

SCIENCE OF READING ALIGNED



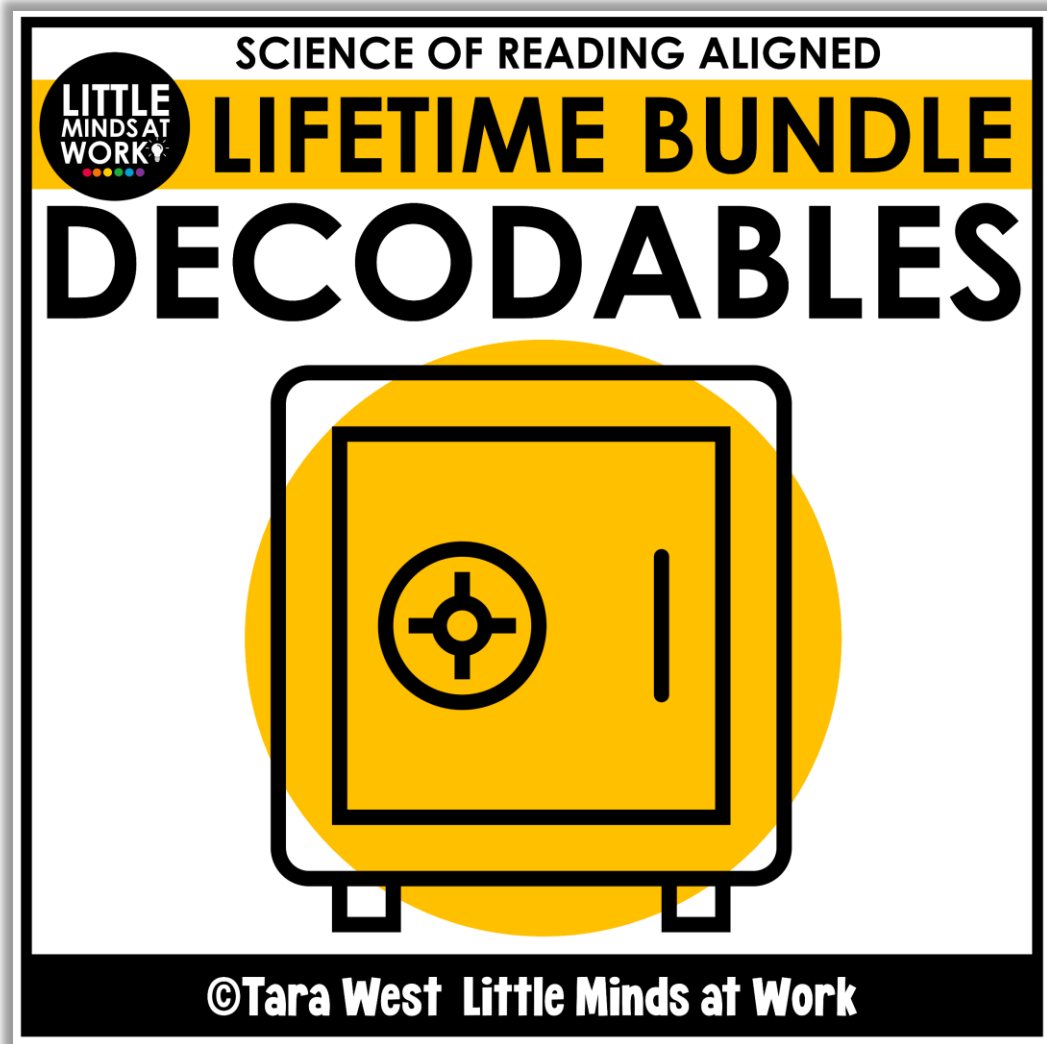
VC FREE DOWNLOAD

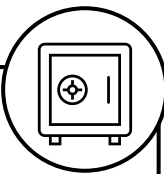
DECODABLES VAULT



©Tara West Little Minds at Work

This free sampler is from the Decodables Lifetime Vault and follows the same formatting as the full collection.





Welcome to the **VC (vowel consonant)** decodable books collection, a comprehensive resource designed to build strong foundational reading skills through the science of reading (SOR) principles. These books are a free sample of the **Lifetime Decodable Vault**, ensuring timeless access to effective literacy instruction.

Watch First: Instructional Video: Before diving into the materials, you are encouraged to begin with the included instructional video. This video provides an overview of how to implement the **VC** decodable books and instructional routines effectively in your learning environment.

Get Started Here

Aligned with Science of Reading Research: The **VC** series is rooted in the latest findings in the science of reading, supporting evidence-based practices to develop phonemic awareness, phonics skills, fluency, and vocabulary. This resource integrates seamlessly with **Guided Phonics + Beyond by Tara West**, offering explicit instruction.

- **Decodable text** ensures that students are reading material aligned with their current phonics knowledge.
- **Explicit and systematic instruction** supports progressive mastery of phonemes and graphemes.
- **Repetition and fluency-building activities** help students gain confidence and automaticity

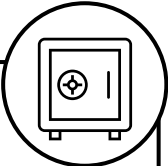
Instructional Flexibility: These books are designed to meet diverse instructional needs and can be used in many settings:

- **Whole-Group Phonics:** Reinforce key phonics concepts with all students, using the books as shared reading resources.
- **Small-Group Phonics Instruction:** Provide targeted support to students at similar learning stages.
- **Intervention:** Address gaps in phonics knowledge for students needing additional practice.
- **Take-Home Practice:** Empower families to support their child's reading development at home.

Comprehensive Formats To maximize ease of use, the **VC** decodable books are offered in four formats: color fold and staple, ink-saving fold and staple, ink-saving mini books, and color 1-page books.

Included Lesson Plan Sheet and Instructional Routines: This resource is accompanied by a detailed lesson plan sheet with routines, ensuring structured implementation. These instructional routines include:

- 1. Sound-to-Word Blending Practice:** Builds early blending skills by moving from individual sounds to repeated sounds, continuous blending, and complete VC words.
- 2. Build-and-Blend Activity:** Reinforces phoneme-to-grapheme connections as students build and blend VC words.
- 3. Sounds-to-Words Reading and Fluency Practice:** Develops accurate, automatic blending through guided practice and repeated reading of VC words.



at

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/a/, /t/

ax

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/a/, /ks/ (x)

in

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/I/, /n/

it

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/I/, /t/

if

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/I/, /f/

up

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/u/, /p/

us

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/u/, /s/

on

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/o/, /n/

ox

Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/o/, /ks/ (x)

VC - Little Minds at Work Decodable Books

Focus Skills	Book	Sounds	Icons	Instructional Lesson
/ă/	at	/a/, /t/	apple turtle	1. Sound-to-Word Blending Practice Activity: Begin with the two individual sounds students will use to build the focus VC word. For example, for “at,” practice /a/ and /t/ separately, making sure students can identify and produce each sound accurately. Next, repeat each sound while pointing to the corresponding letter: /a/, /a/, /t/, /t/. Then bring the sounds closer together using continuous blending: /aaaaat/. Finally, have students say the complete word, “at.” Repeat this routine with the VC words introduced throughout the books: at, ax, in, it, if, up, us, on, and ox. Purpose: Builds a strong foundation for blending by helping students move from producing individual phonemes to connecting those phonemes smoothly into a complete word. This gradual progression supports students who are just beginning to understand sounds.
	ax	/a/, /ks/ (x)	apple box	
/ĭ/	in	/i/, /n/	itch nest	2. Build-and-Blend Activity: Prepare letter cards for the sounds introduced in the book. Begin by displaying one letter at a time and having students say its sound. Next, place the two letters of a focus VC word side by side. Students point to each letter and produce the sounds individually before repeating them: /a/, /a/, /t/, /t/. Guide students to gradually blend the sounds together, /aaaaaat/, and then say the complete word, “at.” Mix up the letter cards and have students build additional VC words as new sounds are introduced, including ax, in, it, if, up, us, on, and ox. Purpose: Reinforces the connection between phonemes and graphemes while giving students a hands-on way to see how individual letters and sounds combine to form words.
	it	/i/, /it/	itch turtle	
	if	/i/, /f/	itch fish	
/ŭ/	up	/u/, /p/	umbrella pig	3. Sounds-to-Words Reading and Fluency Practice Activity: Before reading, preview the sounds and VC words included in the book. Practice each sound in isolation first, such as /a/ and /t/. Next, follow the blending progression used throughout the books: say each sound individually, repeat the sounds, move into continuous blending, and then state the complete word. For example: /a/, /t/ → /a/, /a/, /t/, /t/ → /aaaaaat/ → “at.” Read through the book together, encouraging students to use this same routine whenever they encounter a VC word. As students become more confident, gradually reduce the amount of support and encourage smoother, more automatic blending. Re-read the book several times. Purpose: Provides a consistent routine for moving students from isolated sound practice into successful word reading.
	us	/u/, /s/	umbrella sun	
/ŏ/	on	/o/, /n/	octopus nest	
	ox	/o/, /ks/ (x)	octopus box	

Let's Review

a

t

t

a

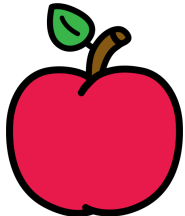
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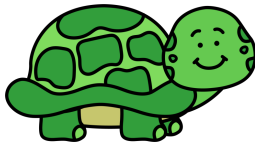
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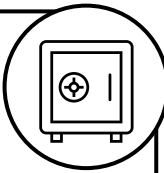


t



at

at. at.



at



Author: Tara West

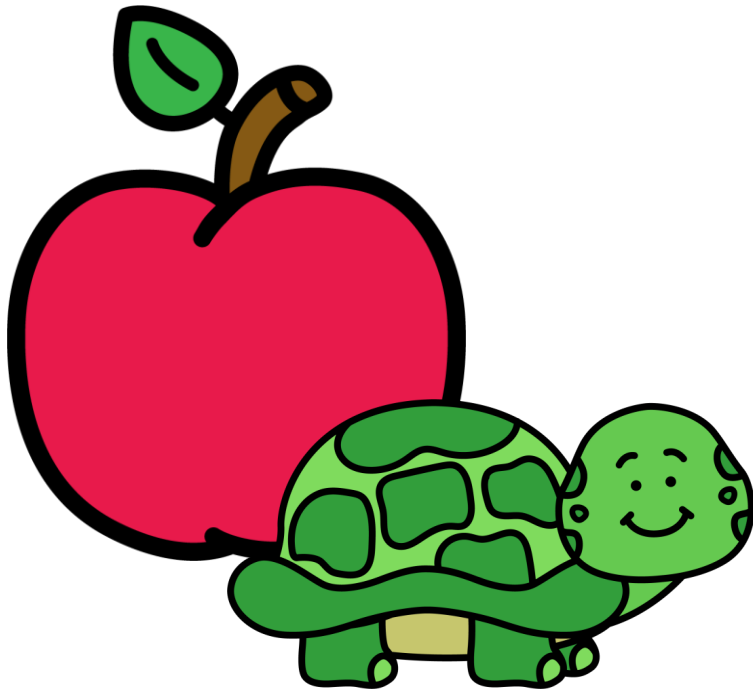


a, a, a.



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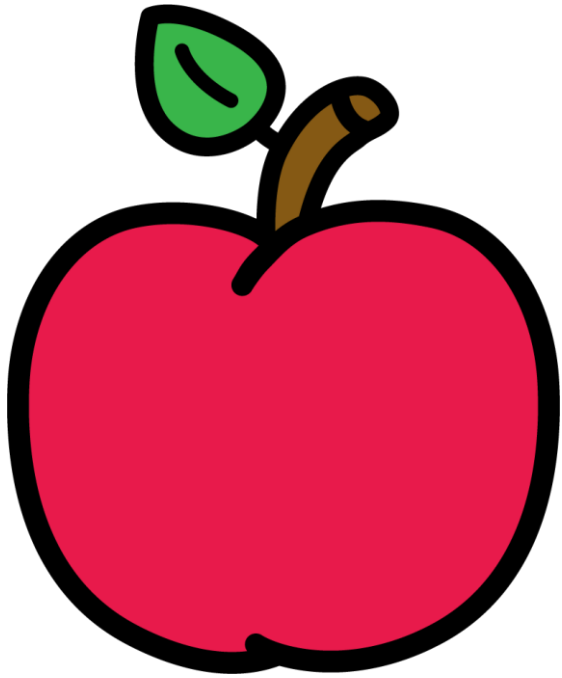
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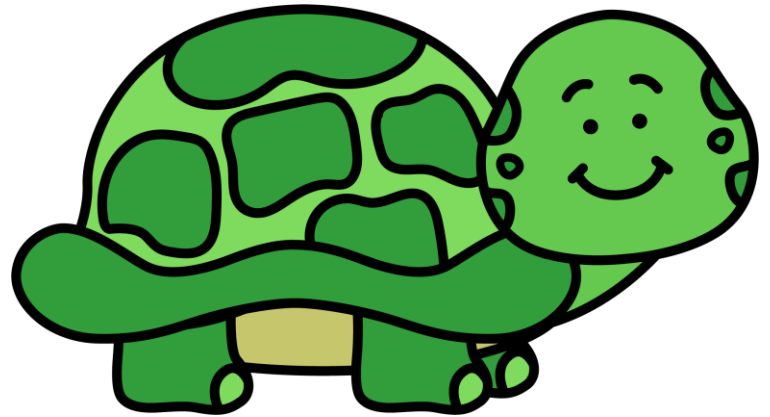


t, t, t.

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a, a, a, a.



t, t, t, t.



Let's Review

a

t

t

a

t

a

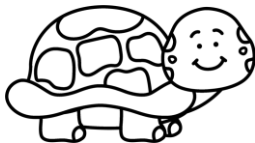
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a

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a

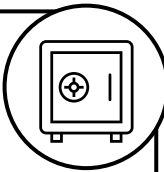


t



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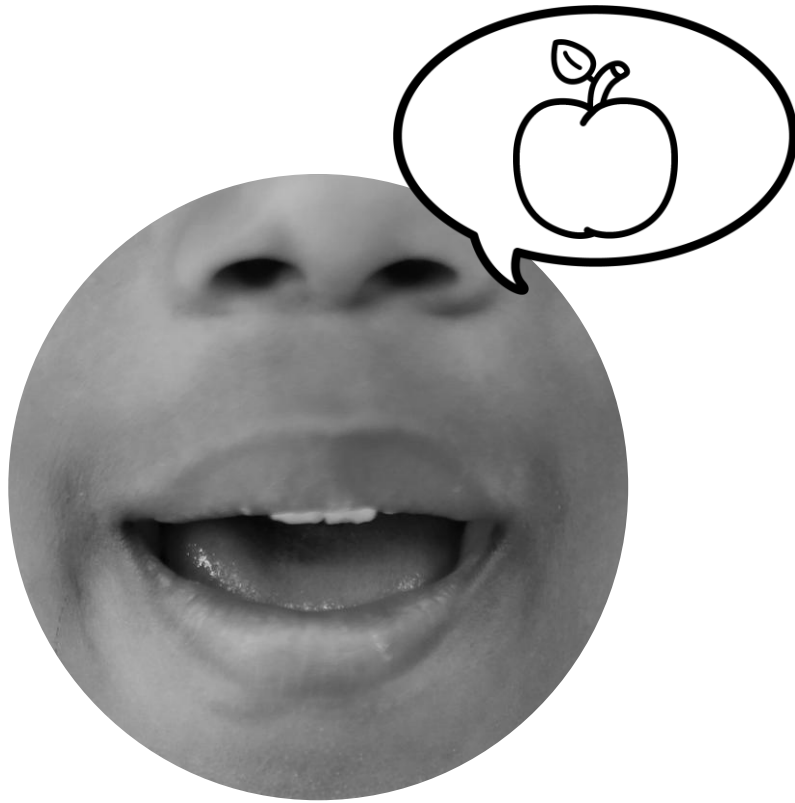
at. at.



at



Author: Tara West

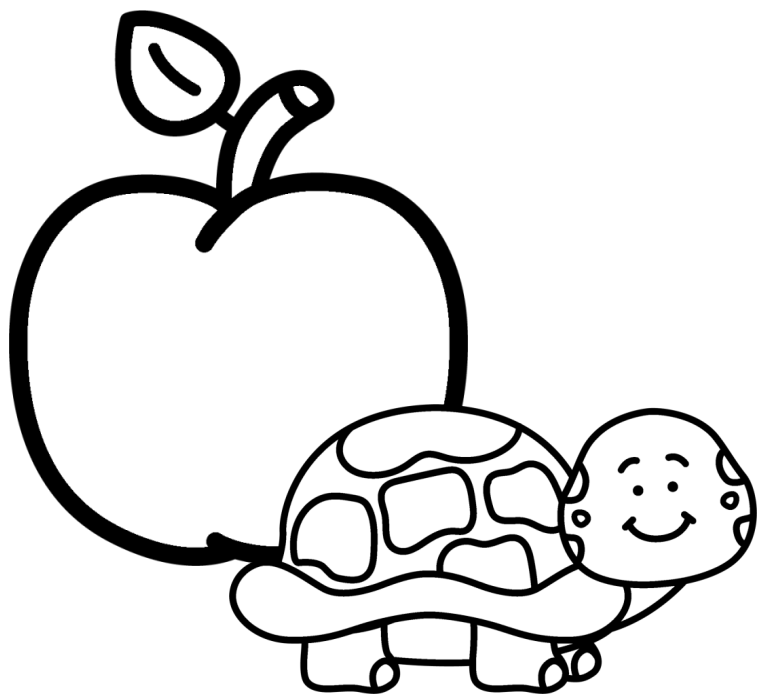


a, a, a.



at. at.



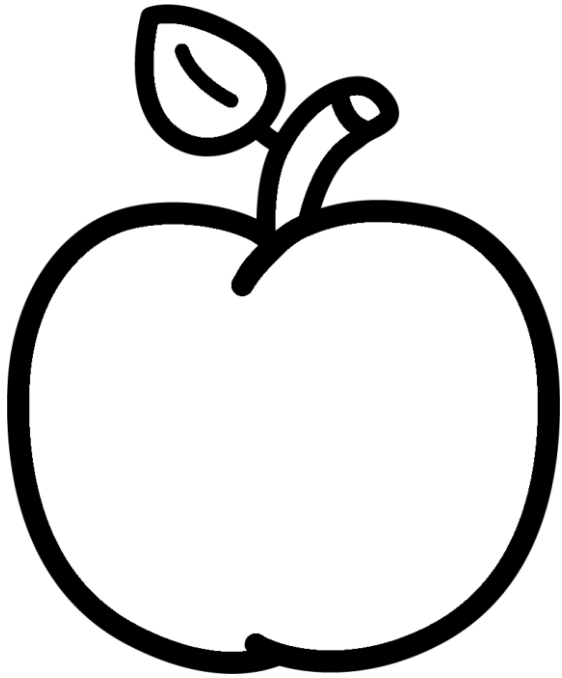


a, a, t, t.

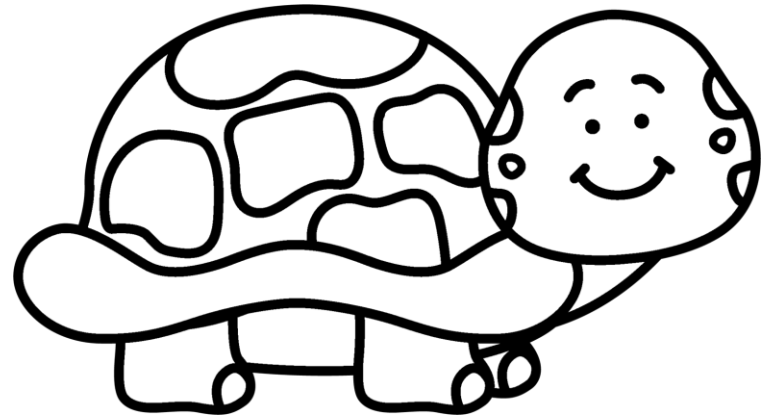


t, t, t.





a, a, a, a.



