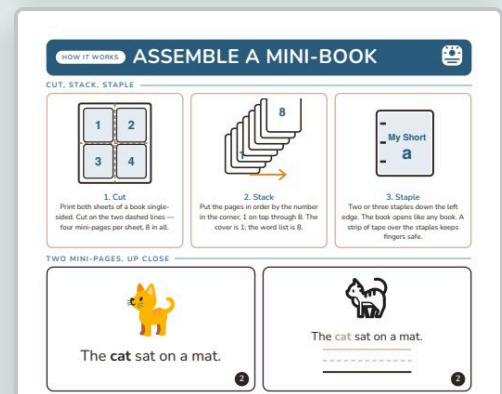
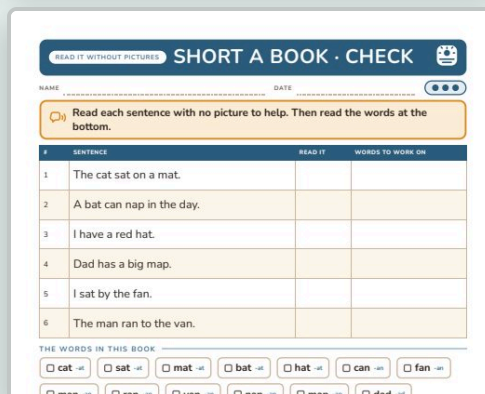
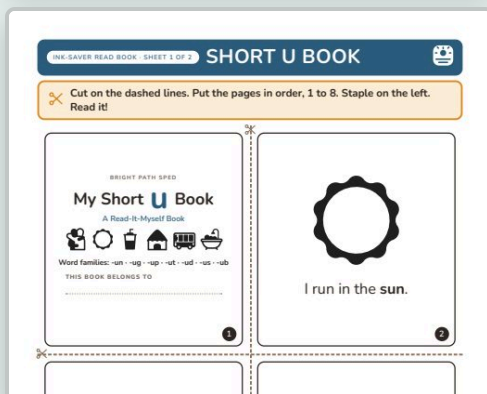
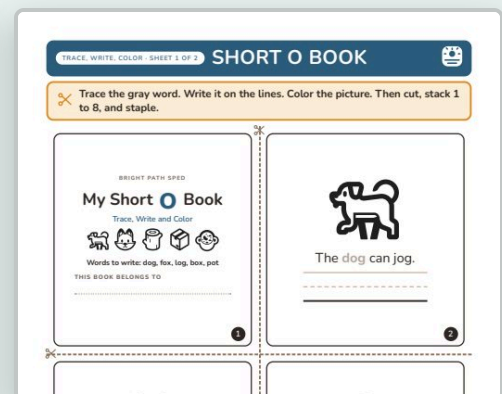
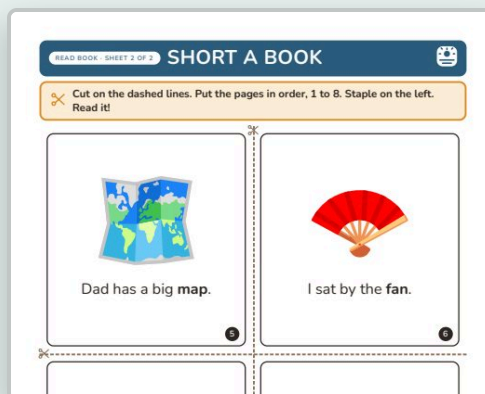
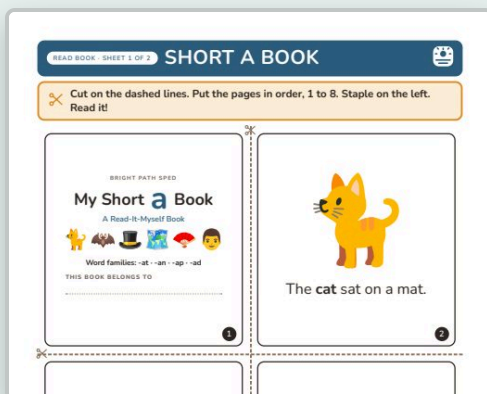


CVC WORD FAMILY DECODABLE MINI-BOOKS

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, ink-saver black line, and Trace-Write-Color, plus a read-without-pictures check page. Print, cut, stack, staple. PDF.





