

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 Decoding Check — four formats, one sentence bank. Print, or type the tracker and family page. PDF.

MATCH READ AND MATCH 1

NAME _____ DATE _____

Read each sentence. Find its picture on the right. Draw a line from its number to the matching letter.

1 The cat can nap in a box.	 A
2 A cat can sit on a rug.	 B
	

CUT & PASTE CUT AND PASTE 1

NAME _____ DATE _____

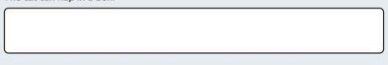
Cut out the four pictures below. Glue each one in the box next to the sentence it matches.

1 The cat can nap in a box.	
2 A cat can sit on a rug.	
3 I can get a map and go.	

ILLUSTRATE ILLUSTRATE IT 1

NAME _____ DATE _____

No picture this time. Read the sentence. Draw your own picture of it in the box. Then copy the sentence on the line.

1 The cat can nap in a box.	
2 A cat can sit on a rug.	
3 I can get a map and go.	

CHECK DECODING CHECK 1

NAME _____ DATE _____

Read the sentence. Underline the word that names the picture. Then circle that same word below — only one of the two is really in the sentence.

1 The cat can nap in a box.	
<u>cat</u>	<u>map</u>
2 A cat can sit on a rug.	
<u>map</u>	<u>cat</u>
3 I can get a map and go.	

PICTURE KEY EVERY PICTURE, BY VOWEL

The ten pictures every sentence in this pack is built around, grouped by short vowel. "I" gets one word and "u" gets three — every word here has a real, unambiguous picture in both the Noto and Fluent sets; a word without one was left out rather than force a wrong answer key.

SHORT A

 cat	 map
---	---

SHORT E

 pen	 bed
---	---

SHORT I

 pig

SHORT O

TRACKER SENTENCE TRACKER — ONE STUDENT

STUDENT _____ TEACHER _____ YEAR _____

#	MATCH	CUT & PASTE	ILLUSTRATE	CHECK	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



One complete kit for decodable sentences: sixteen sentences built only from CVC words and sight words a child already knows, each paired with the one picture it actually describes, in four different formats.

THREE STEPS

- 1 Read the sentence bank**
 Sixteen decodable sentences, each built only from CVC words and this store's Fry-100 sight words, are listed on the Contents page (page 5) and pictured on the Picture Key (page 6).
- 2 Pick the format for the day**
 Read and Match, Cut and Paste, Illustrate It, or a Decoding Check — four pages of each, always four sentences at a time.
- 3 Mark it and send it home**
 Date each sentence on the tracker (page 24), roll the class up on page 25, and send a copy home on the family page (page 26). A filled example is on page 28.

WHICH PAGE, WHEN

WHEN...	USE...
A picture is given and the child finds the matching sentence	Read and Match, pages 7–10
No picture cue — the child reads and draws it themselves	Illustrate It, pages 15–18
Checking that a word was really decoded, not guessed from the picture	Decoding Check, pages 19–22
A reading buddy or paraprofessional has five minutes	Reading Helper card, page 27

Everything inside (31 pages)

- **16 decodable sentences**, checked in code against this store's own CVC and Fry-100 word banks — no sentence uses a harder word than a child already knows
- **4 formats x 4 sheets each**: Read and Match, Cut and Paste, Illustrate It, Decoding Check — 16 items every time, same bank
- **1 answer key**, generated from the same data as every activity page
- **1 word tracker** and **1 class grid**, type-in or print
- **1 family page, 1 reading helper card, 1 filled example, 1 phrase bank**
- **1 binder cover** with spine label and divider tabs

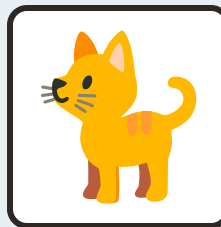
How to read a page

Page 4 shows a sample row and explains the numbers, letters and picture box, plus how a sentence's decodability is checked. The three dots on the name line are the level code — no student page carries a level word. The Contents page (5) lists every page.



THE PARTS OF A READ AND MATCH PAGE

1 The cat can nap in a box.



1 The number

Every sentence keeps the same number everywhere it appears — on the Contents page, the tracker and the answer key.

A The letter

On a Match page, pictures are relabeled A–D and shuffled. The letter never lines up with its sentence number.

 The picture box

A square frame around the one Noto/Fluent picture that names this sentence's target word — nothing else on the page is that picture.

 The glue box and the draw box

A Cut and Paste page prints an empty square beside each sentence for the cut-out picture; an Illustrate It page prints the same square empty with no picture given at all, for the child's own drawing.

