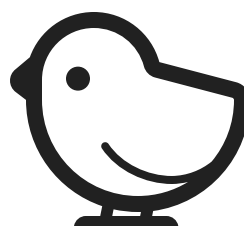
My **ch** Book

A Read-It-Myself Book



THIS BOOK BELONGS TO _____

1



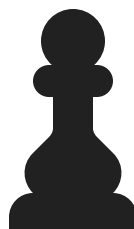
The **chick** sat on my **chin**.

2



Yes! I got a **check**.

3



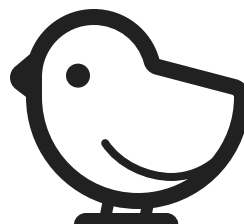
We sit and **chat** at the **chess** set.

4



I can use **chopsticks** at lunch.

5



The **chick** had **such** fun in the sun.

6



Get a **check** when you win.

7

WORDS I READ

ch- ☐ chick ☐ chin ☐ check ☐ chat
☐ chess ☐ chopsticks
 -ch ☐ lunch ☐ such

I read this book ☐ ☐ ☐

8





My name: _____

Date _____



✂ Trace it. Write it. Color it. Then cut, stack 1 to 8, and staple.

BRIGHT PATH SPED

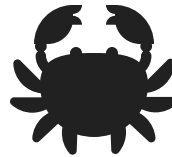
My **br cr dr fr gr tr** Book

Trace, Write and Color

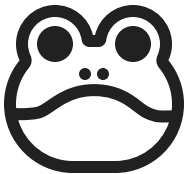


THIS BOOK BELONGS TO _____

1

The **crab** can **grab** a bug.

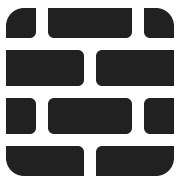
2

The **frog** has a big **grin**.

3

Mom has a red **dress**.

4

The **brick** is hot in the sun.

5

We go on a **trip** in the **truck**.

6

I use a **brush** on my hat.

7

WORDS I WROTE AND READ

br-

☐ **brick**

cr-

☐ **crab**☐ **brush**

dr-

☐ **dress**

fr-

☐ **frog**

gr-

☐ **grab** ☐ **grin**

tr-

☐ **trip** ☐ **truck**I read this book ☐ ☐ ☐

8





My name: _____ Date _____



Read each sentence. Color a star.

1 I see a black clock.



2 I can flip and clap.



3 Dad has a clip on his cap.



4 The flag is flat on the mat.



5 Do not tug the plug.



6 The plant is in a pot in the sun.



My words. Read each one. Check the box.

☐ black☐ clock☐ clap☐ clip☐ flip☐ flag☐ flat☐ plug☐ plant



My name: _____

Date _____



 Cut on the dashed lines. Stack 1 to 8. Staple it. Read it!

BRIGHT PATH SPED

My **nt nd st ft nk** Book

A Read-It-Myself Book



THIS BOOK BELONGS TO _____

1



We must **fix** the **tent**.

2



I have **dust** on my **hand**.

3



The **gift** is the best.

4



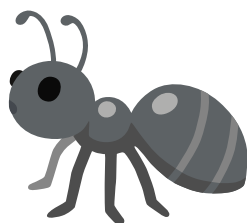
The **vest** is on my bed.

5



Dad can fix the **link**.

6



The **ant** can lift a nut.

7

WORDS I READ

-nt	☐ tent	☐ ant	-nd	☐ hand
-st	☐ must	☐ dust	-ft	☐ gift ☐ lift
	☐ best	☐ vest		
-nk	☐ link			

I read this book ☐ ☐ ☐

8



STUDENT

TEACHER

YEAR

BOOK	READ (DATE)	TRACE & WRITE (DATE)	READ IT (DATE)	SENTENCES (OF 6)	WORDS	NOTES
sh						
ch						
ng ck						
L blends						
R blends						
S blends						
End blends						

Date each version the day it is done. Sentences and Words come off the Read It Without Pictures page for that book while the child reads it aloud. Words in each book (also on the back covers and the Book Index): sh 8 · ch 8 · ng ck 8 · L blends 9 · R blends 9 · S blends 7 · End blends 10. Filled example: page 41.