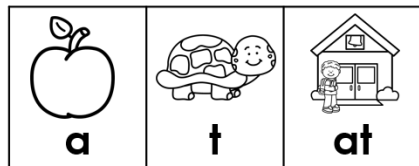
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Let's Review

a	t	t	a
t	a	t	a

at



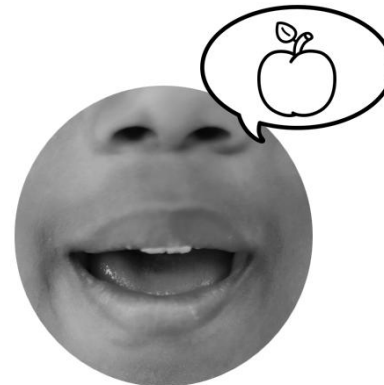
at. at.
•• →

at



Author: Tara West

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/a/, /t/



a, a, a.
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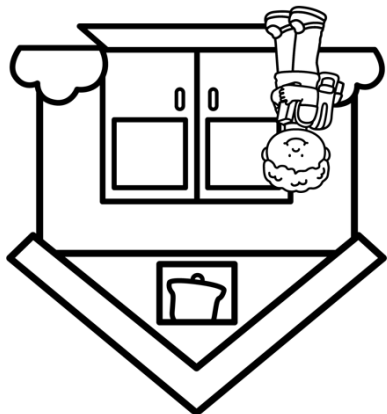
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t, t, t.
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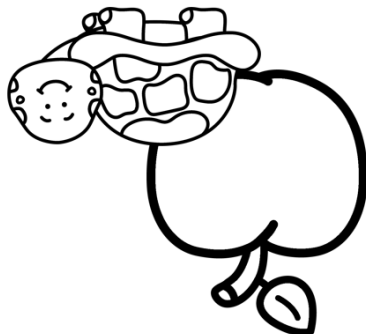
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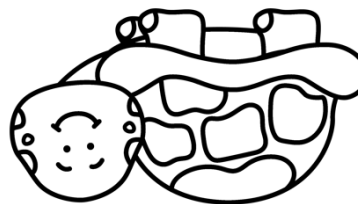
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a, a, a.
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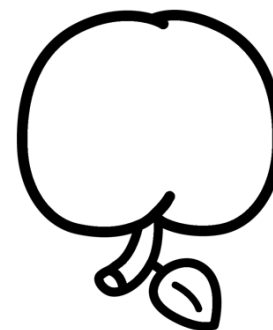
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t, t, t.
t, t, t.
• • • •



4

a, a, a.
t, t, t.
• • • •



3

at



Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/a/, /t/

a, a, a.
• • •

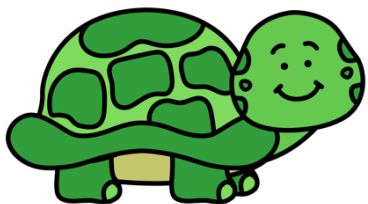
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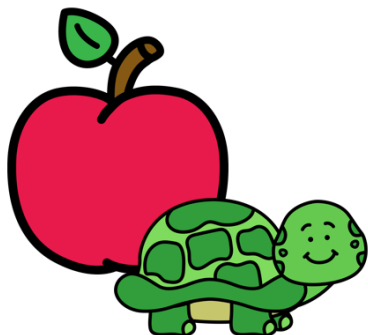
a, a, a, a.
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t, t, t, t.
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a, a, t, t.
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at. at.
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6

Let's Review |

a	t	t	a
t	a	t	a

at



a



t

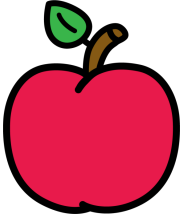
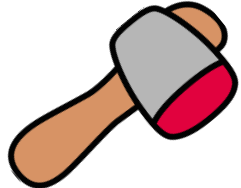


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Let's Review |

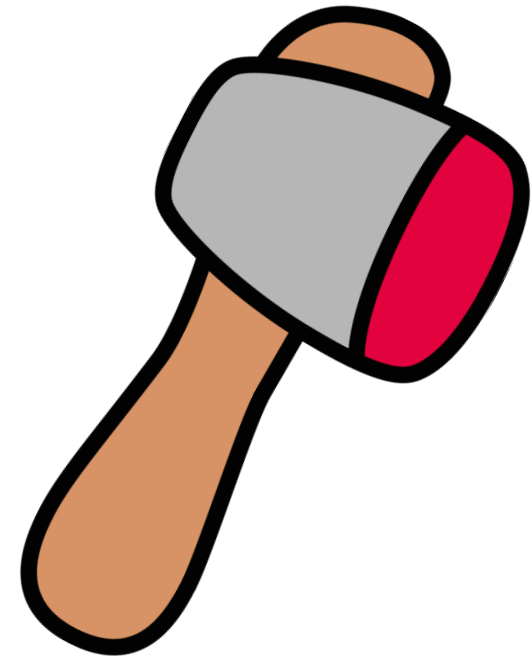
a	x	x	a
x	a	x	a
ax			

		
a	x	ax

ax. ax.



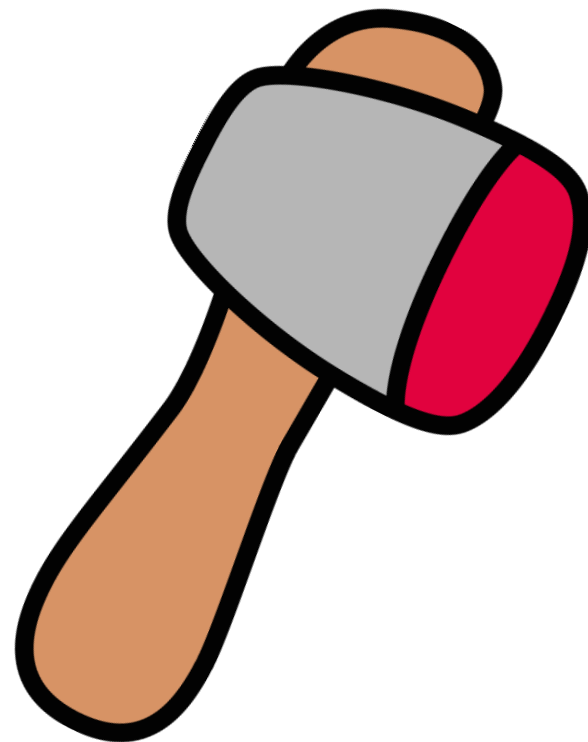
ax



Author: Tara West



a, a, a.



ax. ax.



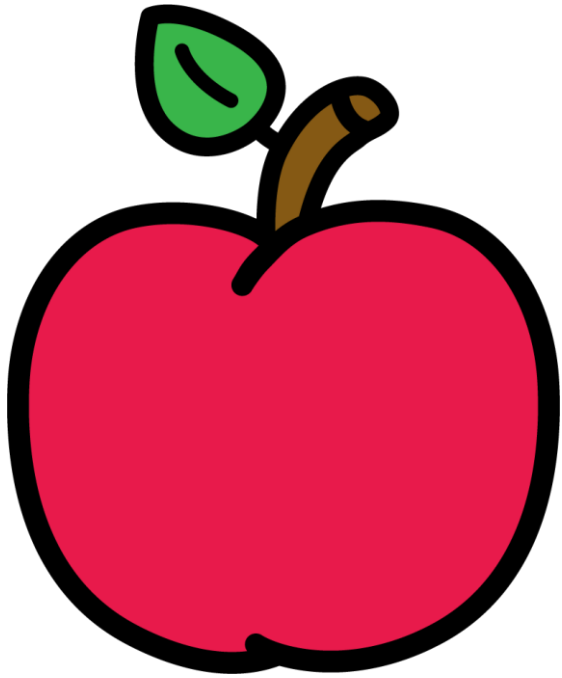


a, a, x, x.



x, x, x.





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Let's Review |

a

x

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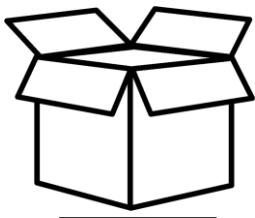
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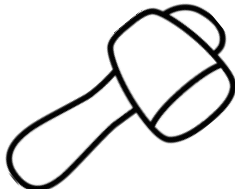
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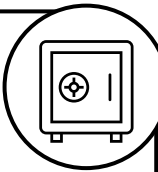


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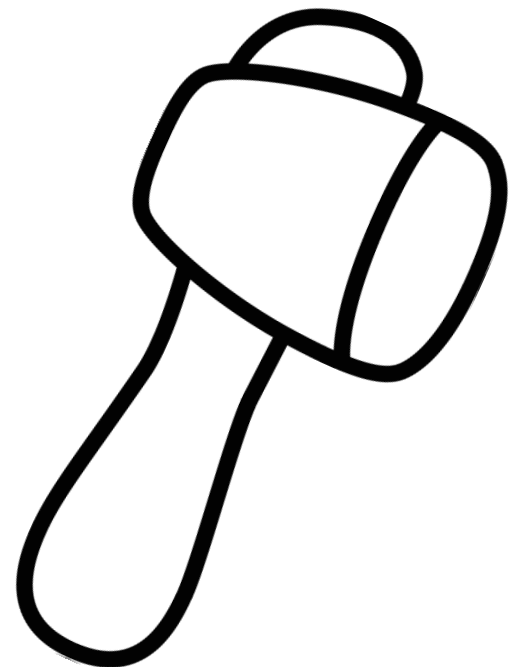


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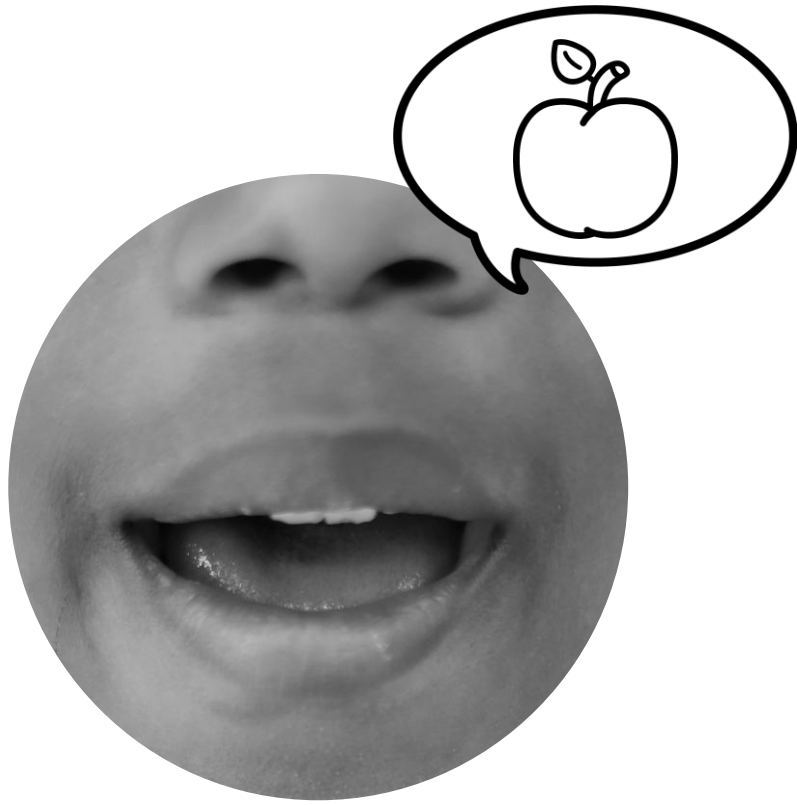
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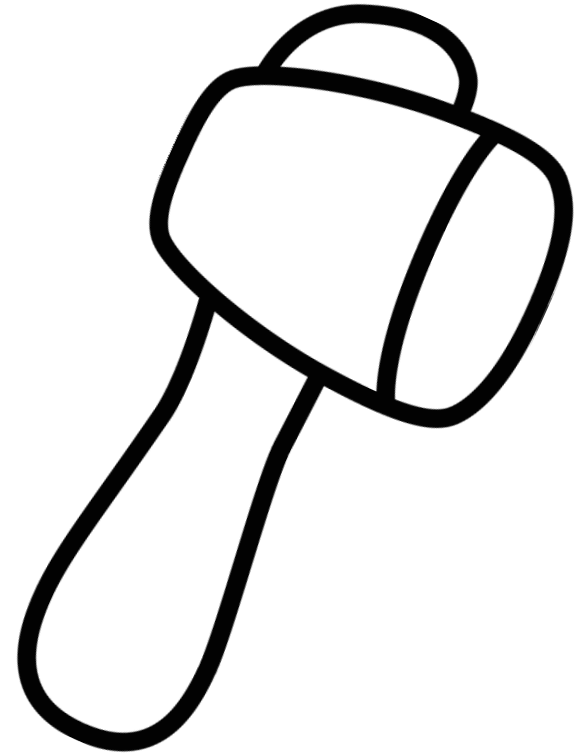
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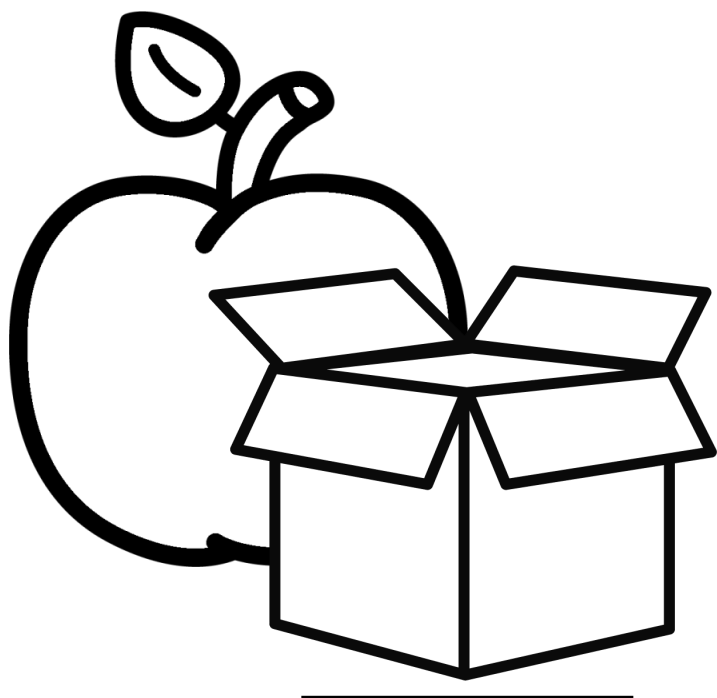


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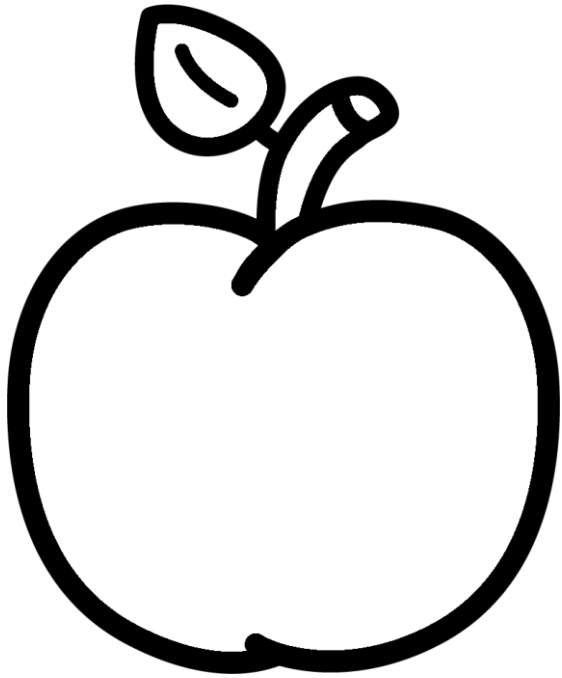


a, a, x, x.

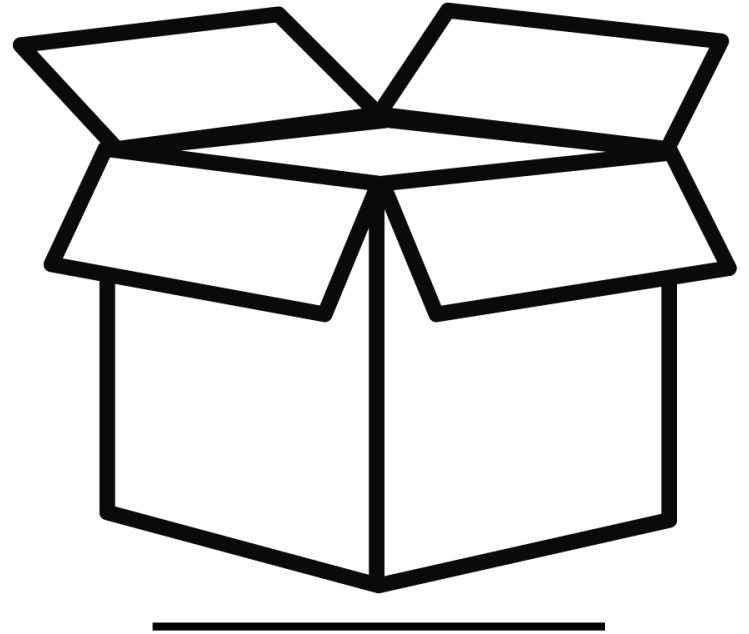


x, x, x.





a, a, a, a.



x, x, x, x.



Let's Review

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x	a	x	a

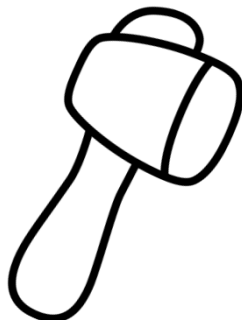
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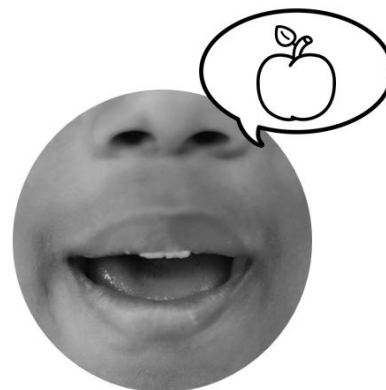


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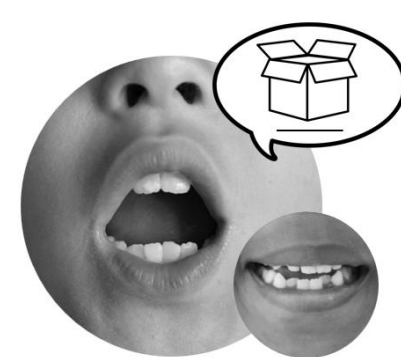


Author: Tara West

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/a/, /ks/ (x)



a, a, a.



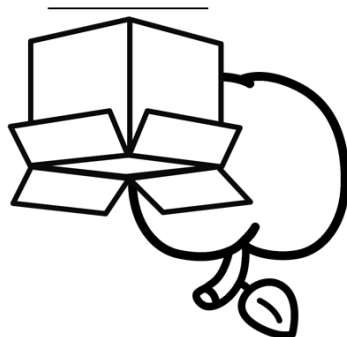
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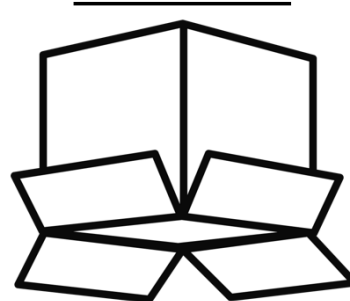
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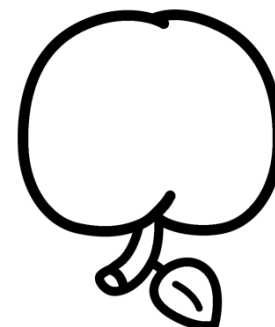
a, a, x, x.



x, x, x, x.

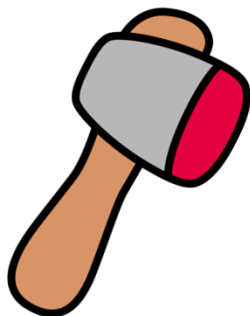


a, a, a, a.





ax



Author: Tara West

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/a/, /ks/ (x)



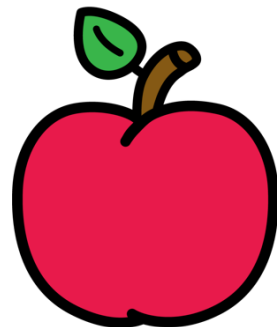
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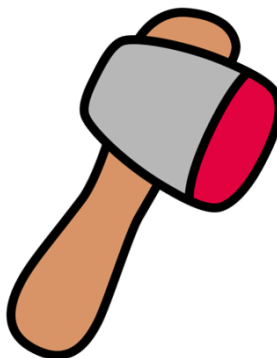
x, x, x, x.
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4



a, a, x, x.
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ax. ax.
• • • →

6

Let's Review |

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x	a	x	a

ax



a



x



ax

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• • • →

Let's Review

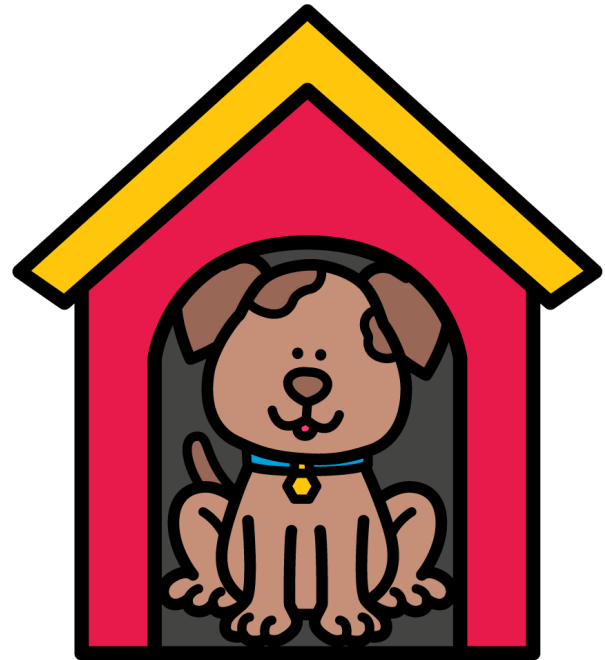
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in			