One sentence, checked word by word (sentence 1, every page it appears on)

"The cat can nap in a box." — every word in it is either the CVC word this sentence is built around (**cat**), another CVC word from any short vowel (**box, can, nap**), or a word already on this store's Fry-100 sight-word list (**a, in, the**). Nothing in it is a word harder than what the child already knows, and no other picture word (from the ten this pack uses) appears in it, so its picture is never in doubt.

Why there is no picture multiple-choice

A picture names a noun (cat, cup, sun), not a whole action a sentence describes. Rather than guess which wrong pictures are safely wrong, every Match and Cut-and-Paste page uses exactly one picture per sentence. The Decoding Check page (pages 19–22) is the one place two options are offered, and they are printed WORDS, checked in code against the sentence's own text.

The type-in fields

Open the file in any PDF reader and click a name line, a tracker cell or a family-page box to type into it, then save. The activity pages themselves are always pencil, scissors and glue work.



All sixteen sentences run through all four formats, four sentences to a page each time. The page number prints in the footer of every page.

#	WORD	MATCH	CUT & PASTE	ILLUSTRATE	CHECK
1	cat	7	11	15	19
2	cat	7	11	15	19
3	map	7	11	15	19
4	pen	7	11	15	19
5	pen	8	12	16	20
6	bed	8	12	16	20
7	pig	8	12	16	20
8	pig	8	12	16	20
9	dog	9	13	17	21
10	dog	9	13	17	21
11	fox	9	13	17	21
12	hug	9	13	17	21
13	hug	10	14	18	22
14	sun	10	14	18	22
15	sun	10	14	18	22
16	cup	10	14	18	22

Also in this file

Picture key, page 6 · answer key, 23 · word tracker, 24 · class grid, 25 · family page, 26 · reading helper card, 27 · filled example, 28 · phrase bank, 29 · binder cover and tabs, 30.





The ten pictures every sentence in this pack is built around, grouped by short vowel. “i” gets one word and “u” gets three — every word here has a real, unambiguous picture in both the Noto and Fluent sets; a word without one was left out rather than force a wrong answer key.

SHORT A



cat



map

SHORT E



pen



bed

SHORT I



pig

SHORT O



dog



fox

SHORT U



hug



sun



cup



NAME

DATE



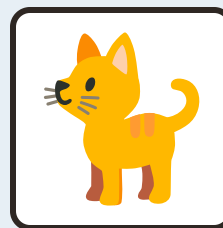
Read each sentence. Find its picture on the right. Draw a line from its number to the matching letter.

1 The cat can nap in a box.



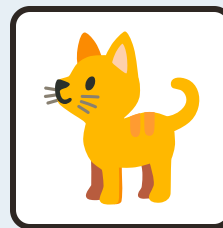
A

2 A cat can sit on a rug.



B

3 I can get a map and go.



C

4 I can get a pen to write.



D

Pictures are shuffled — they are never in the same order as the sentences. Answer key: page 23.





NAME

DATE



Cut out the four pictures below. Glue each one in the box next to the sentence it matches.

1

The cat can nap in a box.



2

A cat can sit on a rug.



3

I can get a map and go.



4

I can get a pen to write.



CUT HERE



CUT HERE



CUT HERE



CUT HERE

The picture strip is shuffled, never in sentence order. Answer key: page 23.





NAME

DATE



No picture this time. Read the sentence. Draw your own picture of it in the box. Then copy the sentence on the line.

1

The cat can nap in a box.

.....

2

A cat can sit on a rug.

.....

3

I can get a map and go.

.....

4

I can get a pen to write.

.....





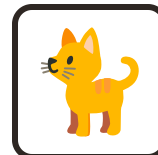
NAME

DATE



Read the sentence. Underline the word that names the picture. Then circle that same word below — only one of the two is really in the sentence.

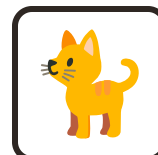
- 1 The cat can nap in a box.



cat

map

- 2 A cat can sit on a rug.



map

cat

- 3 I can get a map and go.



map

pen

- 4 I can get a pen to write.



bed

pen

SENTENCE TRACKER — ONE STUDENT



STUDENT

TEACHER

YEAR

#	MATCH	CUT & PASTE	ILLUSTRATE	CHECK	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

Date the page (not the format) the day it is done. Answer key on page 23; filled example on page 28.