Five short-vowel mini-books built only from CVC words and sight words a beginning reader already knows, in three versions, with the check page, tracker, family page and helper card around them.

THREE STEPS

1 Pick a book and a version

Five books, one per short vowel, each 8 mini-pages: 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

Two sheets per book, single-sided. Cut on the two dashed lines, stack the numbered pages 1 to 8, 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 43), roll the class up on page 44, send the book home with page 45. A filled example is on page 47.

WHICH PAGE, WHEN

WHEN...	USE...
A book is new	Its Read Book in color (page 7 for short a): 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: the pictured word is a gray trace, then a line to write it
Was it decoded or guessed?	Read It Without Pictures, one page per book (short a: page 13)
A reading buddy or para has five minutes	Reading helper card, page 46
Writing a progress note or a note home	Phrase bank on page 48; blank book template, page 42

Everything inside (50 pages)

- **15 mini-books** — 5 books x 3 versions, 8 mini-pages each, on 30 cut-and-staple sheets
- **30 decodable sentences**, checked in code against this store's CVC and Fry-100 word banks; **23 pictures**, each in both color and black line
- **5 Read It Without Pictures** check pages and **1 blank mini-book template**
- **1 tracker** (one student) and **1 class grid**, type-in or print
- **1 family page, 1 reading helper card, 1 filled example, 1 phrase bank, 1 picture key, 1 binder cover with tabs**

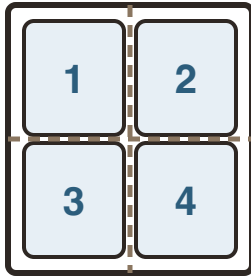
What the pictures can and cannot do

Every picture was checked in both the color and black-line sets and looked at at print size; a word without a picture that plainly names it was left out. Short a and short u have six pictured words each; short e and short o have five, so one picture appears on two pages of those books. **Short i has one: pig.** Its book is six pages about one pig (big, dig, sit, hid, bit, win) and its Trace and Write book practices *pig* six times. The Picture Key on page 6 shows every picture by vowel.



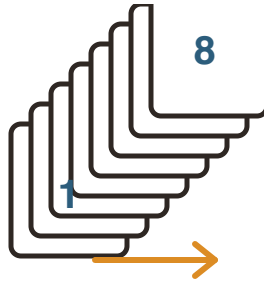


CUT, STACK, STAPLE



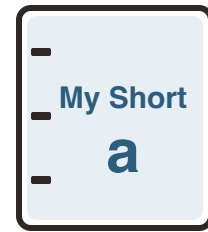
1. Cut

Print both sheets of a book single-sided. Cut on the two dashed lines — four mini-pages per sheet, 8 in all.



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



The **cat** sat on a mat.

2



The **cat** sat on a mat.



2

2

The page number

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



The picture

Names the one word in bold. Color pictures are Noto; the ink-saver and Trace-Write versions use the Fluent 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 below.

Printing and copying

Every mini-page is drawn for a black-and-white copier: a heavy border, a solid page number, dashed cut lines. 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 cover's name line, a check-page cell, the tracker or the family page to type, then save and print. Every sentence page is pencil and crayon work.



Every book has seven pages in a row: two sheets of the color Read Book, two of the ink-saver Read Book, two of Trace, Write and Color, then its check page. The page number prints in the footer of every page.