		
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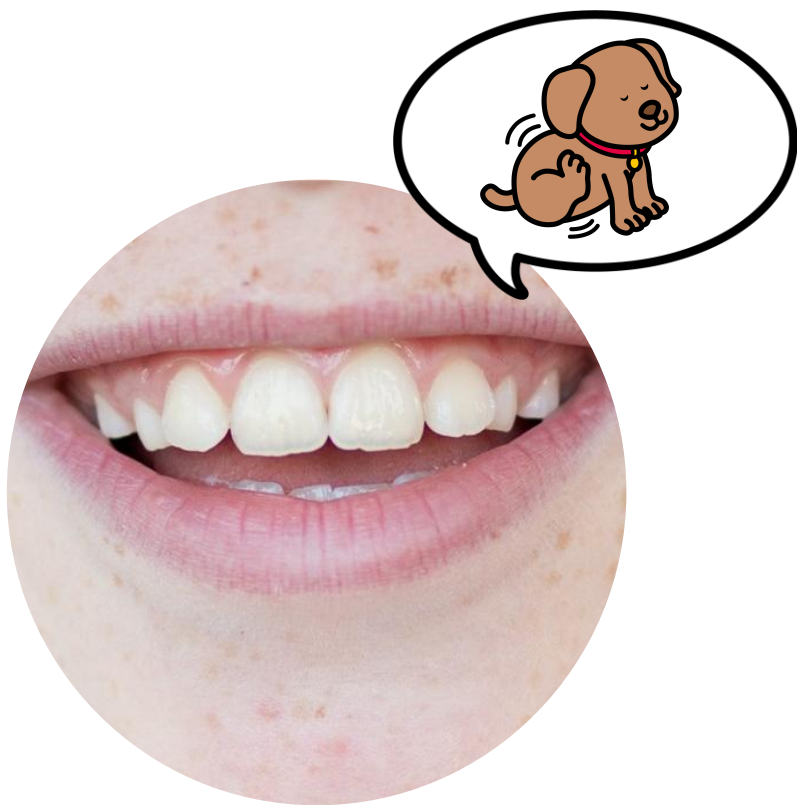
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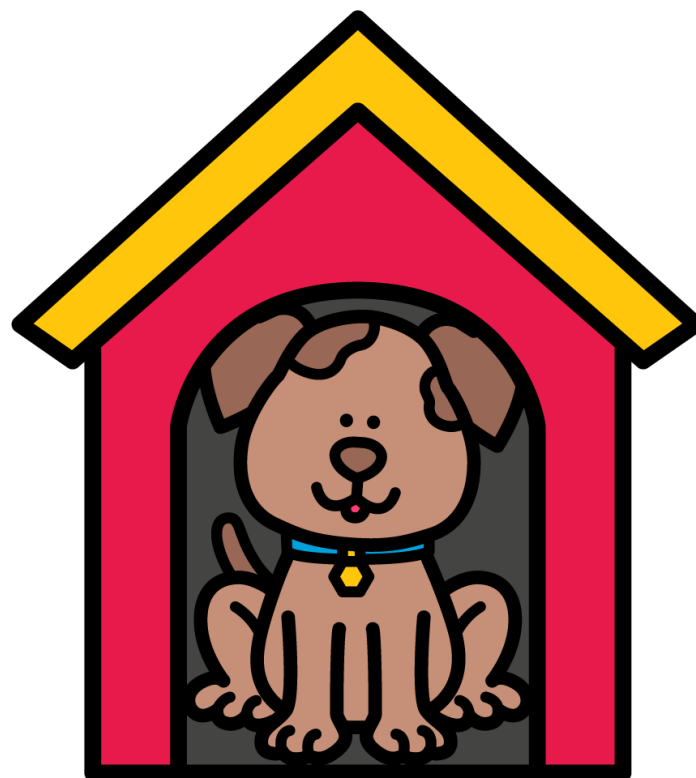
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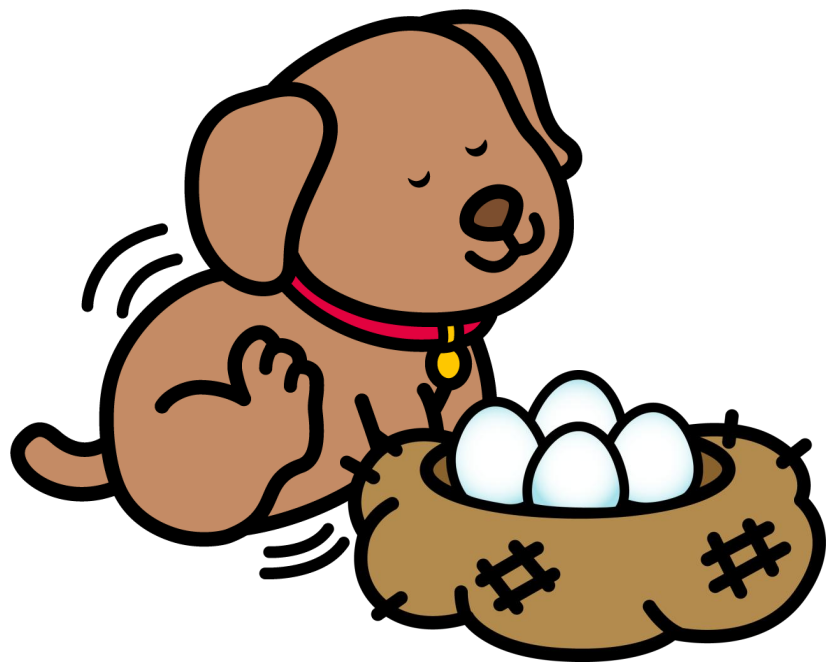
Author: Tara West



i, i, i.
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n, n, n, n.



Let's Review

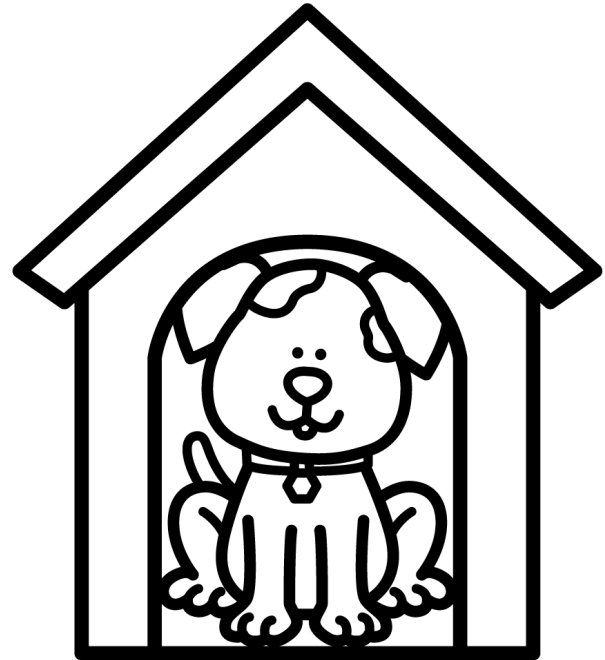
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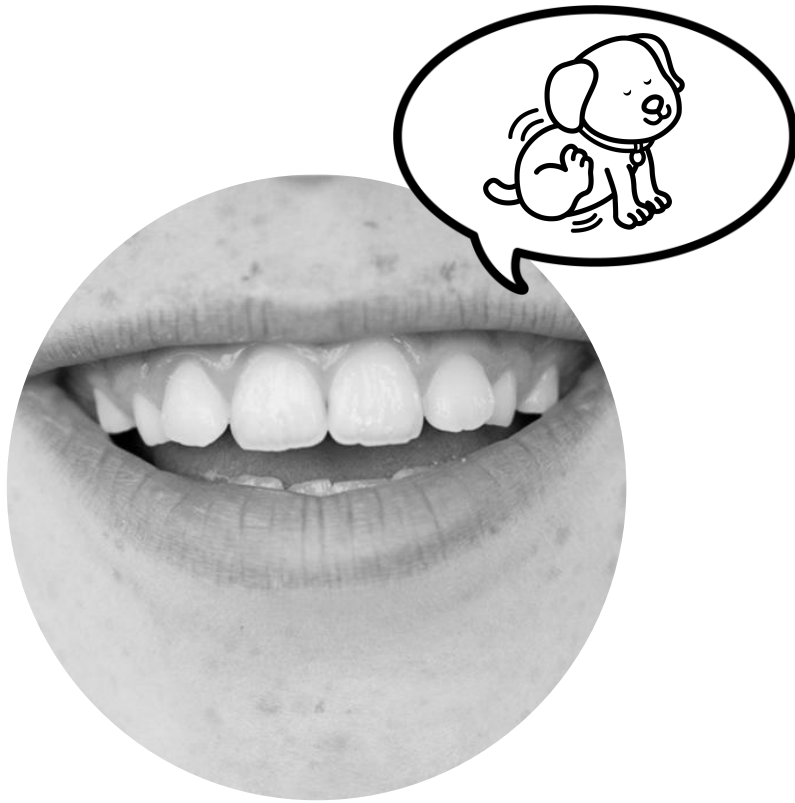
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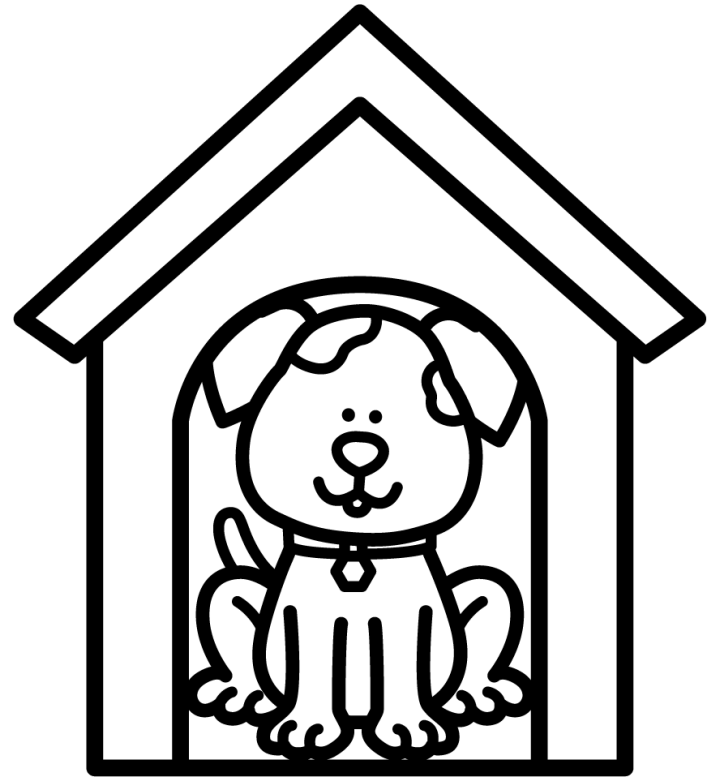
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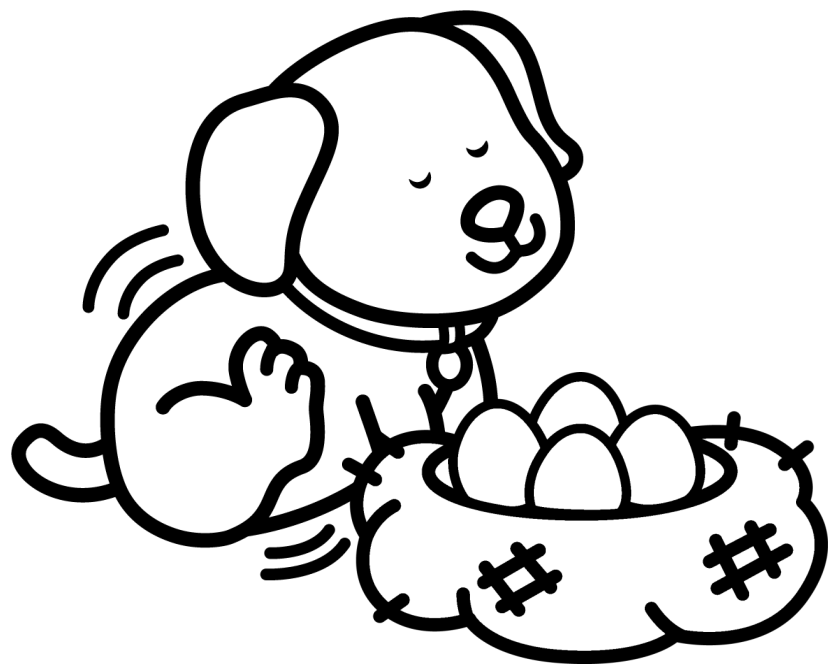
Author: Tara West



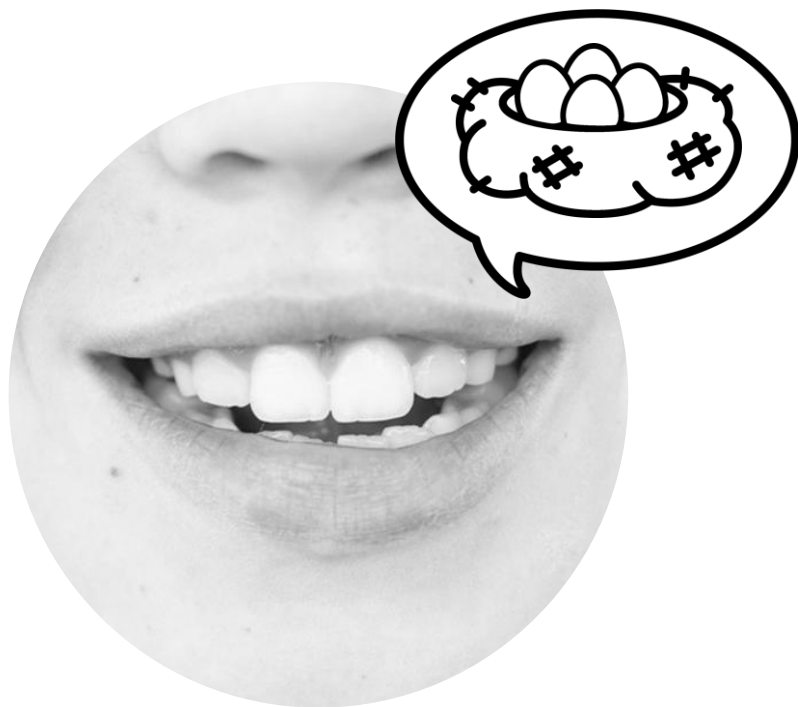
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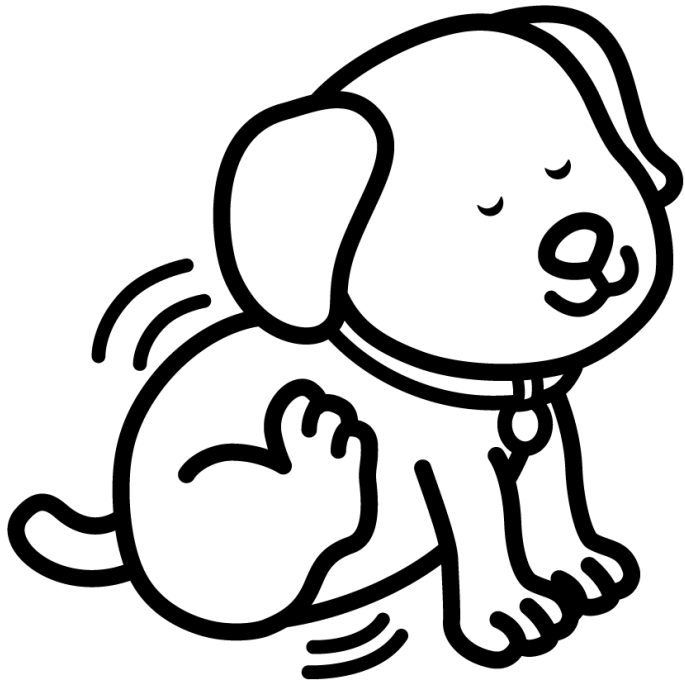


i, i, n, n.

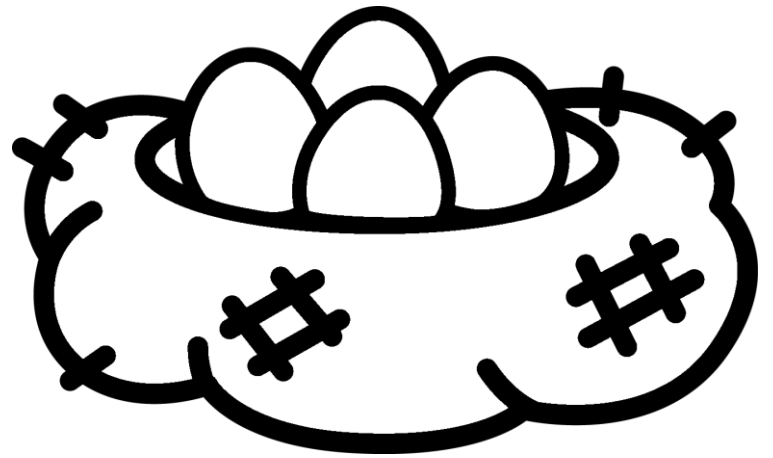


n, n, n.





i, i, i, i.



n, n, n, n.



Let's Review |

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n	i	n	i

in



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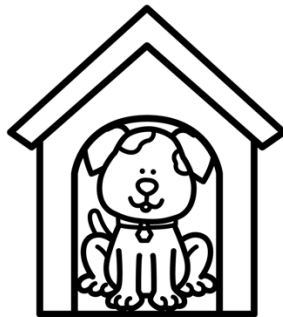


in

in. in.



in



Author: Tara West

VC Sounds to Words - Little Minds at Work Decodable Books
/i/, /n/



i, i, i.



1



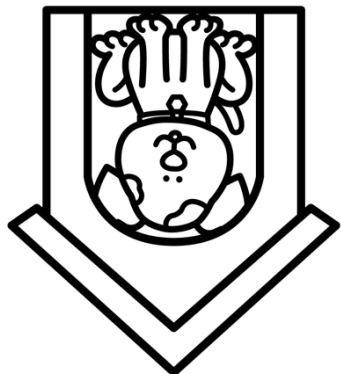
n, n, n.



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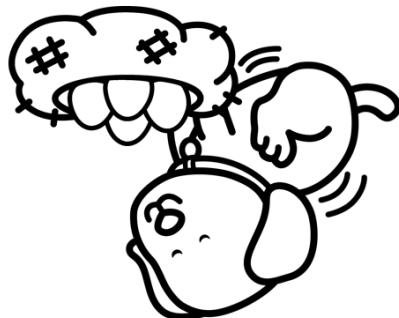
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in. in.



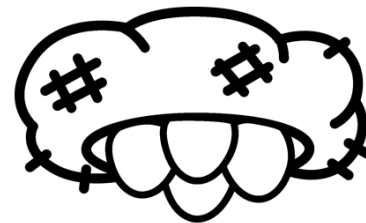
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i, i, i.



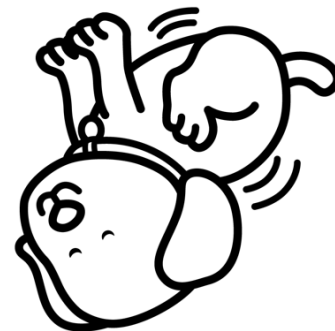
4

n, n, n.



3

i, i, i.



in



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/i/, /n/

i, i, i.
• • •

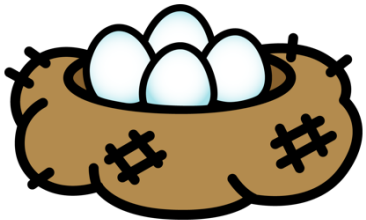
1

n, n, n.
• • •

2

i, i, i, i.
• • • •

3



n, n, n, n.
• • • •

4



i, i, n, n.
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5



in. in.
• • →

6

Let's Review

i	n	n	i
n	i	n	i

in



i



n

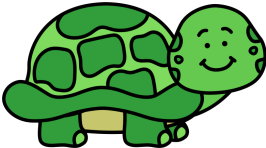
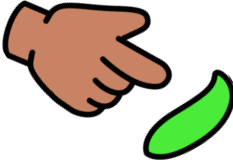


in

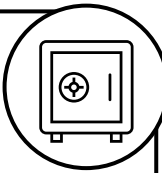
in. in.
• • →

Let's Review |

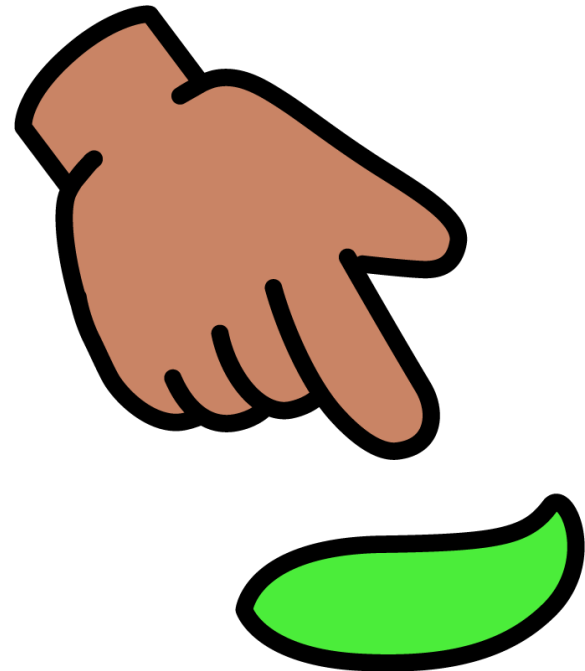
i	t	t	i
t	i	t	i
it			

		
i	t	it

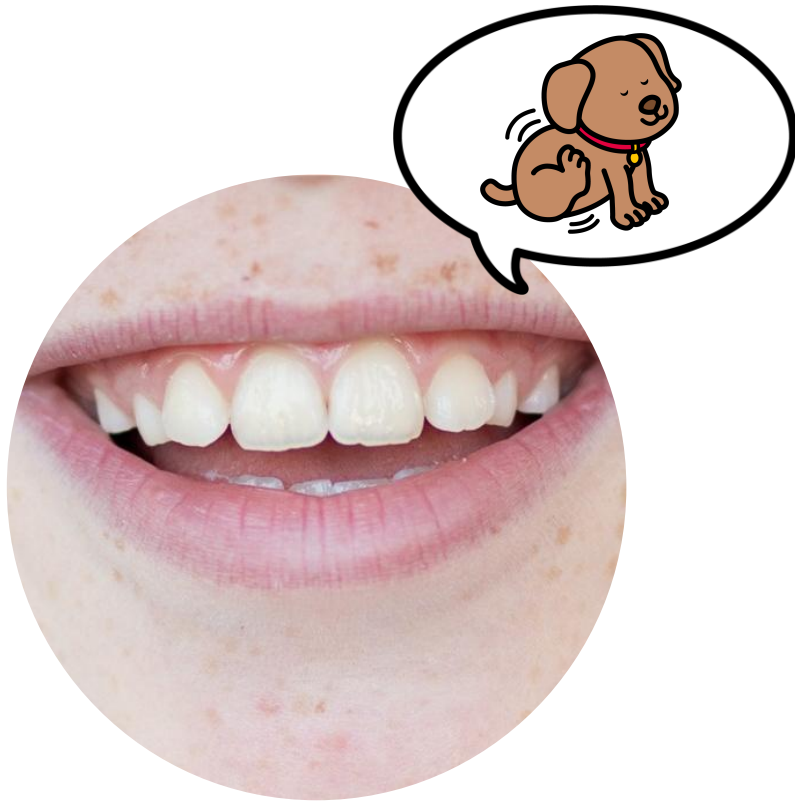
it. it.