DECODABLE SENTENCES AT HOME

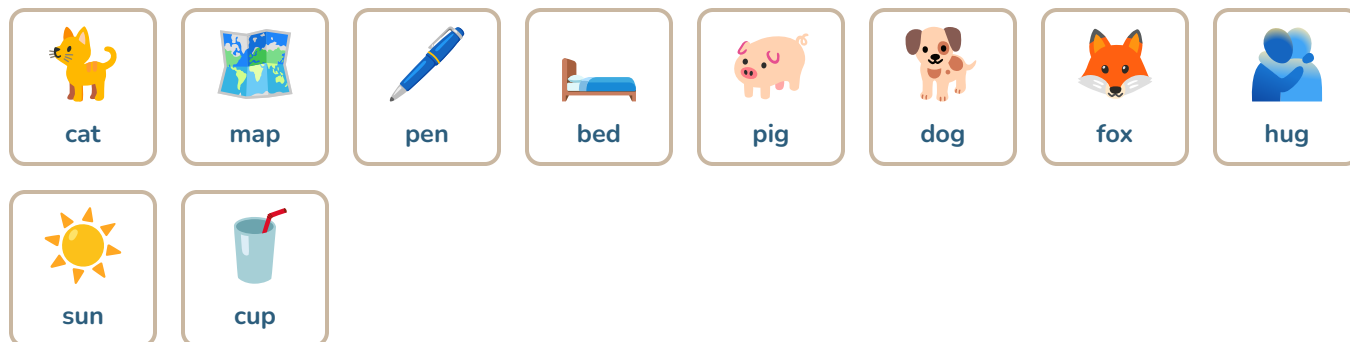


STUDENT

WEEK OF

THIS WEEK WE PRACTICED THESE SENTENCES (NUMBERS FROM THE TRACKER)

A quick picture reminder — the full key is on page 6.



How to help at home, in three steps

- Have your child read the sentence out loud first, sound by sound if needed. Every word in it is one they have already met.
- Ask what picture would match it, then check the Picture Key at the back of the file together.
- Keep it short. One or two sentences is plenty for one sitting.
- There is no rush to the next format — Match, Cut and Paste, Illustrate It and the Decoding Check can each be its own night.

Copy one sentence from this week below; have your child copy it under it.

DAYS WE PRACTICED THIS WEEK

A SENTENCE THAT WENT WELL, AND ONE THAT WAS HARD

NOTE FROM THE TEACHER

NOTE FROM HOME



SENTENCE TRACKER — DIEGO, INVENTED



Diego is invented; nothing on this page describes a real student. The blank tracker is on page 24.

STUDENT

Diego M. (an invented student)

TEACHER

Ms. Patel (invented)

YEAR

This year

#	MATCH	CUT & PASTE	ILLUSTRATE	CHECK	NOTES
1	9/8	9/9	9/10	9/11	Read it twice before drawing the line
2	9/8	9/9	9/10	9/11	—
3	9/9	9/10	9/11	9/12	—
4	9/9	9/10	9/11	9/12	—
5	9/10	9/11	9/12	—	—
6	9/10	9/11	9/12	—	Needed help spelling “bed” when copying
7	9/11	9/12	—	—	—
8	9/11	9/12	—	—	—
9	9/12	9/15	—	—	—
10	9/12	9/15	—	—	Needed help spelling “mud” when copying
11	9/15	9/16	—	—	—
12	9/15	—	—	—	—
13	9/16	—	—	—	—
14	9/17	—	—	—	—
15	9/17	—	—	—	—
16	9/18	—	—	—	—

How to read it

Sixteen sentences. Diego has finished Read and Match for **16 of 16**, Cut and Paste for **11 of 16**, Illustrate It for **6 of 16**, and the Decoding Check for **4 of 16**. Sentences 7, 8, 9, 10, 11 are done through Cut and Paste and ready for Illustrate It next; sentence 5, 6 is done through Illustrate It and ready for the Check. Every number here comes from the table above.

The family note this tracker would produce

“This week Diego read and matched all 16 sentences and has worked through the Cut and Paste page for 11 of them. Two sentences needed help with spelling while copying: bed and mud.” — every fact in it is a row of the table above.





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 sentences built from words they already know. 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 - 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.

CVC Words Handwriting Practice, Words and Sentences

The step before this one: trace and write each CVC word, then read and copy its own decodable sentence.

SPECIAL EDUCATION - HANDWRITING **3 LEVELS**

LETTER FORMATION TRACING A-Z

Every letter, three pages: a guided trace with numbered start dots and arrows, a fading trace, then writing from a picture cue. Formation charts to post, alphabet review, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

Letter Formation Handwriting Tracing Practice A-Z, 3 Levels

The letter-by-letter step before whole words: start dots, arrows and a fading trace for every capital and lowercase letter.

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.

Sound Boxes Segmenting CVC Words Worksheets

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

WORD FAMILIES
Cut and Paste, 3 Levels

26 PAGES

Word Families Cut and Paste, 3 Levels

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

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