



## Phonics Classroom Activity

# Decodable Readers—Set 2

## Overview

This second set of decodable readers is designed to help students gain confidence decoding both short and long vowel words. The first half of the set targets less frequently used consonants and short vowels, providing opportunities to apply phonics knowledge with CVC patterns using letters like j, v, w, x, y, and z. The second half introduces long vowels spelled with a silent E (VCe), supporting students as they transition to more complex decoding patterns. These books promote fluency through repetition, simplicity, and short connected stories.

## Why This Set Matters

While lower-frequency letters can be tricky for early readers, systematic practice helps build flexibility and accuracy in decoding. Likewise, long vowel patterns mark a critical shift in students' phonics development. This set bridges foundational and more advanced phonics by reinforcing letter-sound connections through meaningful and decodable text.

## Materials Needed

- Printed decodable reader
- Pencils or crayons
- Optional: highlighters, sticky notes, or reading trackers

**Focus:** Lower-Frequency Consonants, Short Vowels, and Long Vowels with Silent E

**Target Letters and Patterns:**

u, w, j, x, v, q, y, z; long vowels  
a\_e, i\_e, o\_e, u\_e

**Grade Range:** K-1

**Goal:** Reinforce phonics fluency by engaging students with controlled, decodable readers featuring consonant-vowel-consonant (CVC) patterns, less common letters, and long vowel spellings.

## Instructions

1. **Introduce the Focus Sounds:** Review the target letters or vowel patterns before reading. Blend 2–3 example words together.
2. **Model a First Read:** Use echo or choral reading to model decoding. Highlight how the vowel sounds change depending on the pattern.
3. **Independent or Take-Home Reading:** Students reread the book alone or with a partner or caregiver. Encourage multiple readings for fluency.
4. **Optional Response Activity:** Ask students to illustrate a page, underline long vowel words, or write a new sentence by using the same pattern.

## Tips for Differentiation

- Introduce fewer letters or patterns at a time for developing readers.
- Use sound boxes or color-coded word parts (e.g., Underline the final e) to show spelling patterns.
- Pair students to practice unfamiliar sounds before reading.
- Let confident readers create or extend a story using the same phonics pattern.

## Wrap-Up Questions

- Did you read any words with a long vowel sound? What helped you?
- Which letter sounds were new or tricky?
- Can you find a word that ends with a silent E?

Each foldable reader includes four lines of connected, decodable text. The first three readers focus on lower-frequency consonants and short vowels. The final three readers introduce long vowels with a silent E.

## Reader 1: Gus the Pup

**Focus sounds:** g, u, s, p

**CVC examples:** Gus, pup, sun, run, mug

Gus is a pup.

The pup can run.

Gus naps in the sun.

Gus sips from a mug.

## Reader 4: Jake and the Ape

**Focus sounds:** a\_e (long a)

**VCe examples:** Jake, ape, made, cake

Jake is an ape.

Jake made a cake.

The cake is big.

Jake ate the cake.

## Reader 2: Viv Can Jog

**Focus sounds:** v, i, j, g

**CVC examples:** Viv, jog, jig, van, jam

Viv can jog.

Viv can do a jig.

Viv ran to the van.

Viv had jam with ham.

## Reader 5: Mike on a Bike

**Focus sounds:** i\_e (long i)

**VCe examples:** Mike, bike, ride, time

Mike has a bike.

Mike can ride fast.

He rides up a hill.

Mike rides all the time.

## Reader 3: Zip the Bug

**Focus sounds:** z, i, p, b, g

**CVC examples:** Zip, bug, zip, big, zap

Zip is a bug.

Zip can zip fast.

Zip is in a big bag.

Zip zaps out of the bag!

## Reader 6: Rose at Home

**Focus sounds:** o\_e, e\_e (long o, long e)

**VCe examples:** Rose, home, note, Pete

Rose is at home.

She wrote a note.

The note is for Pete.

Pete and Rose read it.

The pup can run.

Gus is a pup.

Gus sips from a mug.

Gus naps in the sun.

## CVC Words

Gus

pup

sun

run

mug



## Gus the Pup

Viv can do a jig.

Viv can jog.

Viv had jam with ham.

Viv ran to the van.

## CVC Words

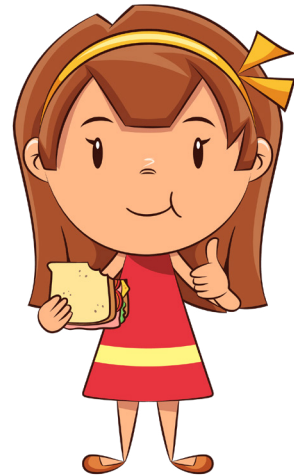
Viv

jog

jig

van

jam



# Viv Can Jog

Zip is in a big bag.  
Zip zaps out of  
the bag!

Zip is a bug.  
Zip can zip fast.

## CVC Words

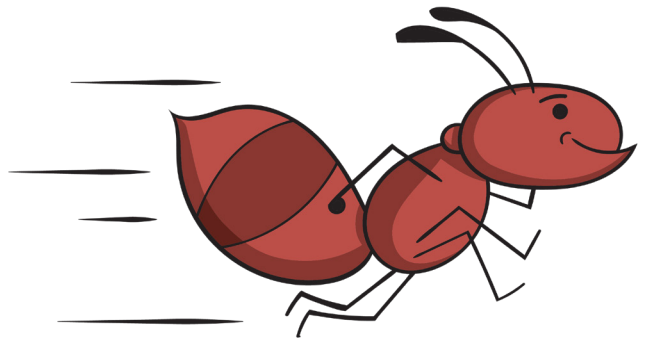
Zip

bug

zip

big

zap



# Zip the Bug

Jake made a cake.

Jake is an ape.

Jake ate the cake.

The cake is big.

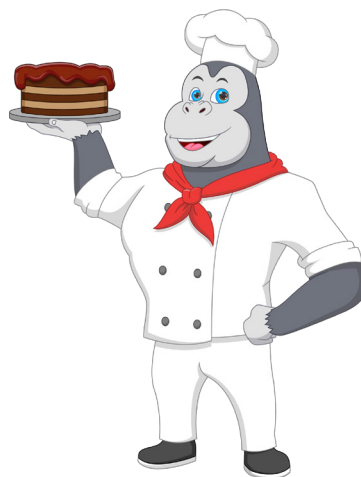
## VCe Examples

Jake

ape

made

cake



# Jake and the Ape

Mike can ride fast.

Mike has a bike.

Mike rides all the time.

He rides up a hill.

## VCe Examples

Mike

bike

ride

time



**Mike on  
a Bike**



She wrote a note.

Rose is at home.

Pete and Rose read it.

The note is for Pete.

## VCe Examples

Rose

home

note

Pete



# Rose at Home