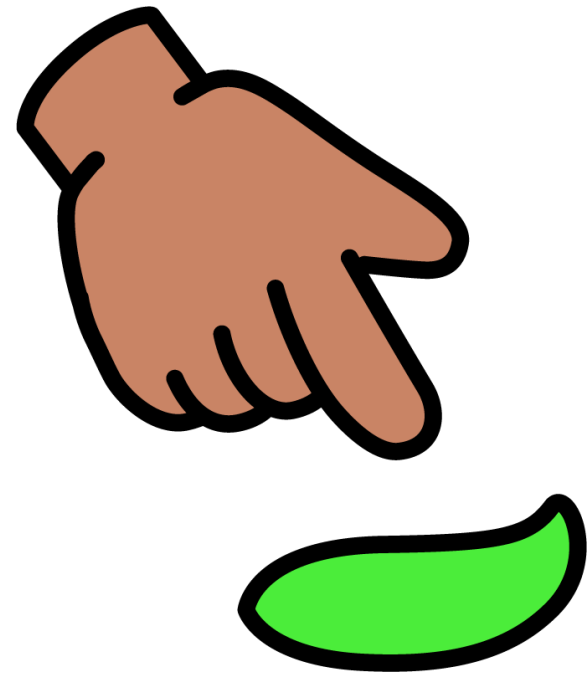
it



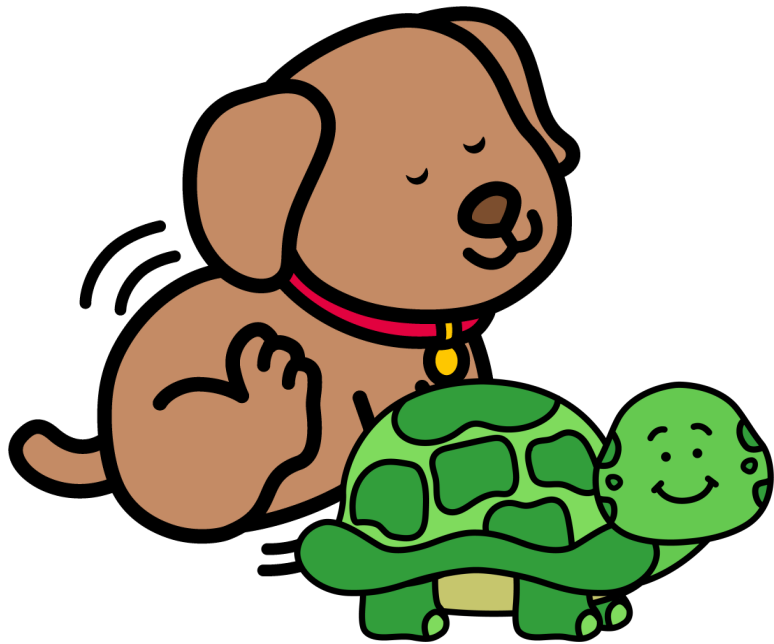
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i, i, i.
● ● ●



it. it.
●● ●→



i, i, t, t.

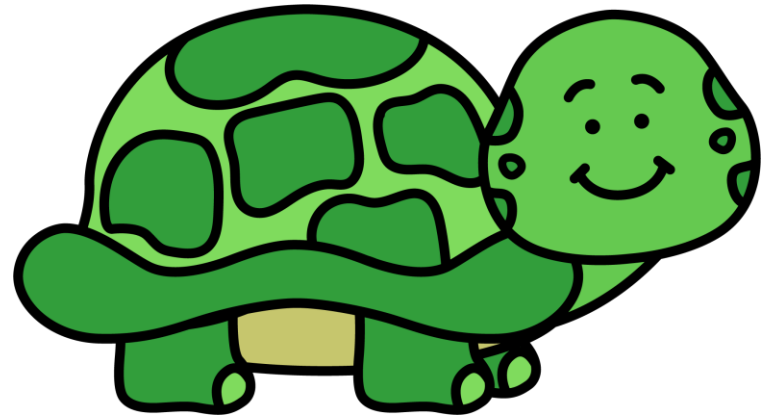


t, t, t.





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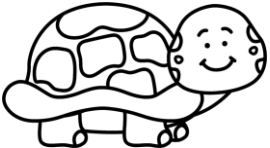


t, t, t, t.

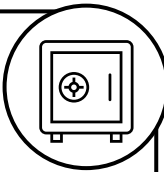


Let's Review

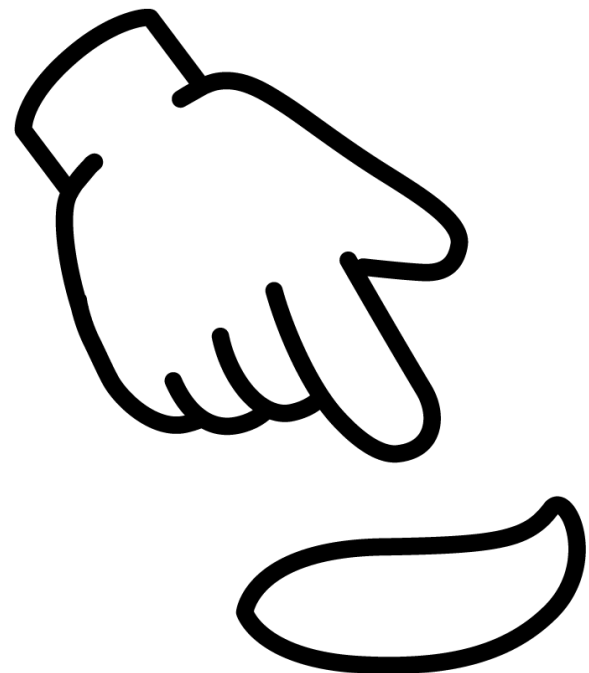
i	t	t	i
t	i	t	i
it			

		
i	t	it

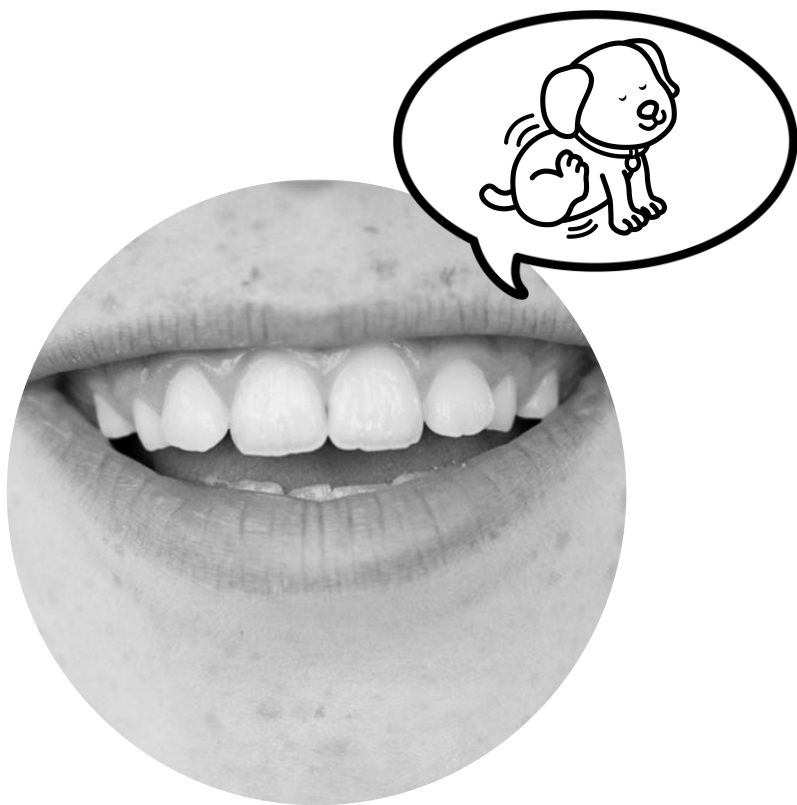
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it



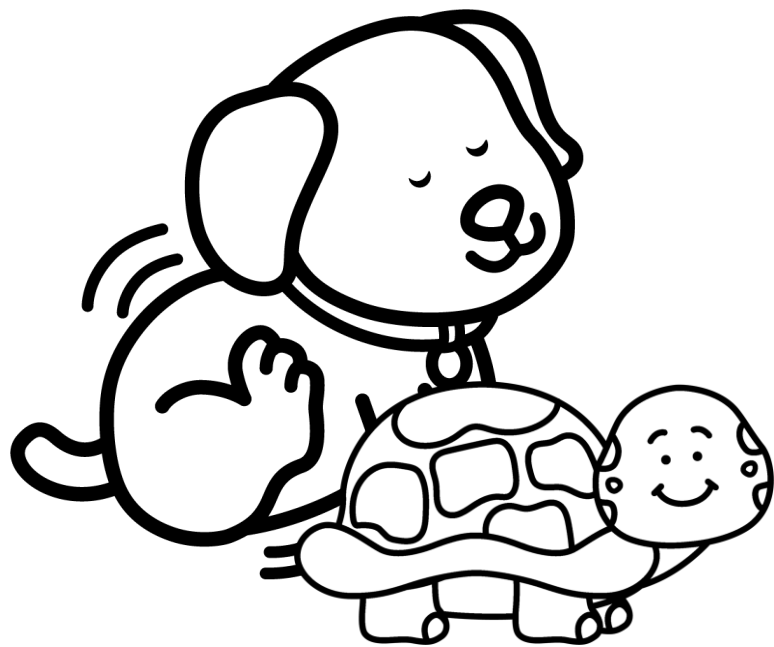
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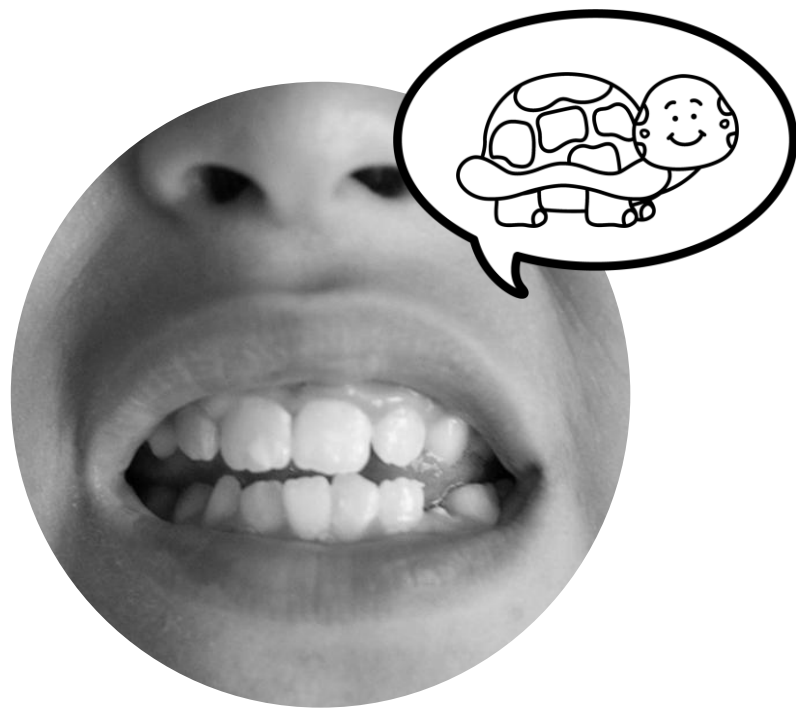
i, i, i.
● ● ●



it. it.
●● ●→

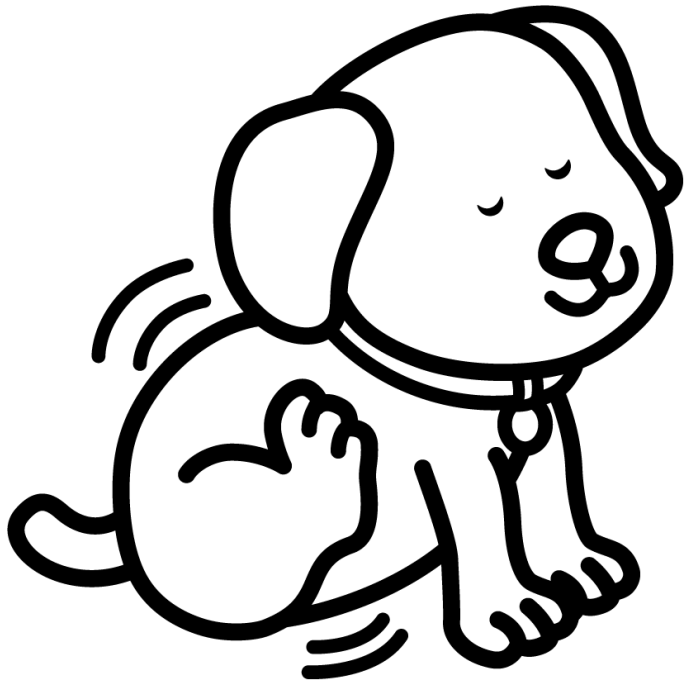


i, i, t, t.

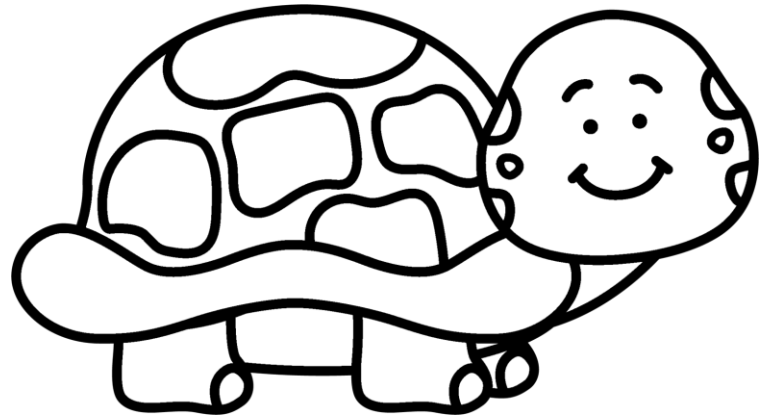


t, t, t.





i, i, i, i.



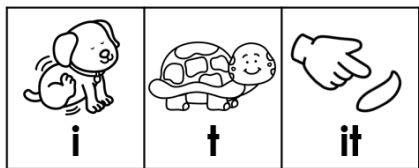
t, t, t, t.



Let's Review

i	t	t	i
t	i	t	i

it



it. it.

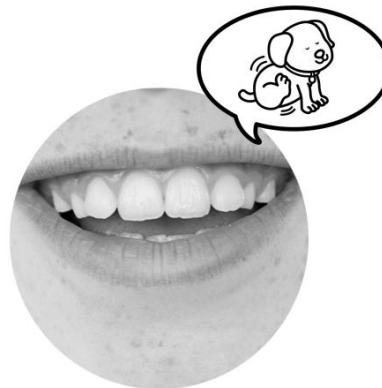


it



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/i/. /t/



i, i, i.

1



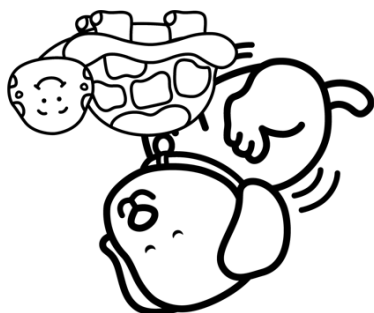
t, t, t.

2

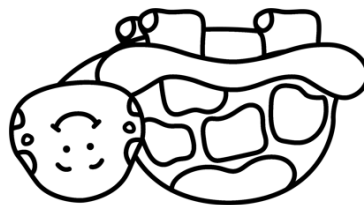
9
it. it.
←



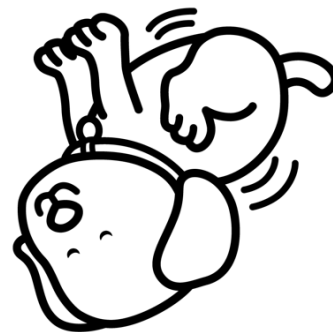
5
! ! !
t, t, t.



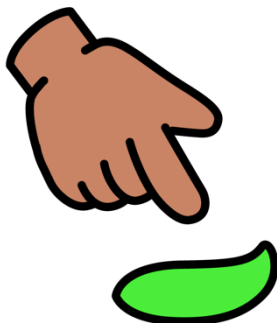
4
t, t, t.
t, t, t.



3
! ! !
! ! !



it



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/i/, /t/



i, i, i.
• • •

1



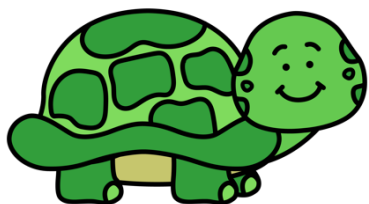
t, t, t.
• • •

2



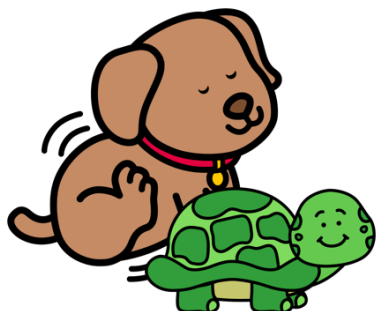
i, i, i, i.
• • • •

3



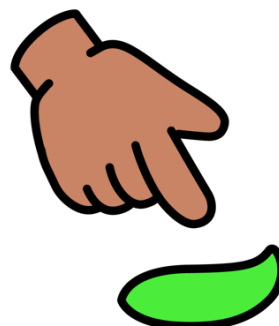
t, t, t, t.
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4



i, i, t, t.
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5



it. it.
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6

Let's Review

i	t	t	i
t	i	t	i

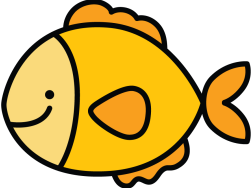
it

 i	 t	 it
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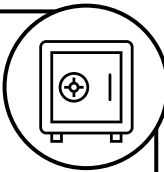
it. it.
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Let's Review

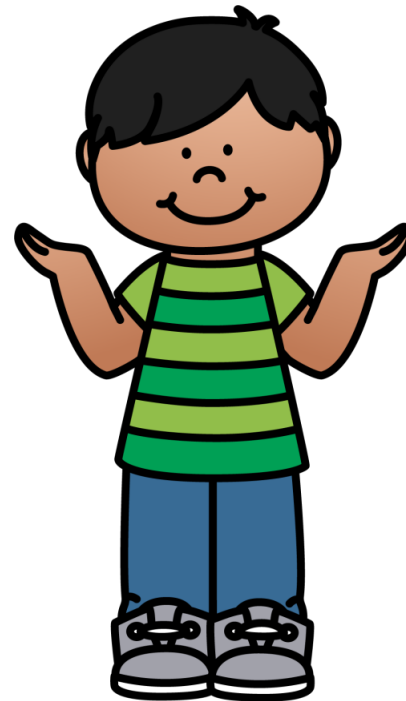
i	f	f	i
f	i	f	i
if			

		
i	f	if

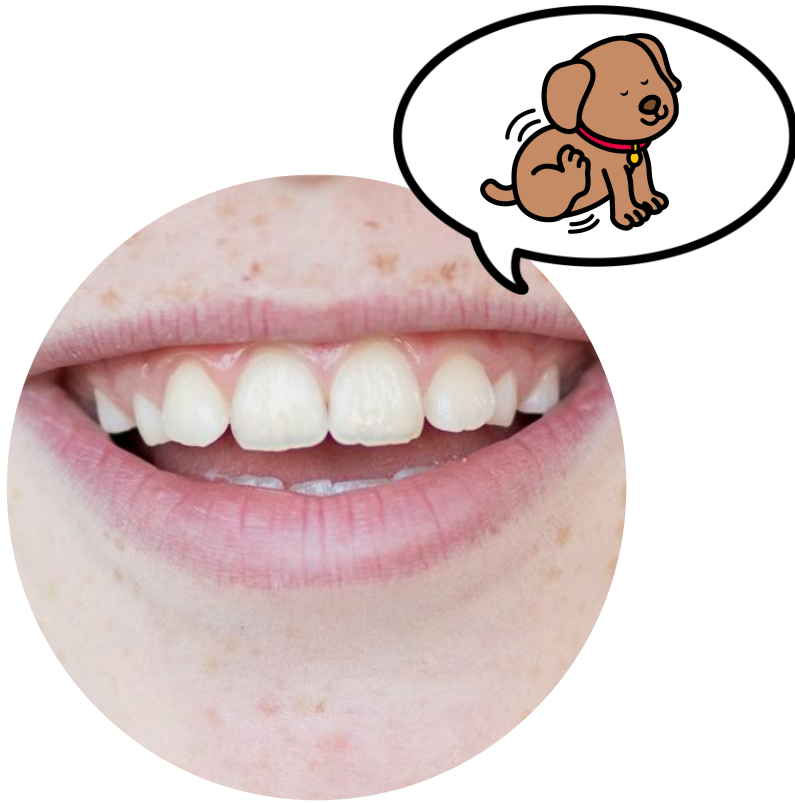
if. if.



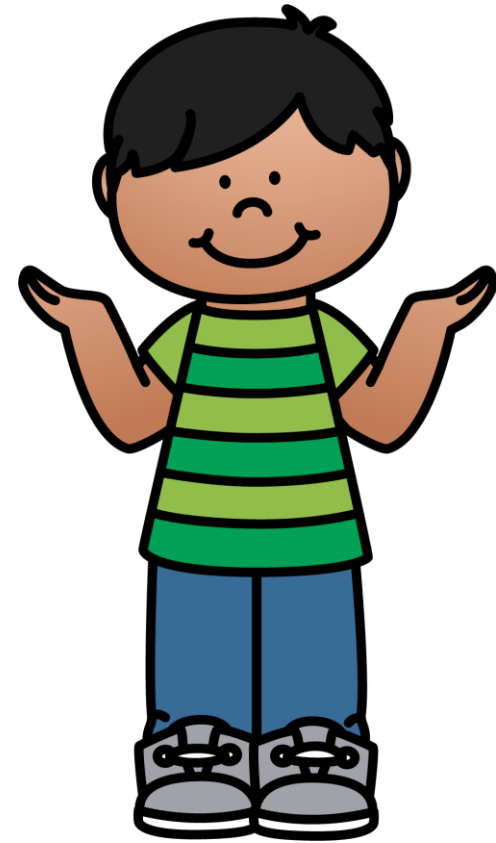
if



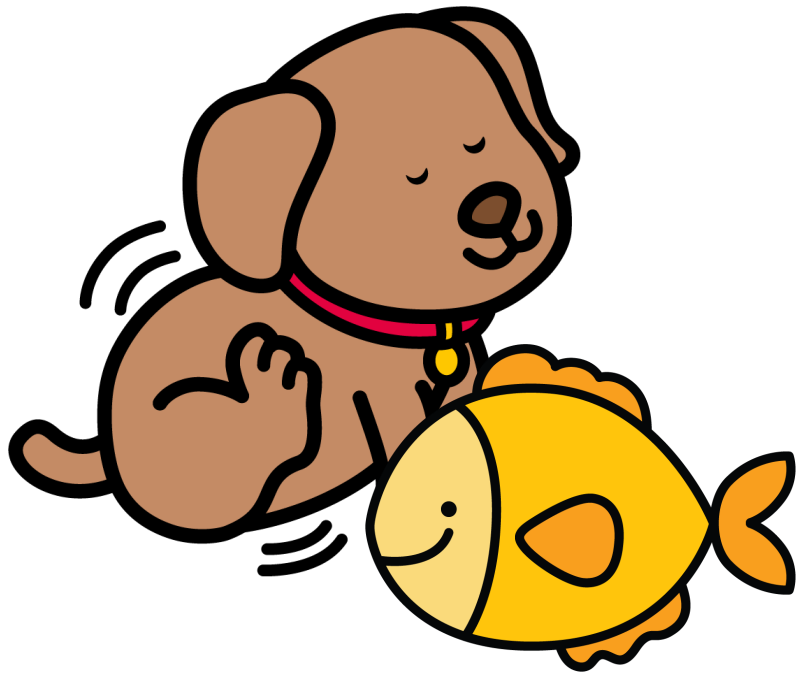
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i, i, i.
● ● ●



if. if.
●● ●→



i, i, f, f.