WORDS TO WORK ON

BOOK	WORDS TO WORK ON (FROM THE READ IT PAGE)	READ ON A LATER DAY (DATE)
sh		
ch		
ng ck		
L blends		
R blends		
S blends		
End blends		





Lena is invented; nothing on this page describes a real student. The blank tracker is on page 36.

STUDENT

TEACHER

YEAR

Lena K. (an invented student)

Mr. Reyes (invented)

This year

BOOK	READ (DATE)	TRACE & WRITE (DATE)	READ IT (DATE)	SENTENCES (OF 6)	WORDS	NOTES
sh	9/8	9/10	9/11	6	8 of 8	Read it to a friend twice; asked for the ink-saver copy to keep
ch	9/14	9/15	9/17	5	7 of 8	Read chess as chest the first time, then fixed it
ng ck	9/21	9/22	9/24	6	8 of 8	Laughed at the duck that can sing
L blends	9/28	9/29	–	–	–	Trace and Write done; Read It not yet
R blends	10/1	–	–	–	–	Read with pictures only so far
S blends	–	–	–	–	–	–
End blends	–	–	–	–	–	–

How to read it

Seven books. Lena has read **5 of 7** with pictures, finished the Trace and Write book for **4 of 7**, and done the Read It Without Pictures page for **3 of 7**. Across the checked books she read **17 of 18** sentences and **23 of 24** words with no picture to help. Words to work on: ch: chess. Ready for Read It next: **L blends**. Ready for Trace and Write next: **R blends**. Every number here comes from the table above.

What the notes column is for

- What you saw, in plain words: which word, what was read instead, whether it was fixed. The ch row is that kind of note.
- What you did about it: back to the color book, the picture covered. Never a conclusion about the student — that is the meeting's job.

THE SAME SEVEN BOOKS ON THE CLASS GRID (PAGE 37)

STUDENT	SH	CH	NG CK	L BLENDS	R BLENDS	S BLENDS	END BLENDS
Lena K.	3	3	3	2	1	–	–

The family note this tracker would produce

"This week Lena read the ch book with no pictures and got 5 of 6 sentences. The word to practice is chess. The book in the folder is the ink-saver copy; three reads this week is plenty." — every fact in it is a row of the table.





STUDENT

WEEK OF

THE BOOK IN THIS FOLDER

How to read a mini-book at home, in three steps

- Read the cover together and name the pictures. Every word in the book is one your child has been taught to sound out.
- Let your child read each page out loud. If a word is hard, point to it and say the sounds one at a time; do not say the word for them.
- Read it again tomorrow. Check a box on the back cover each time. Three reads of one little book is the goal, not three books.

READING LOG

BOOK	DATE	READ TO	HOW IT WENT

A WORD THAT WAS EASY

A WORD THAT WAS HARD

NOTE FROM THE TEACHER

NOTE FROM HOME





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a small group at the table and a child who is ready for a book made only of words they have been taught to sound out. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

The same patterns as a sort, as circle-it and write-it pencil work, and the short-vowel books that come before these.

BLENDS Cut and Paste, 3 Levels 41 PAGES Consonant Blends Cut and Paste, 3 Levels The sorting side of the same skill: cut a piece, glue it in, at three levels.	DIGRAPHS Cut and Paste, 3 Levels 41 PAGES Digraphs Cut and Paste, 3 Levels The digraphs sh, ch, th, wh, ck and ng as a sort, at three levels.	K-1 PHONICS • DIGRAPHS & BLENDS CIRCLE + WRITE DIGRAPH & BLEND PICTURE WORKSHEETS Twelve skills — six digraphs, six blends — each with a Circle It page (three letter choices) and a Write It page (the word missing its digraph or blend) plus a Mixed Digraphs and a Mixed Blends review. Not the cut-and-paste sort. Fillable PDF. Digraph and Blend Picture Worksheets Circle it and write it: the same patterns as pencil work.	SPECIAL EDUCATION • READING CUT + STAPLE BOOKLETS CVC WORD FAMILY DECODABLE MINI-BOOKS Five short-vowel, mini-books (a, e, i, o, u), eight mini-pages each, built only from CVC words and Fry-100 sight words with a picture on every sentence page. Each book in color, one-sever black line, and Trace-Write-Color, plus a read-without-pictures check page. Print, cut, stack, staple. PDF. CVC Word Family Decodable Mini-Books The books before these: five short-vowel readers, cut and stapled the same way.
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