BOOK	FAMILIES	PICTURED WORDS	READ (COLOR)	READ (INK-SAVER)	TRACE & WRITE	CHECK
Short a	-at -an -ap -ad	cat, bat, hat, map, fan, man	7–8	9–10	11–12	13
Short e	-et -ed -en -eb -eg	bed, pen, web, leg, ten	14–15	16–17	18–19	20
Short i	-ig -it -id -in	pig	21–22	23–24	25–26	27
Short o	-og -ox -ot -op	dog, fox, log, box, pot	28–29	30–31	32–33	34
Short u	-un -ug -up -ut -ud -us -ub	hug, sun, cup, hut, bus, tub	35–36	37–38	39–40	41

The 30 sentences

Short a: 1. The cat sat on a mat. 2. A bat can nap in the day. 3. I have a red hat. 4. Dad has a big map. 5. I sat by the fan. 6. The man ran to the van.

Short e: 1. I get in my bed. 2. I get a red pen. 3. I see a wet web. 4. My leg is wet. 5. I can see ten men. 6. The pet is on my bed.

Short i: 1. The pig is big. 2. The pig can dig. 3. The pig can sit. 4. The pig hid in a bin. 5. The pig bit a fig. 6. The pig did win!

Short o: 1. The dog can jog. 2. The fox is hot. 3. I sat on the log. 4. What is in the box? 5. The pot is hot! 6. My dog can hop a lot.

Short u: 1. I run in the sun. 2. I got a big hug. 3. My cup is on the rug. 4. The hut is in the mud. 5. We run to the bus. 6. The pup is in the tub.

Also in this file

Picture key, page 6 · blank mini-book template, 42 · tracker, 43 · class grid, 44 · family page, 45 · reading helper card, 46 · filled example, 47 · phrase bank, 48 · binder cover and tabs, 49.





The 23 pictures every sentence in this file is built around, grouped by short vowel. Each one has a picture in both the color set and the black-line set that names its word; a word without one was left out rather than force a wrong picture in. Short i has one.

SHORT A · 6 PICTURES



SHORT E · 5 PICTURES



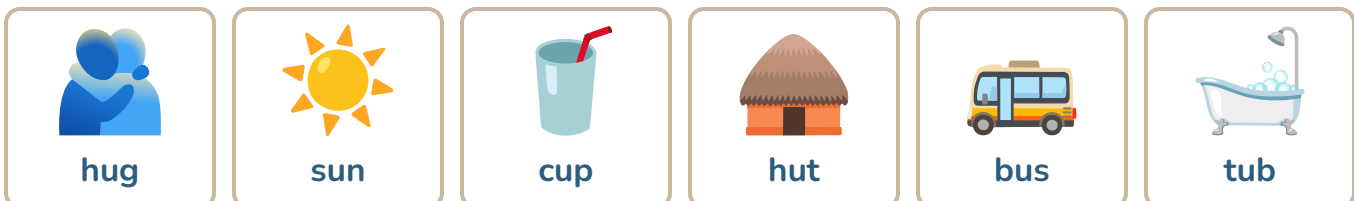
SHORT I · 1 PICTURE



SHORT O · 5 PICTURES



SHORT U · 6 PICTURES



Words that were looked at and left out

rat (reads as a mouse), cap (a hat), pan (an egg in a pan), bag (two bags), hen (a chicken), jet (a plane), gem (a diamond), kid, pin, bin, lip, win, hog (a pig), mom, pup (a dog), bug (a beetle), mug (coffee), nut (a peanut): each draws a different word than the one being read.



Cut on the dashed lines. Put the pages in order, 1 to 8. Staple on the left. Read it!

BRIGHT PATH SPED

My Short **a** Book

A Read-It-Myself Book

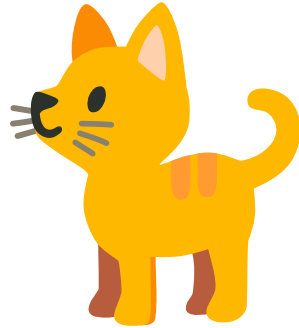


Word families: -at · -an · -ap · -ad

THIS BOOK BELONGS TO

.....

1



The **cat** sat on a mat.

2



A **bat** can nap in the day.

3



I have a red **hat**.

4

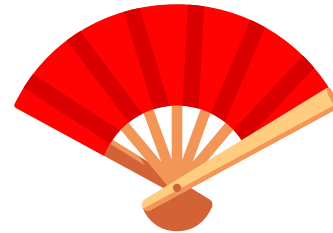


Cut on the dashed lines. Put the pages in order, 1 to 8. Staple on the left.
Read it!