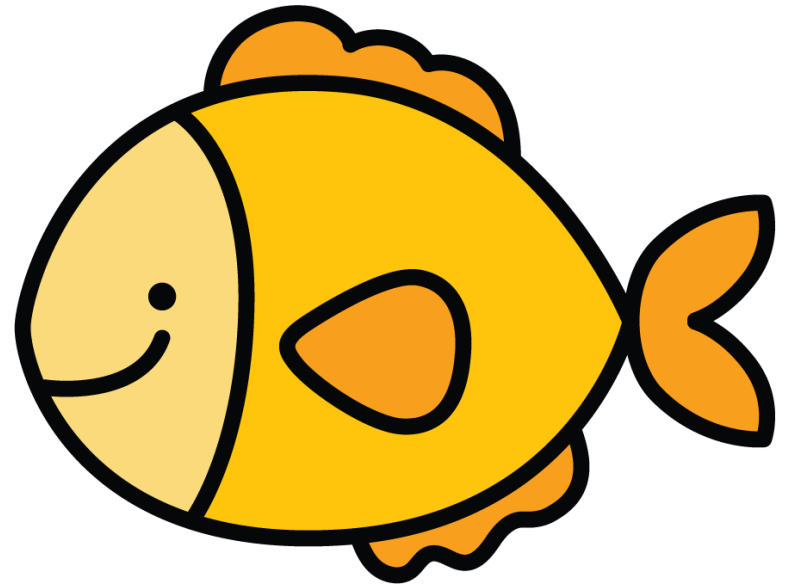


f, f, f.





i, i, i, i.

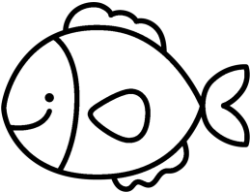


f, f, f, f.

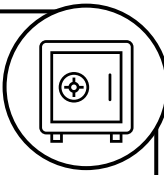


Let's Review

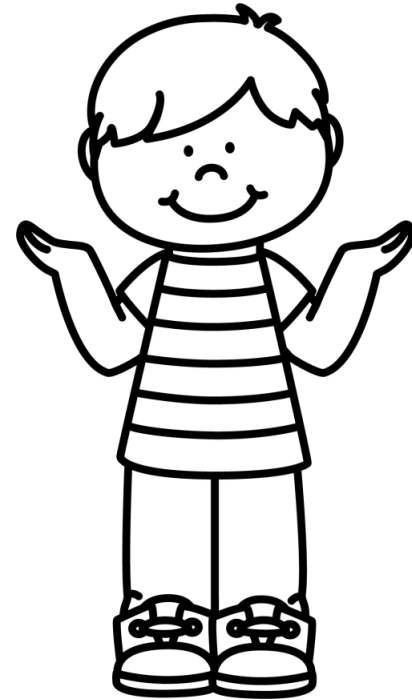
i	f	f	i
f	i	f	i
if			

		
i	f	if

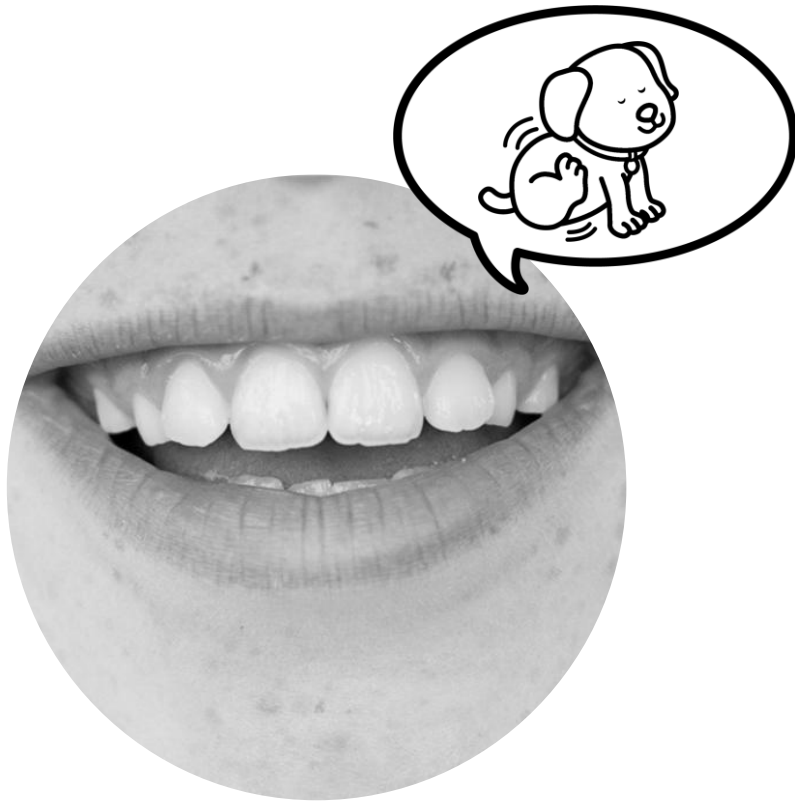
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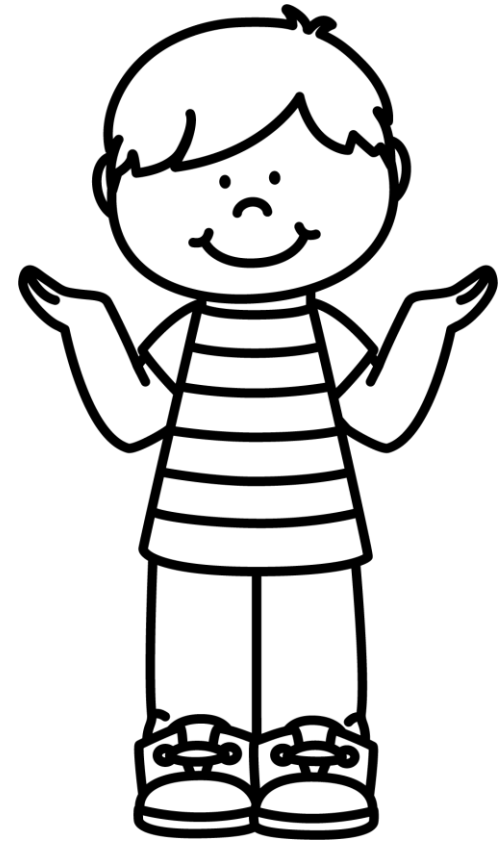
if



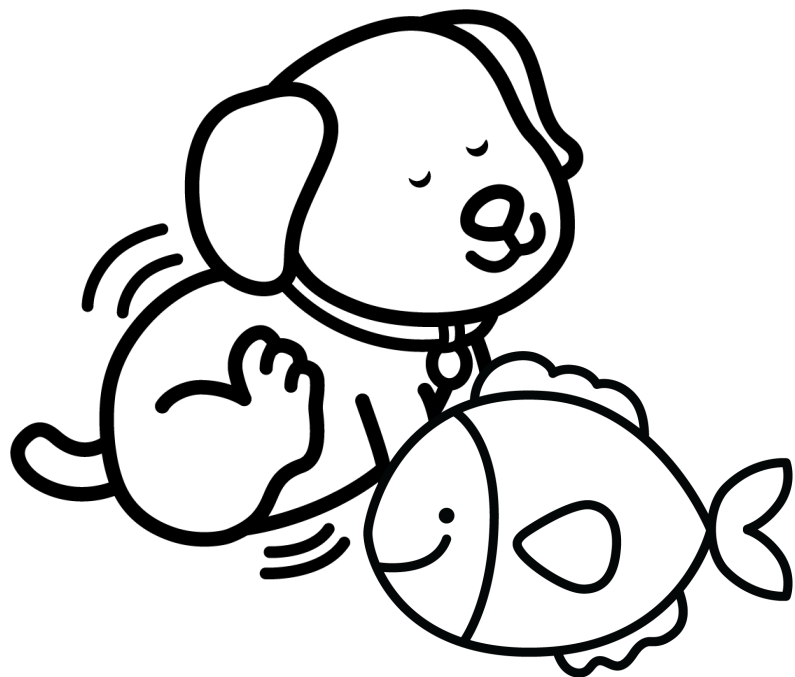
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i, i, i.
● ● ●



if. if.
●● ●→

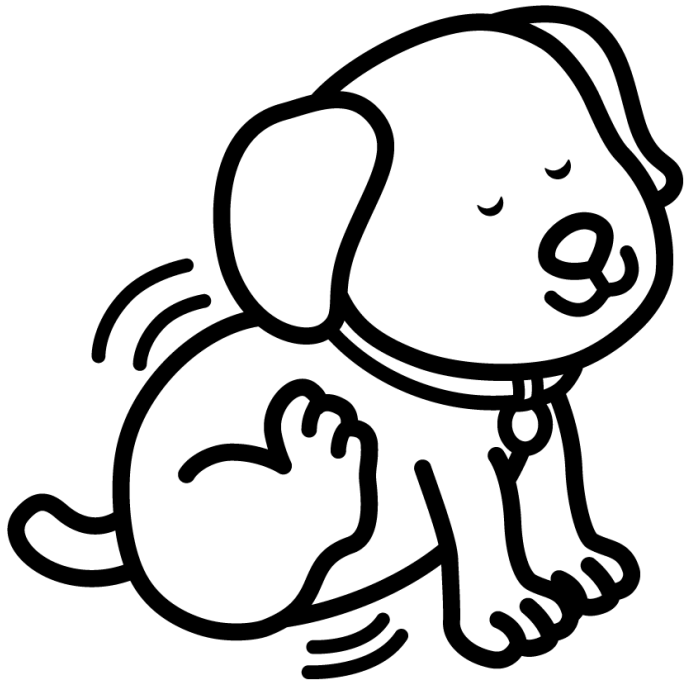


i, i, f, f.

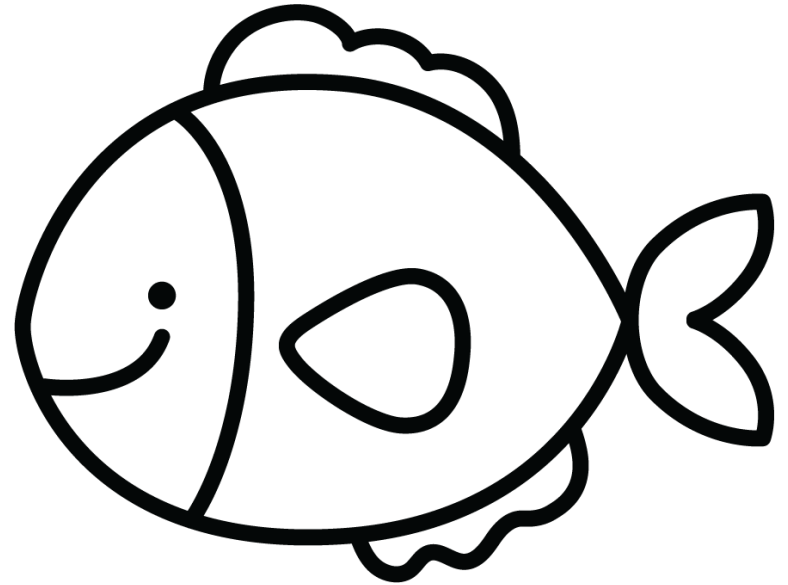


f, f, f.





i, i, i, i.



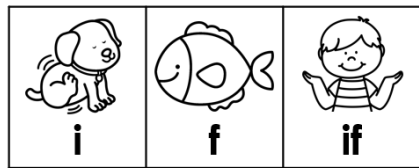
f, f, f, f.



Let's Review

i	f	f	i
f	i	f	i

if



if. if.



if



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/i/, /f/



i, i, i.

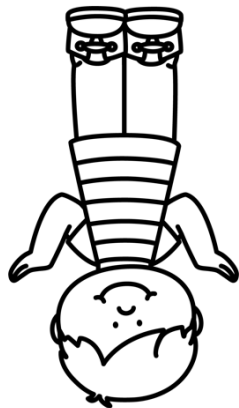


f, f, f.



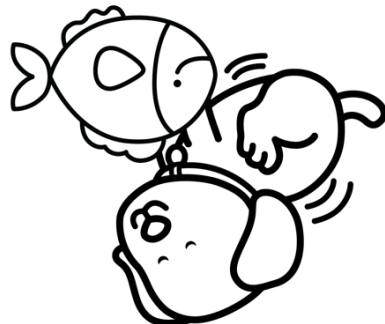
9

if. if.



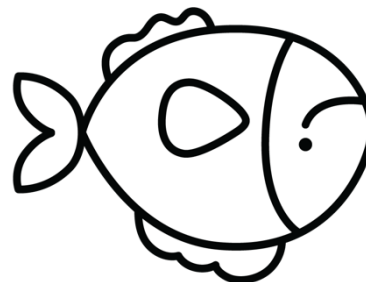
5

if. if. if. if.



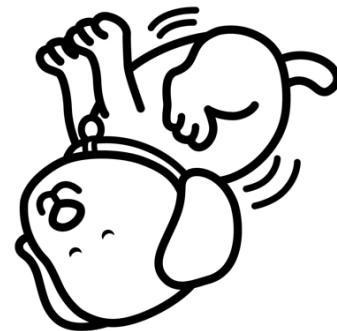
4

if. if. if. if.



3

if. if. if. if.



if



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/i/, /f/

i, i, i.
• • •

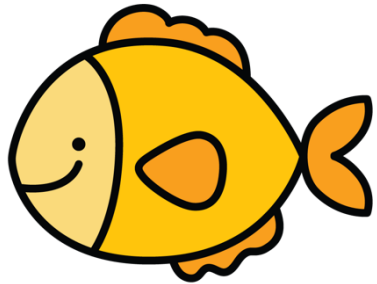
1

f, f, f.
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2

i, i, i, i.
• • • •

3



f, f, f, f.
• • • •

4



i, i, f, f.
• • • •

5



if. if.
• • →

6

Let's Review

i	f	f	i
f	i	f	i

if



i



f



if

if. if.

• • →

Let's Review

u

p

p

u

p

u

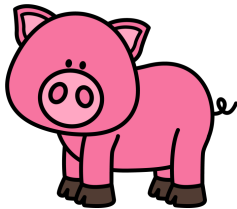
p

u

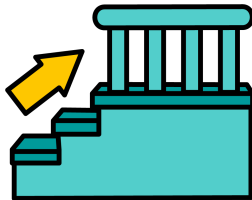
up



u

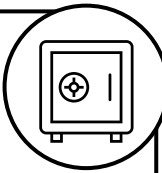


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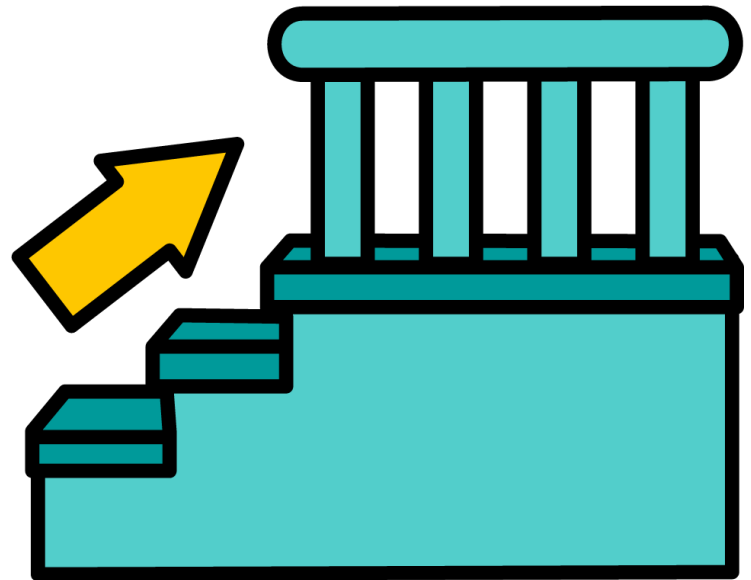


up

up. up.



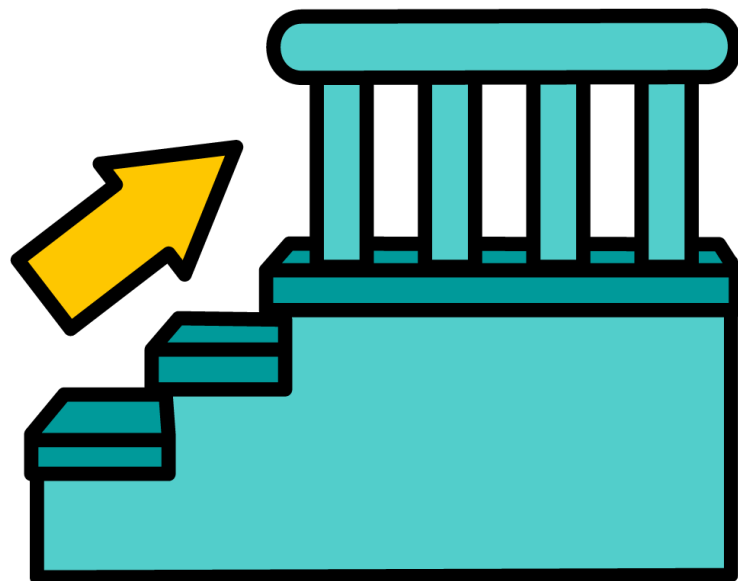
up



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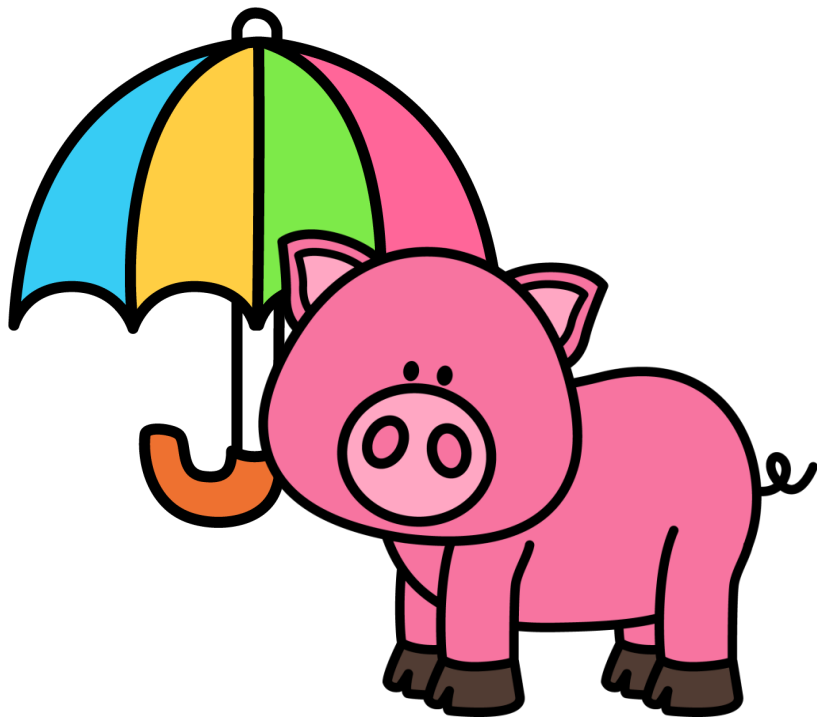


u, u, u.



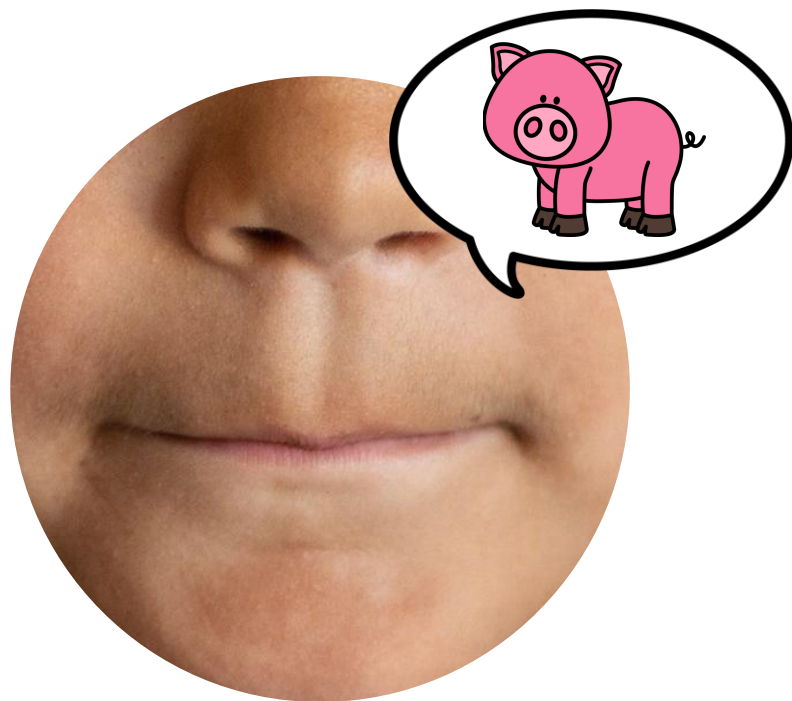
up. up.





u, u, p, p.

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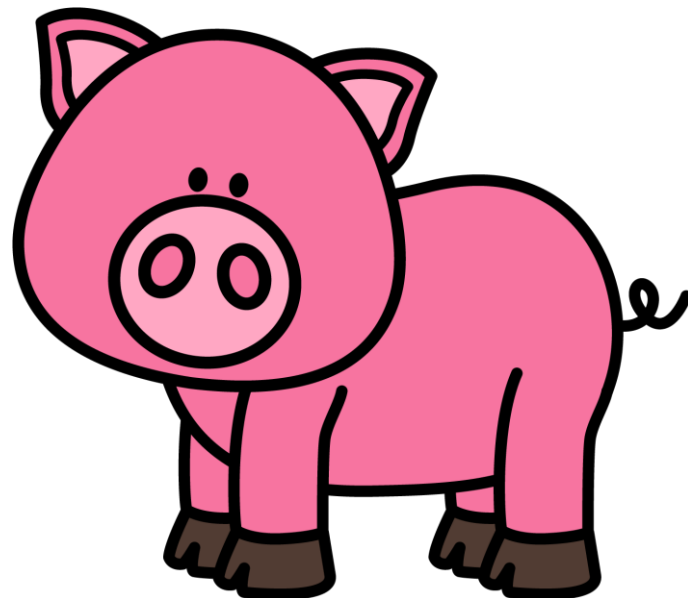
p, p, p.

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u, u, u, u.

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p, p, p, p.

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Let's Review

u

p

p

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u

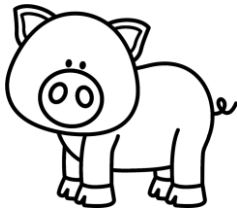
p

u

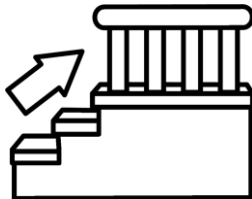
up



u

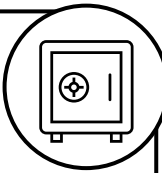


p

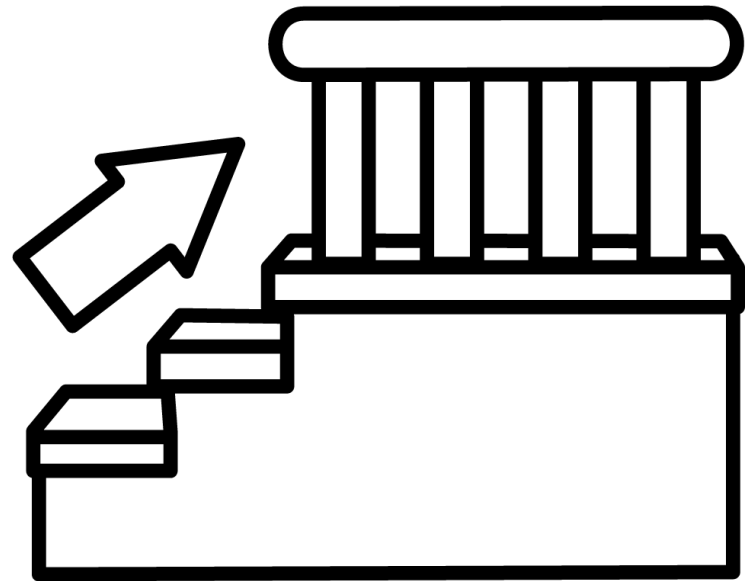


up

up. up.



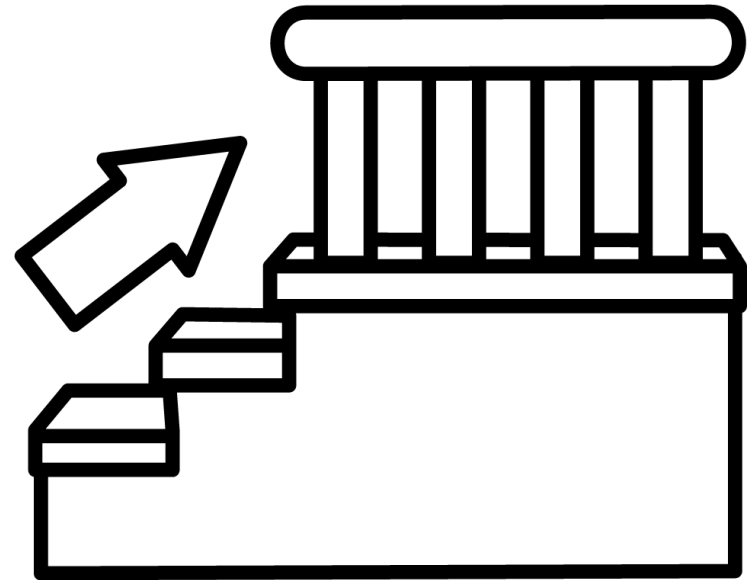
up



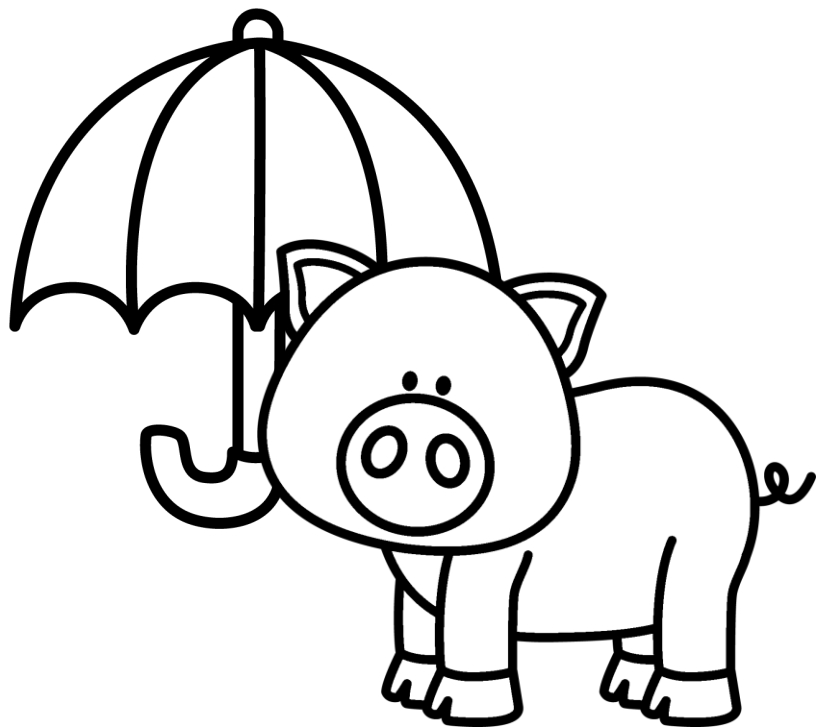
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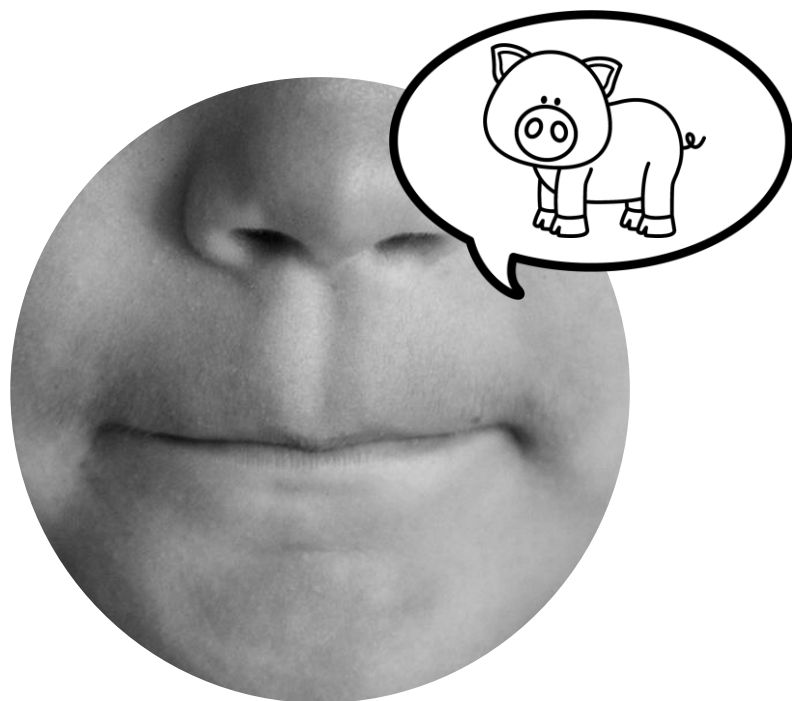
u, u, u.
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up. up.
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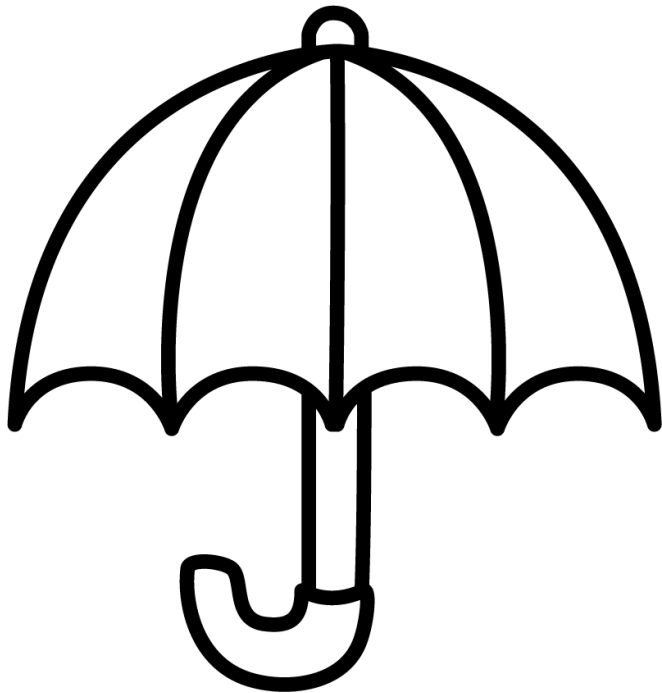


u, u, p, p.

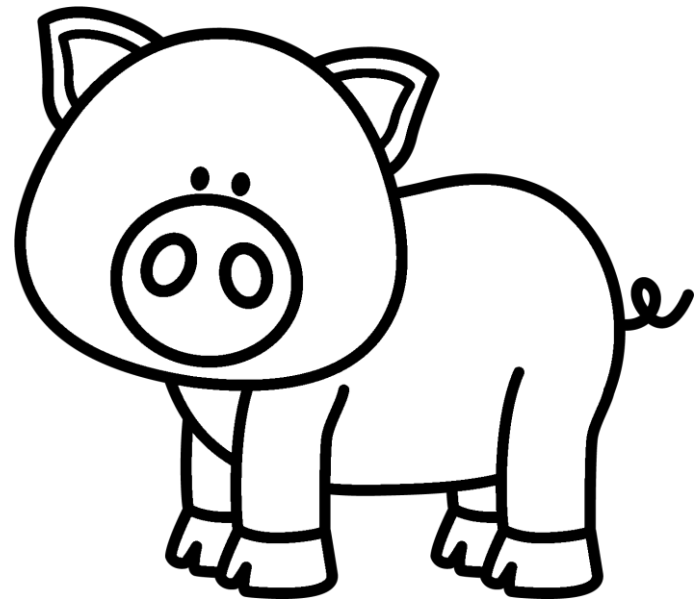


p, p, p.





u, u, u, u.



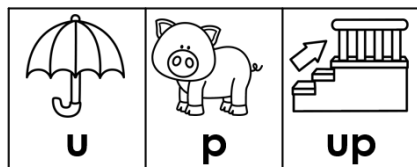
p, p, p, p.



Let's Review

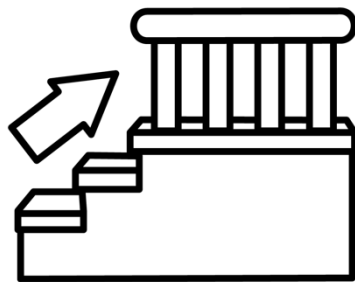
u	p	p	u
p	u	p	u

up



up. up.
•• •→

up

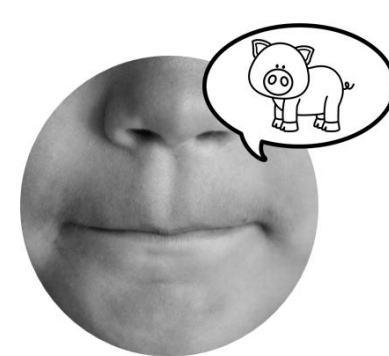


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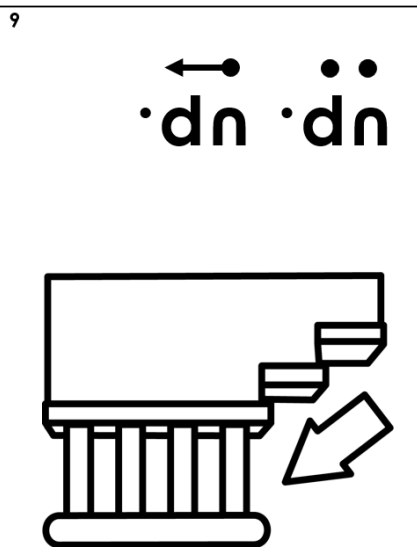
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/u/, /p/



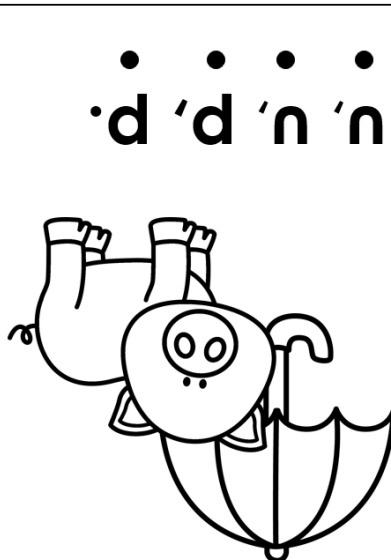
u, u, u.
• • •



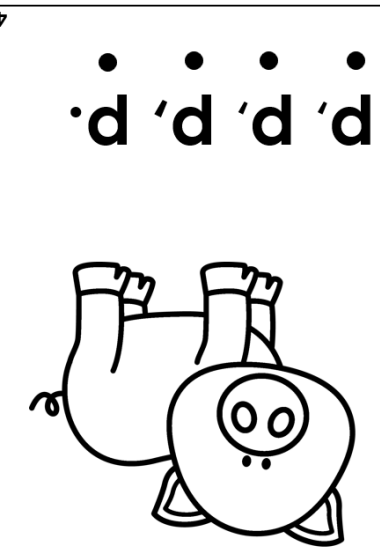
p, p, p.
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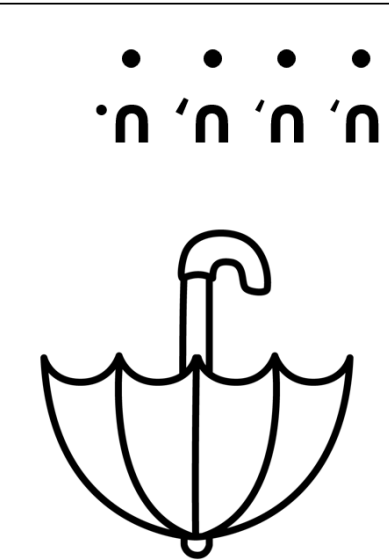
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•d 'd 'n 'n
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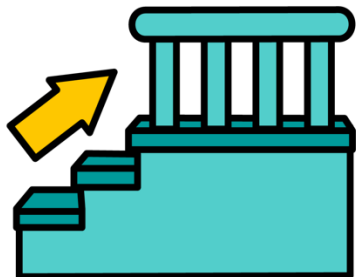
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•n 'n 'n 'n
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up



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/u/, /p/



u, u, u.
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1



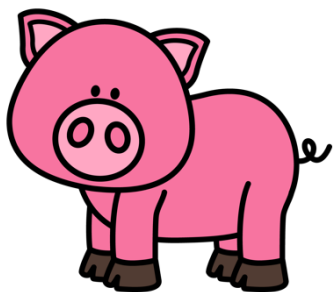
p, p, p.
• • •

2



u, u, u, u.
• • • •

3



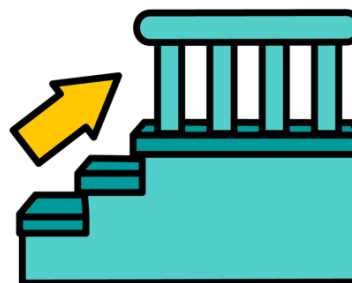
p, p, p, p.
• • • •

4



u, u, p, p.
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5



up. up.
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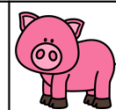
Let's Review

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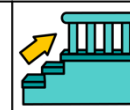
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Let's Review

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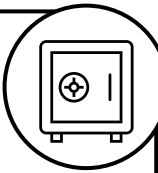


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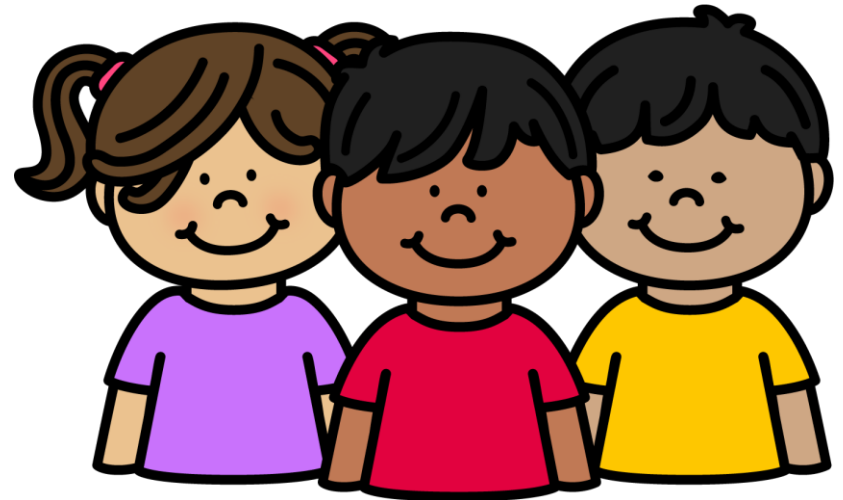


US

US. US.



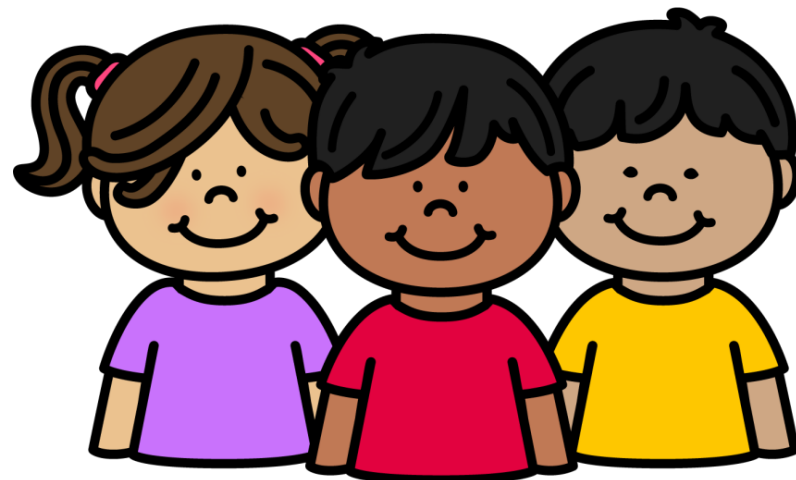
US



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U, U, U.



US. US.





U, U, S, S.