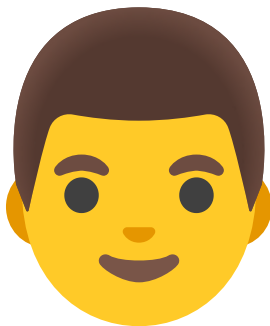
Dad has a big **map**.

5



I sat by the **fan**.

6



The **man** ran to the van.

7

WORDS I READ

- at ☐ cat ☐ sat ☐ mat ☐ bat ☐ hat
 -an ☐ can ☐ fan ☐ man ☐ ran ☐ van
 -ap ☐ nap ☐ map
 -ad ☐ dad

I read this book ☐ ☐ ☐

8



Cut on the dashed lines. Put the pages in order, 1 to 8. Staple on the left. Read it!

BRIGHT PATH SPED

My Short **a** Book

A Read-It-Myself Book



Word families: -at · -an · -ap · -ad

THIS BOOK BELONGS TO

.....

1



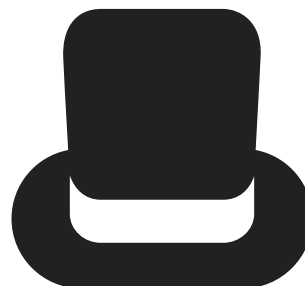
The **cat** sat on a **mat**.

2



A **bat** can nap in the day.

3



I have a red **hat**.

4



Trace the gray word. Write it on the lines. Color the picture. Then cut, stack 1 to 8, and staple.

BRIGHT PATH SPED

My Short **a** Book

Trace, Write and Color

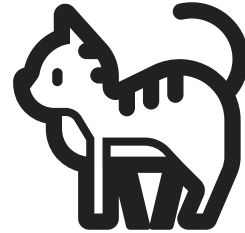


Words to write: cat, bat, hat, map, fan, man

THIS BOOK BELONGS TO

.....

1



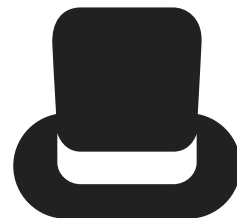
The **cat** sat on a mat.

2



A **bat** can nap in the day.

3



I have a red **hat**.

4



NAME

DATE



Read each sentence with no picture to help. Then read the words at the bottom.

#	SENTENCE	READ IT	WORDS TO WORK ON
1	The cat sat on a mat.		
2	A bat can nap in the day.		
3	I have a red hat.		
4	Dad has a big map.		
5	I sat by the fan.		
6	The man ran to the van.		

THE WORDS IN THIS BOOK

☐ cat -at
 ☐ sat -at
 ☐ mat -at
 ☐ bat -at
 ☐ hat -at
 ☐ can -an
 ☐ fan -an

☐ man -an
 ☐ ran -an
 ☐ van -an
 ☐ nap -ap
 ☐ map -ap
 ☐ dad -ad

SENTENCES READ (OF 6)

WORDS READ (OF 13)

DATE

WHAT I NOTICED





Cut on the dashed lines. Put the pages in order, 1 to 8. Staple on the left. Read it!

BRIGHT PATH SPED

My Short **u** Book

A Read-It-Myself Book



Word families: -un · -ug · -up · -ut · -ud · -us · -ub

THIS BOOK BELONGS TO

.....

1



I run in the **sun**.

2



I got a big **hug**.

3



My **cup** is on the rug.

4



STUDENT

TEACHER

YEAR

BOOK	READ BOOK (DATE)	TRACE & WRITE (DATE)	CHECK (DATE)	SENTENCES (OF 6)	WORDS (OF N)	NOTES
Short a						
Short e						
Short i						
Short o						
Short u						

Date each version the day it is done. Sentences and Words come off the Read It Without Pictures page for that book; N is the word count on that page (a 13 · e 10 · i 9 · o 9 · u 10). Filled example: page 47.