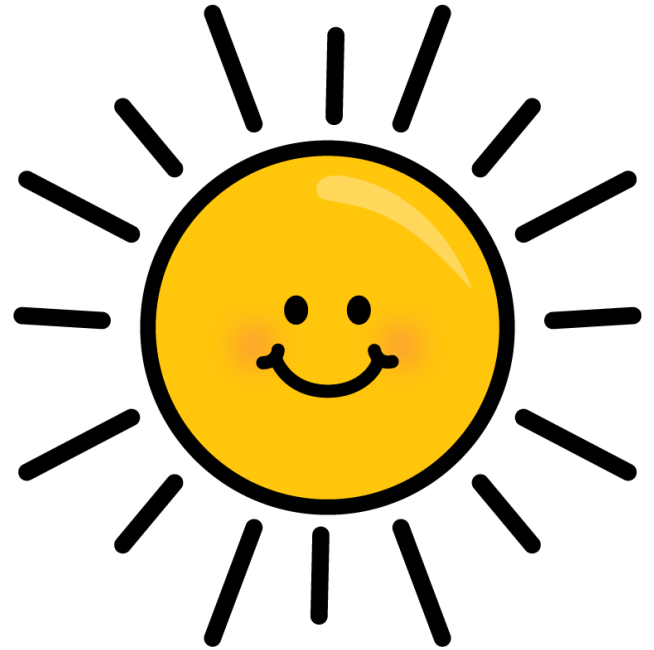


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Let's Review

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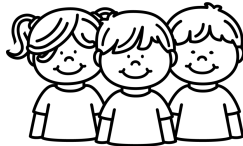
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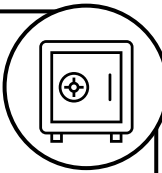


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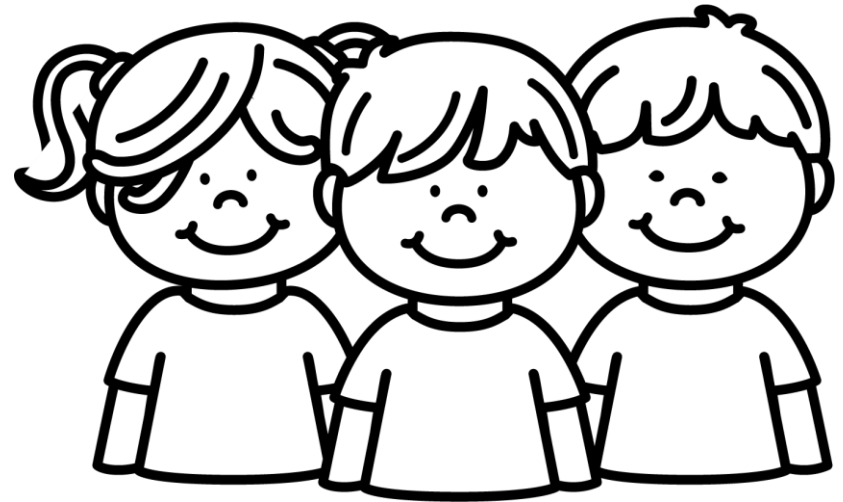


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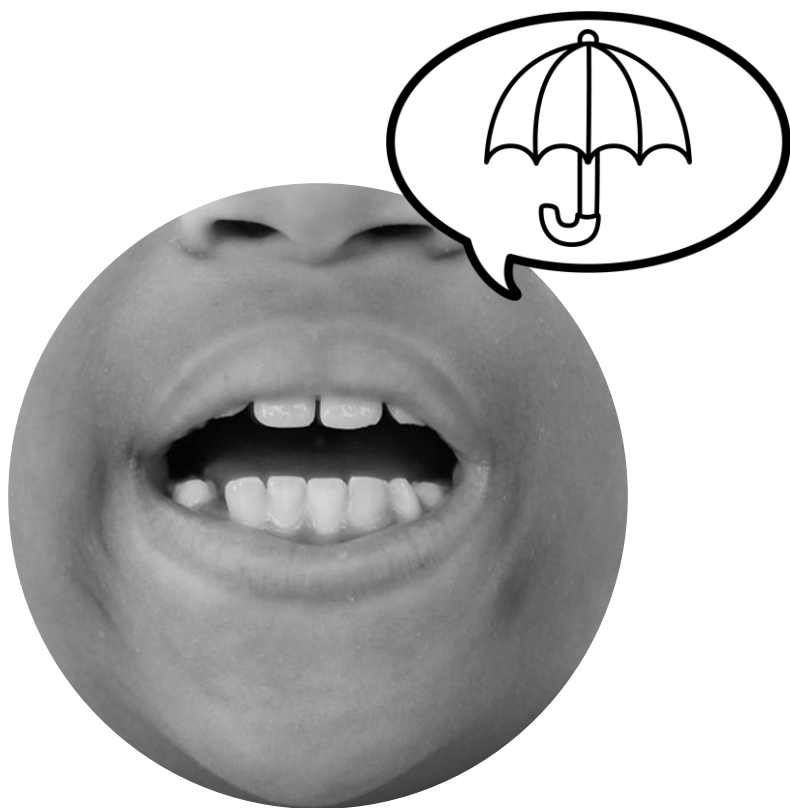
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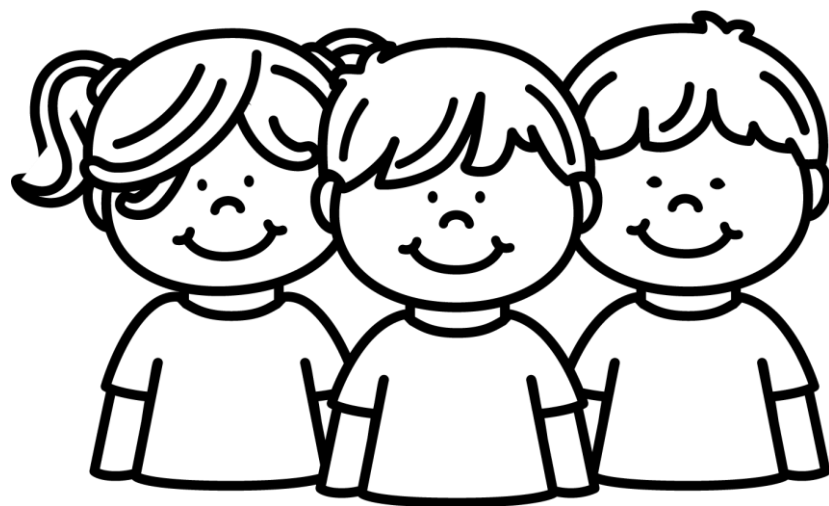
US



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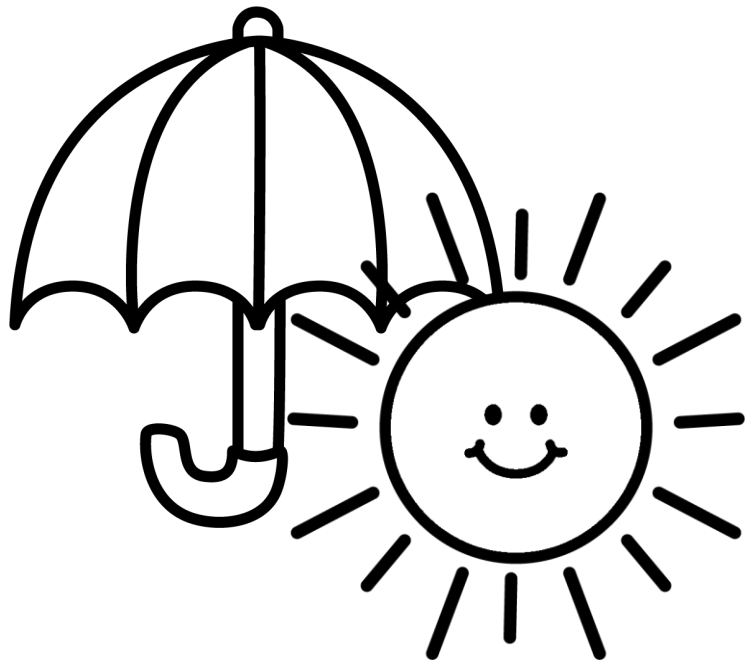


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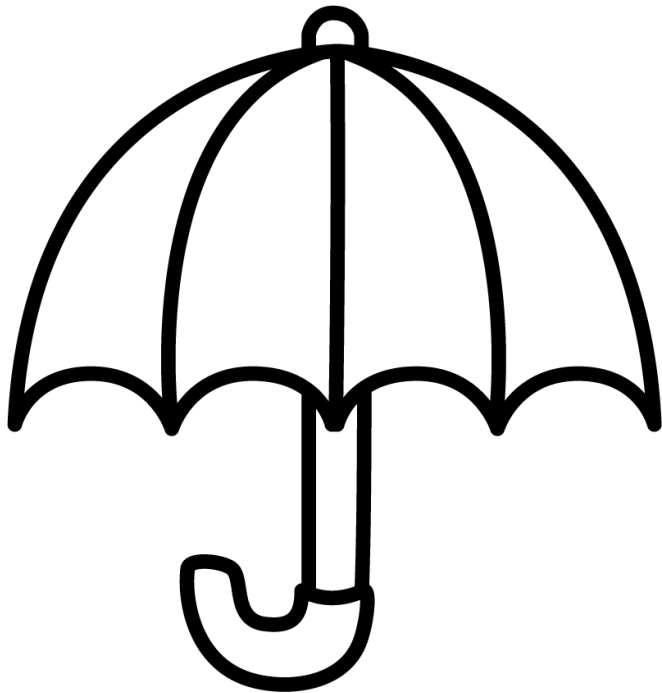


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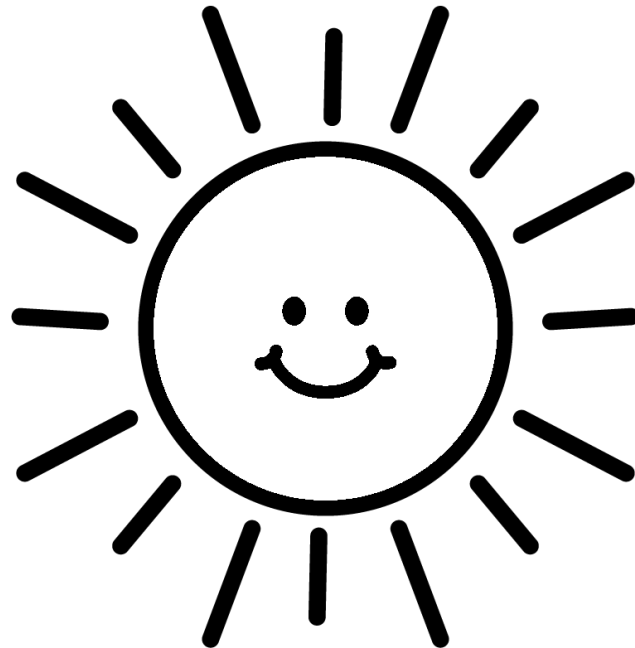


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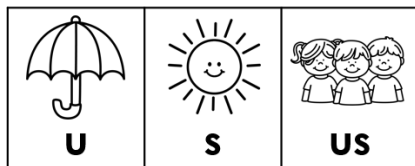
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Let's Review

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US



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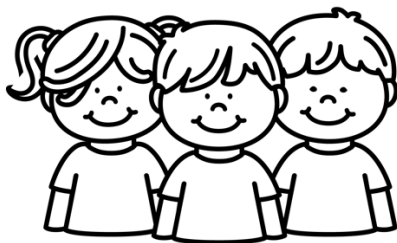
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US



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/u/, /s/

U, U, U.



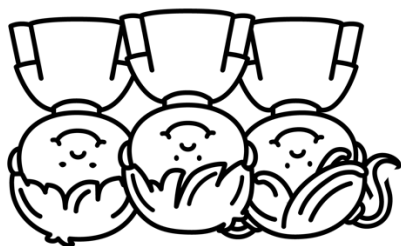
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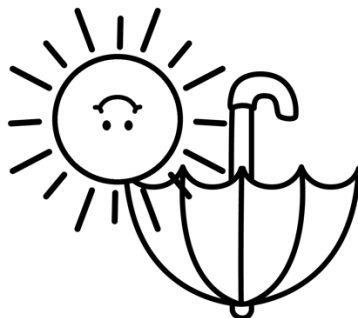


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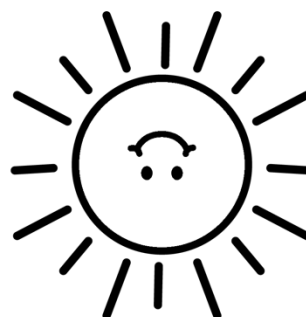


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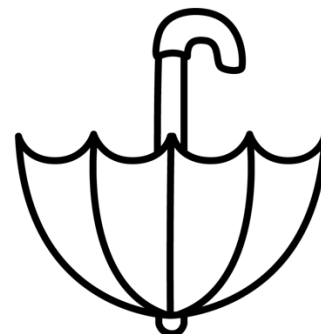
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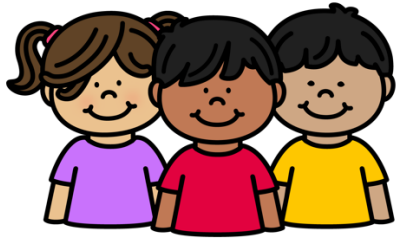
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3



US



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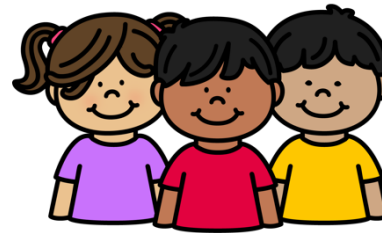
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Let's Review

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Let's Review

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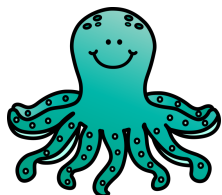
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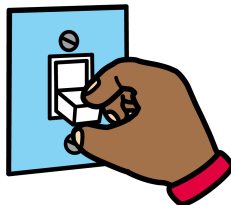
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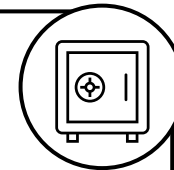


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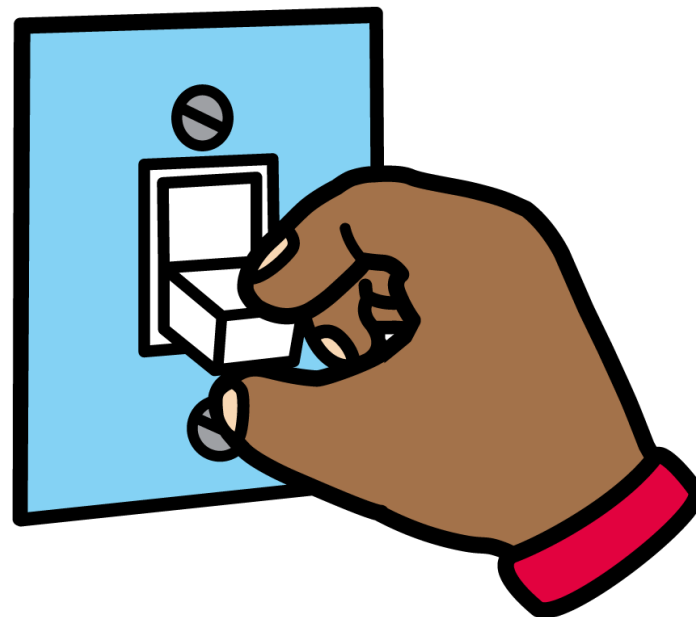


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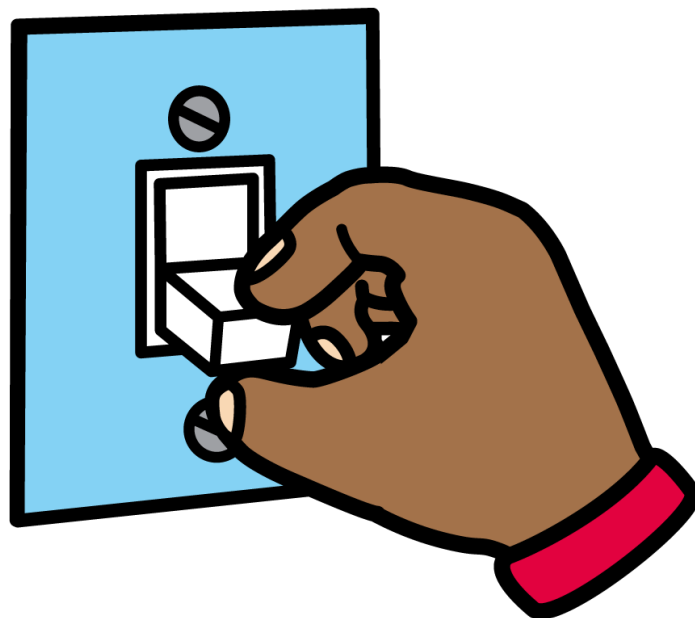
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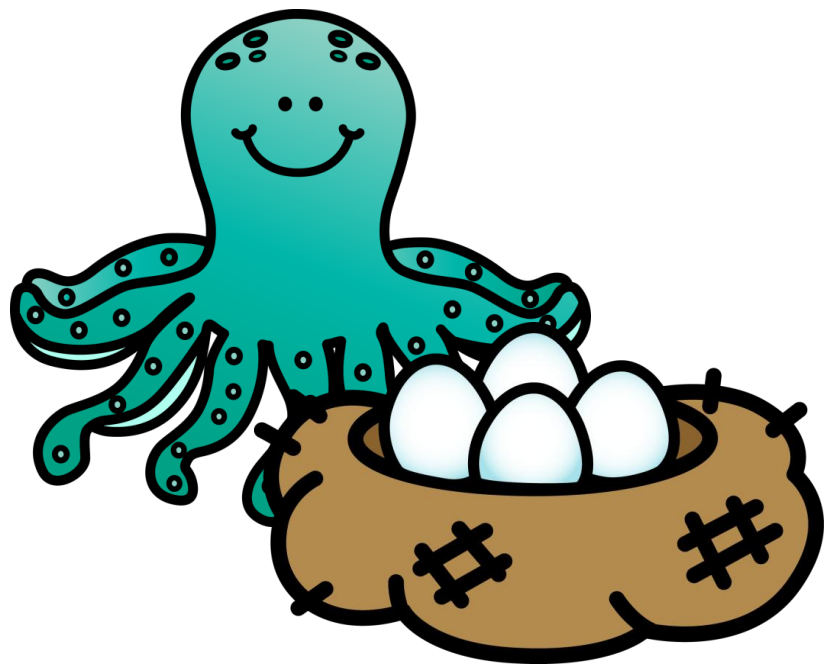
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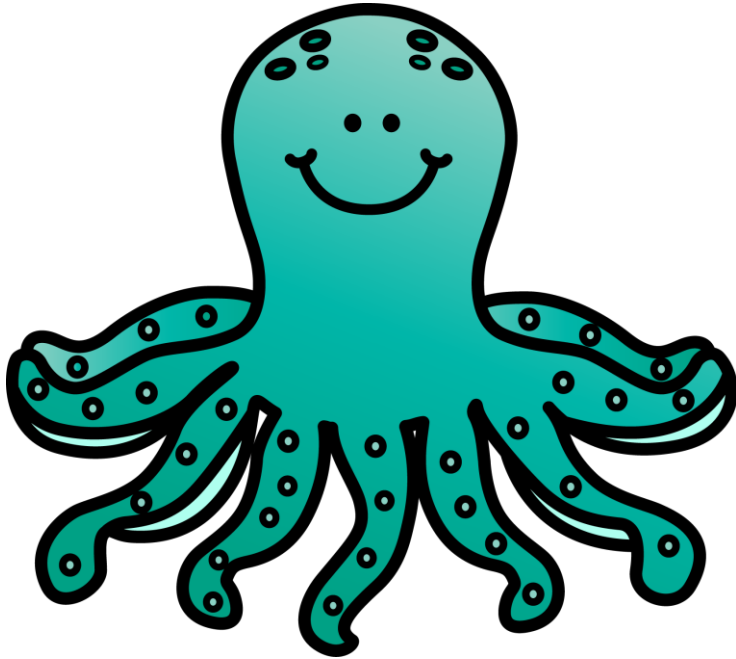


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Let's Review

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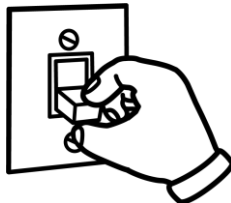
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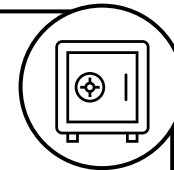


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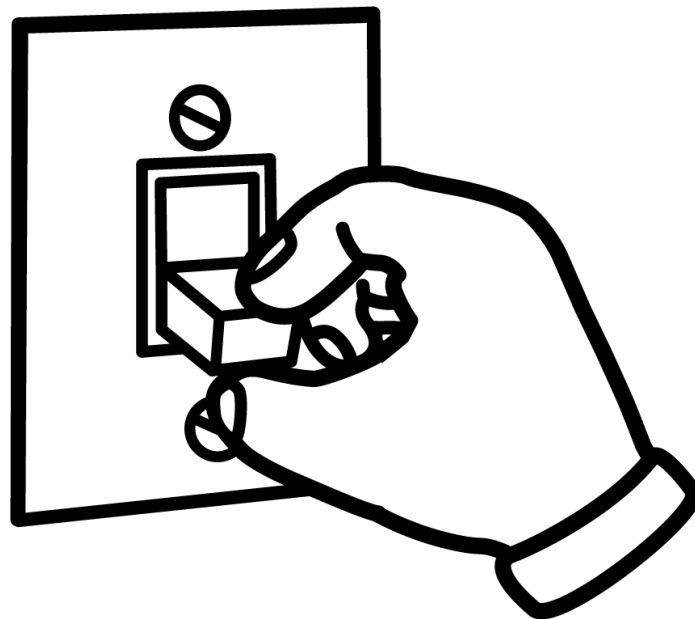