WORDS TO WORK ON

BOOK	WORDS TO WORK ON (FROM THE CHECK PAGE)	READ ON A LATER DAY (DATE)
Short a		
Short e		
Short i		
Short o		
Short u		





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 can 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





Lena is invented; nothing on this page describes a real student. The blank tracker is on page 43.

STUDENT

Lena K. (an invented student)

TEACHER

Mr. Reyes (invented)

YEAR

This year

BOOK	READ BOOK (DATE)	TRACE & WRITE (DATE)	CHECK (DATE)	SENTENCES (OF 6)	WORDS (OF N)	NOTES
Short a	9/8	9/10	9/11	6	13 of 13	Read it to a friend twice; asked for the ink-saver copy to keep
Short e	9/11	9/12	9/15	5	8 of 10	Read “ten” as “tin” the first time, then fixed it
Short i	9/15	9/16	9/17	6	9 of 9	Six pages of one pig; laughed at “did win”
Short o	9/17	9/18	—	—	—	Trace and Write done; check not yet
Short u	9/19	—	—	—	—	Read with pictures only so far

How to read it

Five books. Lena has read **5 of 5** with pictures, finished the Trace and Write book for **4 of 5**, and done the Read It Without Pictures check for **3 of 5**. Across the checked books she read **17 of 18** sentences and **30 of 32** words with no picture to help. Words to work on: short e: ten, men. Ready for the check next: **short o**. Ready for Trace and Write next: **short u**. 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 short e 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, with the whole record in front of it.

THE SAME FIVE BOOKS ON THE CLASS GRID (PAGE 44)

STUDENT	SHORT A	SHORT E	SHORT I	SHORT O	SHORT U
Lena K.	3	3	3	2	1

The family note this tracker would produce

“This week Lena read the short e book with no pictures and got 5 of 6 sentences. The two words to practice are ten and men. 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.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and a student who needs a book made only of words they can already sound out. If this helped, leaving feedback on TPT helps other teachers find it.

Leave a review and earn credits

Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

WHAT'S NEXT FROM THIS STORE

SPECIAL EDUCATION - READING

SENTENCES + PICTURES

DECODABLE SENTENCES CVC PICTURE MATCH

Sixteen decodable sentences built only from CVC words and Fry-100 sight words, each paired with the one picture it actually describes. Read and Match, Cut and Paste, Illustrate It and a Doodling Check — four formats, one sentence bank. Print, or type the tracker and family page. PDF.

31 Pages **16 Decodable Sentences** **4 Activity Formats** **Answer Key**

BRIGHT PATH SPED

Decodable Sentences CVC Sentence-Picture Match

The same kind of sentence, one at a time: match it to its picture, cut and paste, illustrate it, check it.

SPECIAL EDUCATION - HANDWRITING

WORDS + SENTENCES

CVC WORDS HANDWRITING PRACTICE

Ten CVC words, two per short vowel: each one traced with start dots and arrows, written from memory, then used in its own decodable sentence. A word wall, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

45 Pages **10 CVC Words** **10 Decodable Sentences** **Tracker**

BRIGHT PATH SPED

CVC Words Handwriting Practice, Words and Sentences

The writing side: trace and write each CVC word, then read and copy its own sentence.

K-1ST PHONICS - SEGMENTING

3 FORMATS

SOUND BOXES SEGMENTING CVC WORDS

Six short-vowel sets (a, e, i, o, u, and mixed), three pages each: dots and a picture, sound boxes with the same picture, and sound boxes with the word alone. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

31 Pages **6 Sets** **3 Formats** **62 CVC Words**

BRIGHT PATH SPED

Sound Boxes Segmenting CVC Words Worksheets

Breaking a CVC word into its sounds before it is read in a book at all.

WORD FAMILIES

Cut and Paste, 3 Levels

26 PAGES

BRIGHT PATH SPED **K-2 - Special Education**

Word Families Cut and Paste, 3 Levels

The pattern the vowel makes with the last sound, sorted into little houses.

Part of the K–2 Reading and Handwriting collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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