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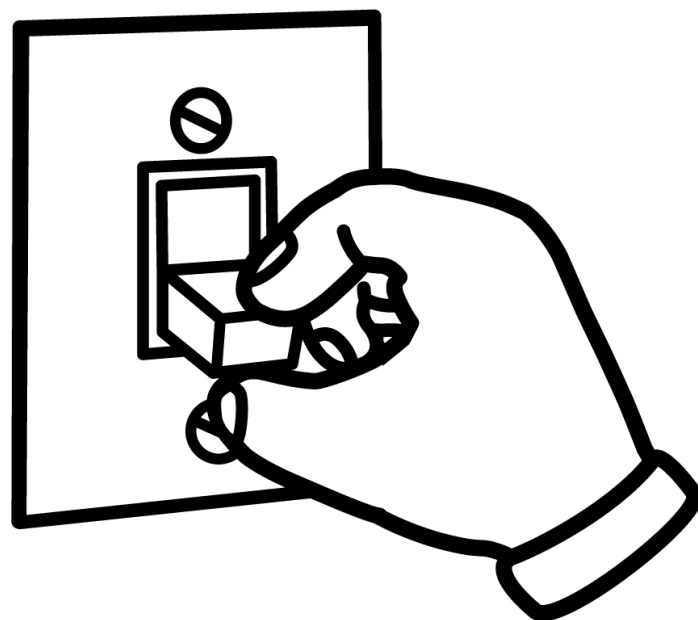
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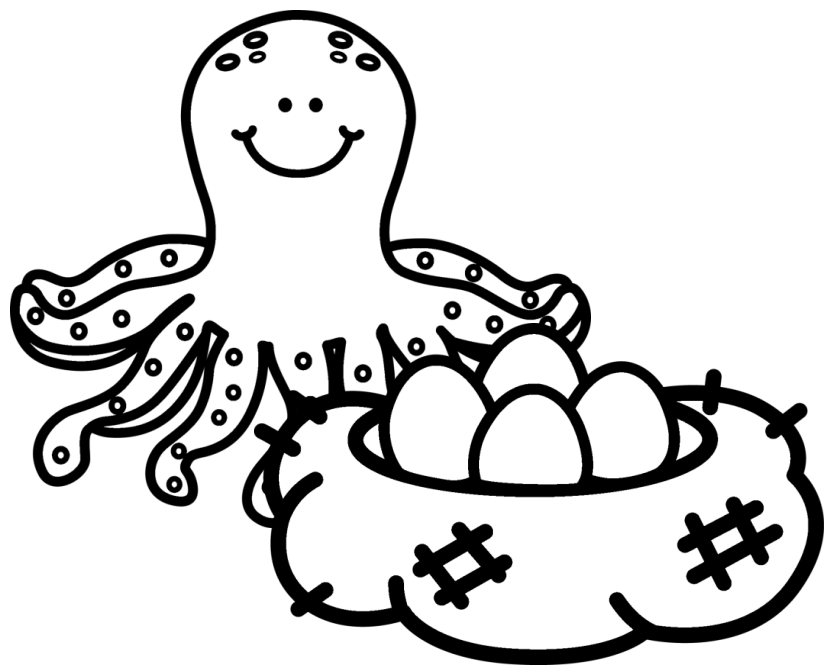
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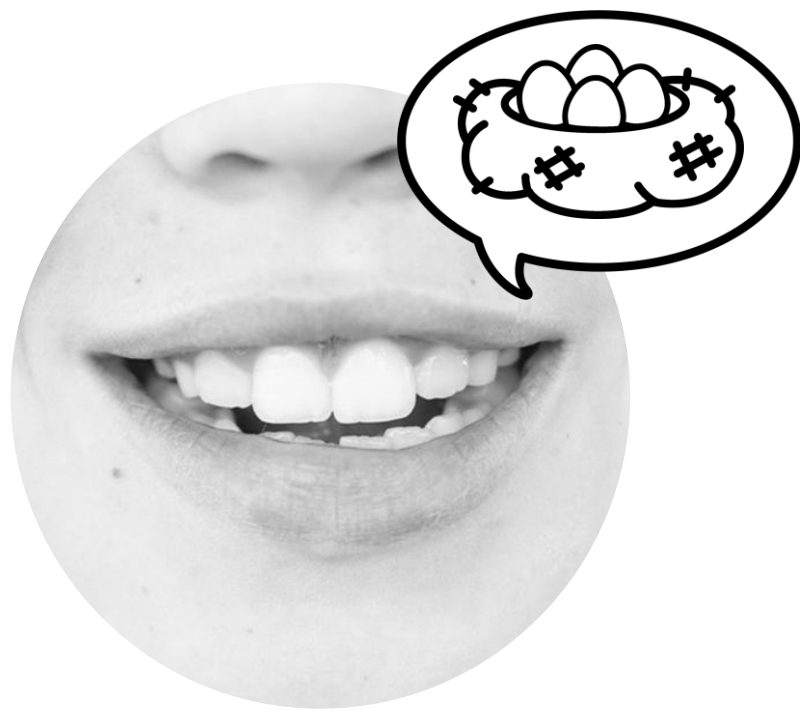
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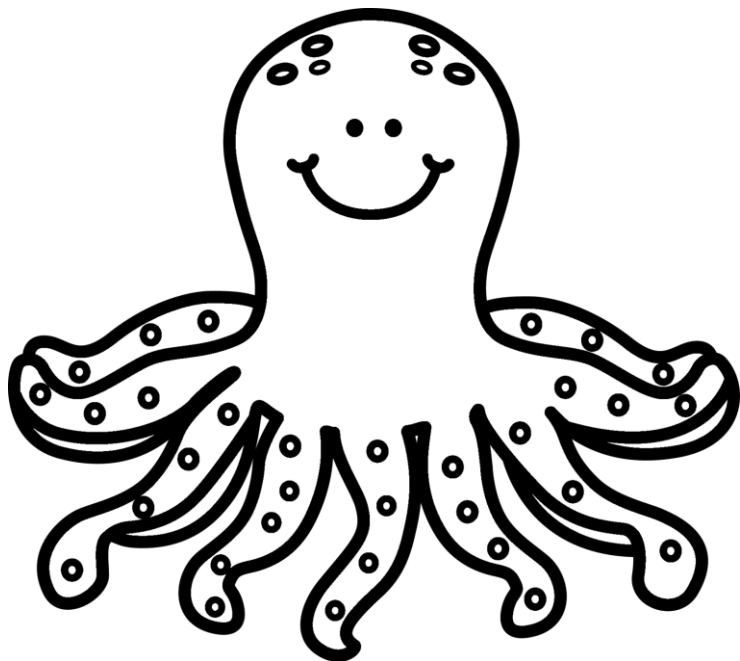


o, o, n, n.

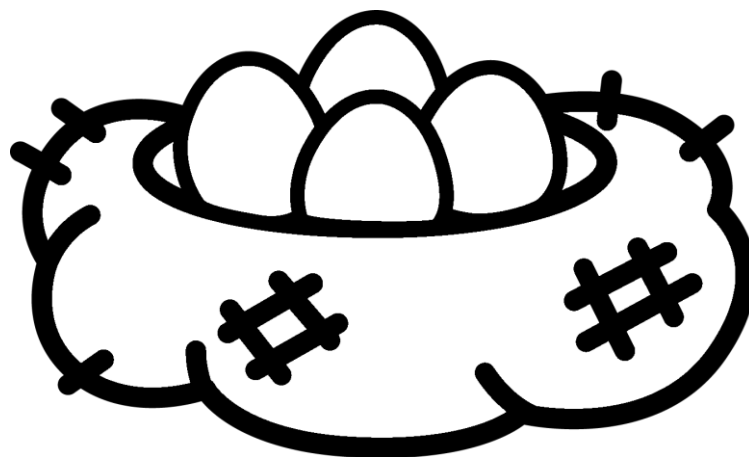


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o, o, o, o.



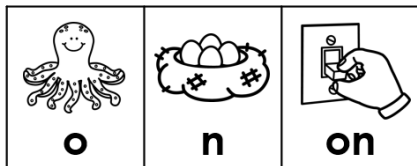
n, n, n, n.



Let's Review

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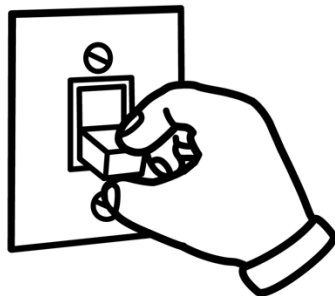
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on



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/o/, /n/

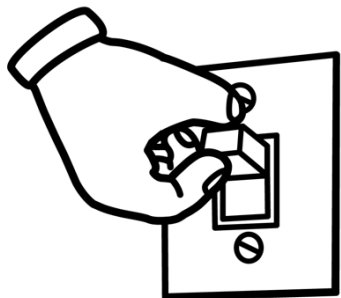
o, o, o.



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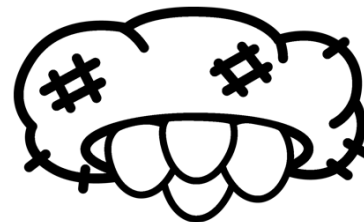
uo. uo.



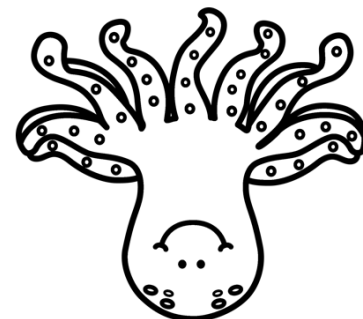
u' u' o' o'



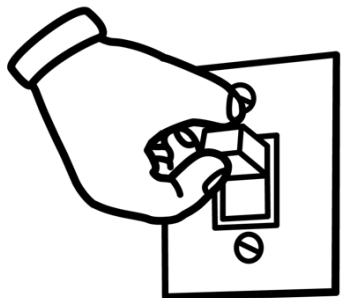
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o' o' o' o'



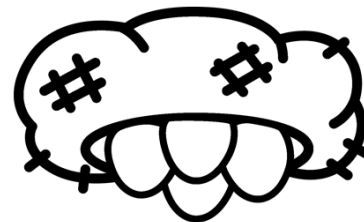
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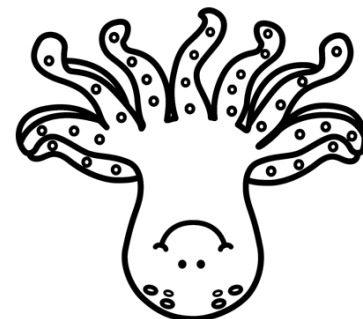
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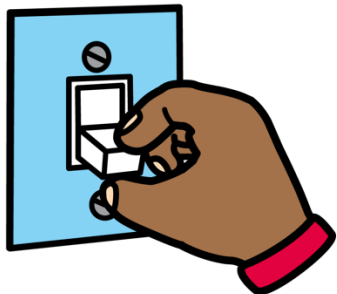


o' o' o' o'





on



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/o/, /n/

o, o, o.
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1



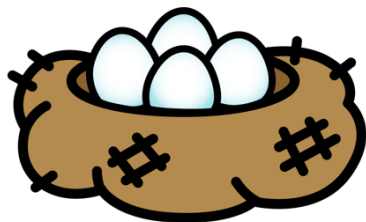
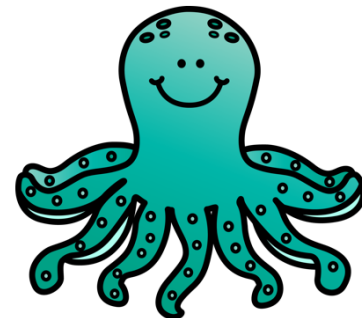
n, n, n.
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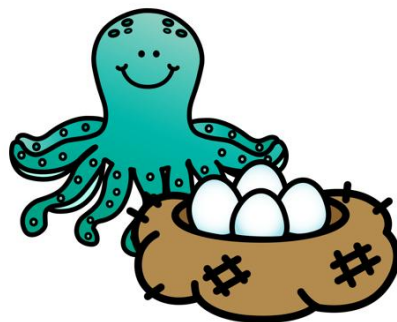
o, o, o, o.
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3



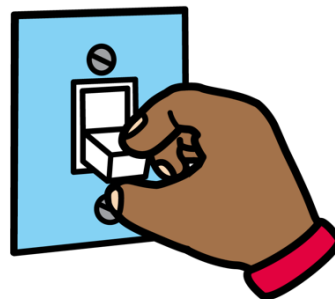
n, n, n, n.
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o, o, n, n.
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6

Let's Review

o	n	n	o
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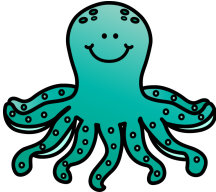
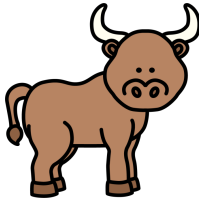


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Let's Review |

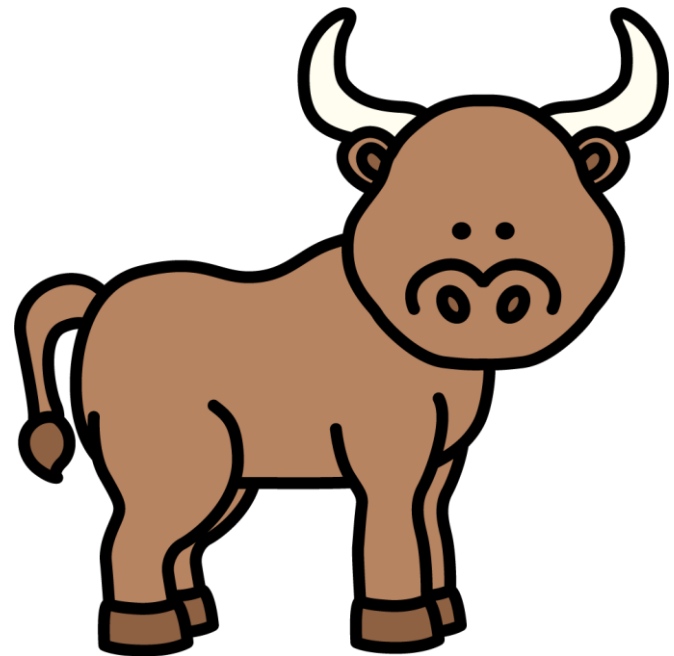
o	x	x	o
x	o	x	o
ox			

		
o	x	ox

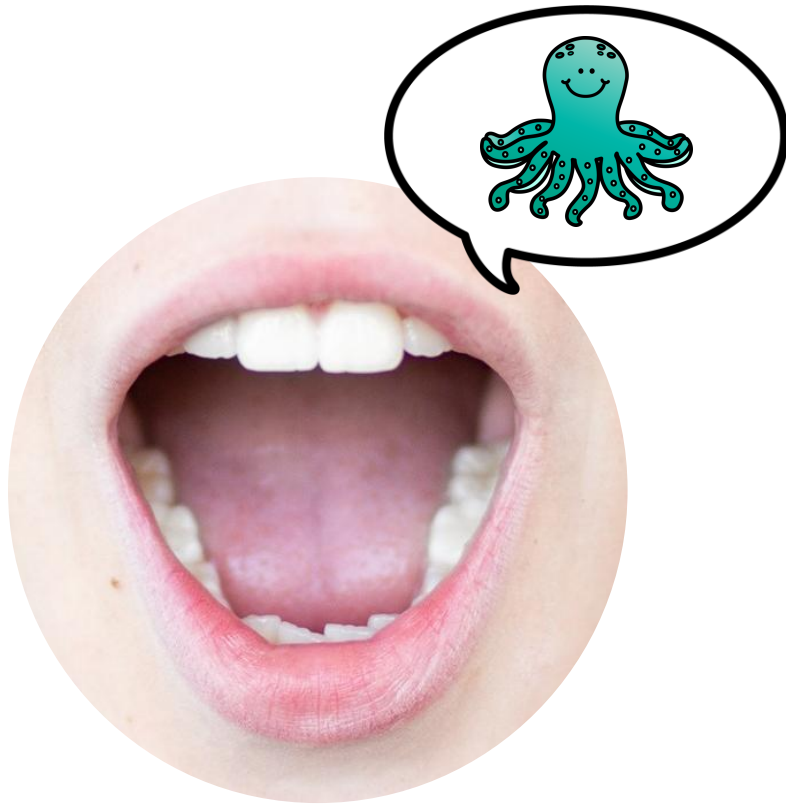
ox. ox.
• • • →



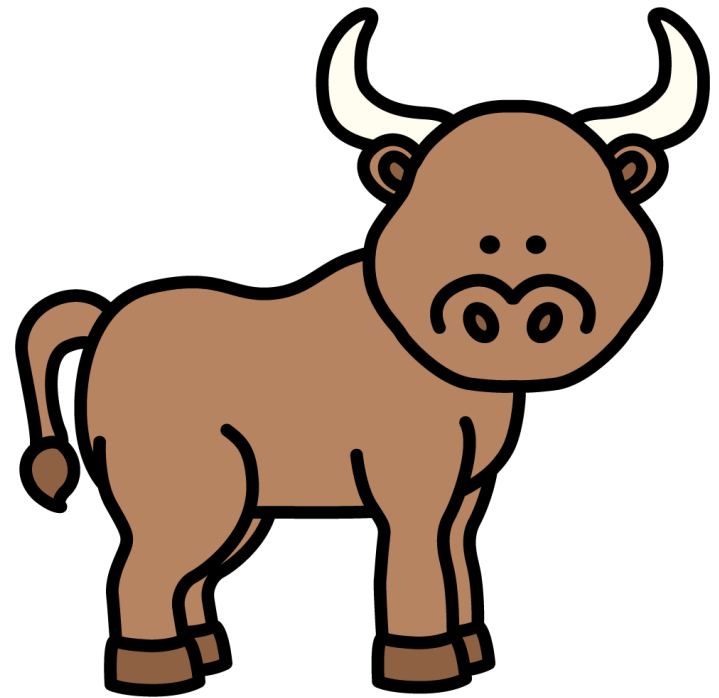
OX



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O, O, O.
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OX. OX.
• • • →



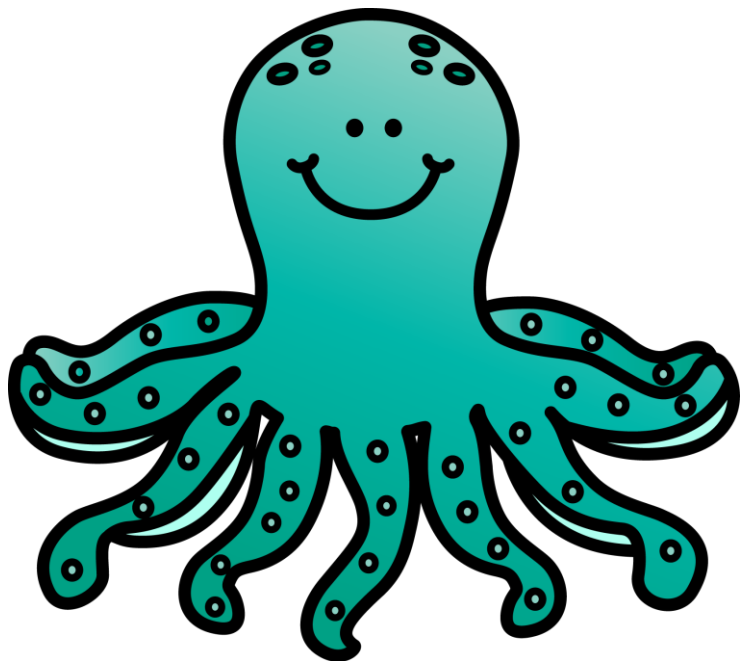
O, O, X, X.

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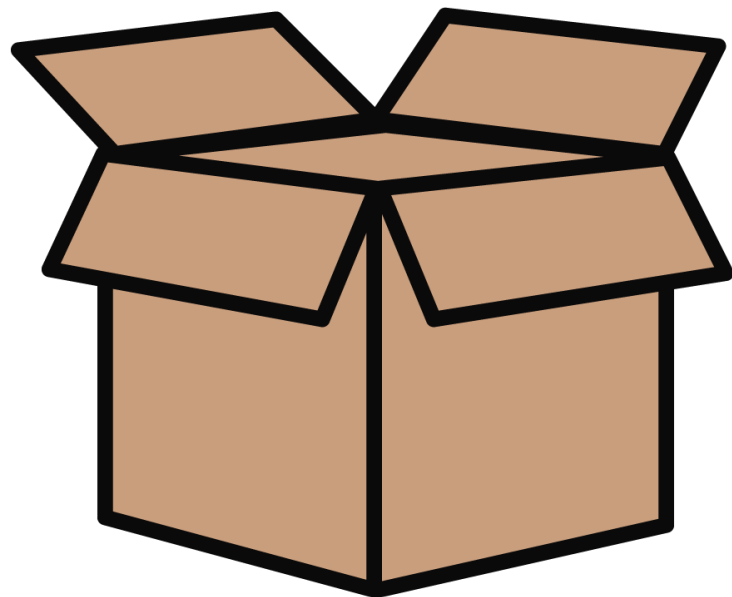


X, X, X.

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O, O, O, O.

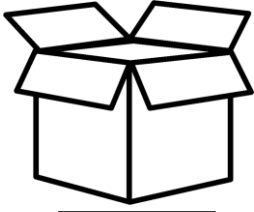
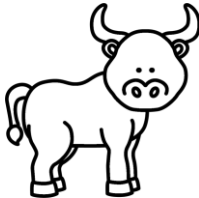


X, X, X, X.

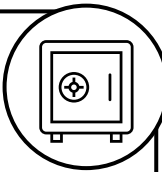


Let's Review |

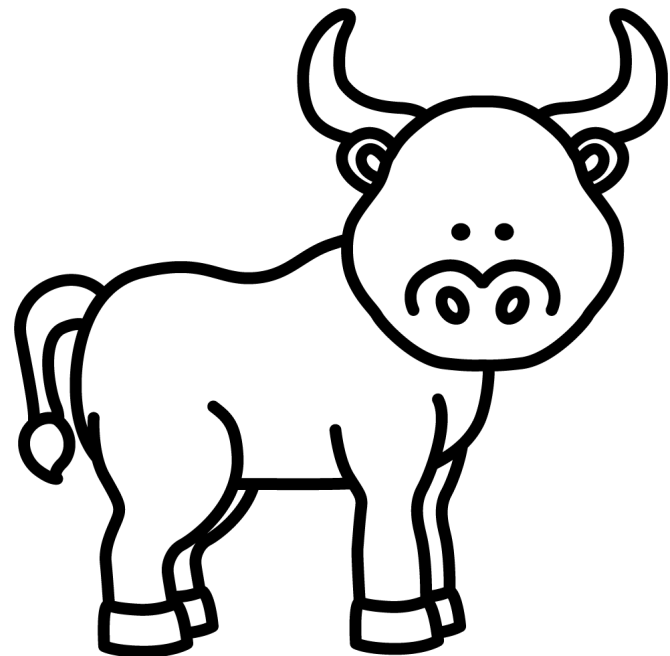
o	x	x	o
x	o	x	o
ox			

		
o	x	ox

ox. ox.
• • • →



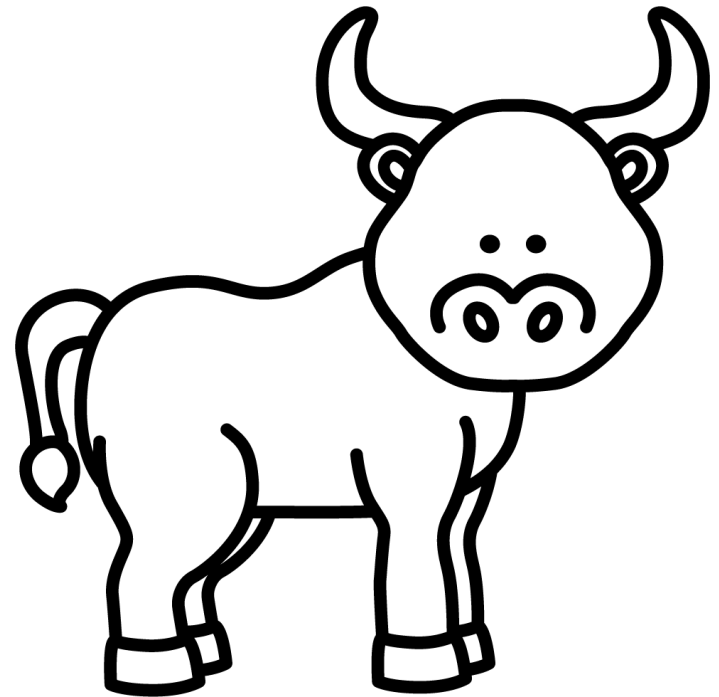
OX



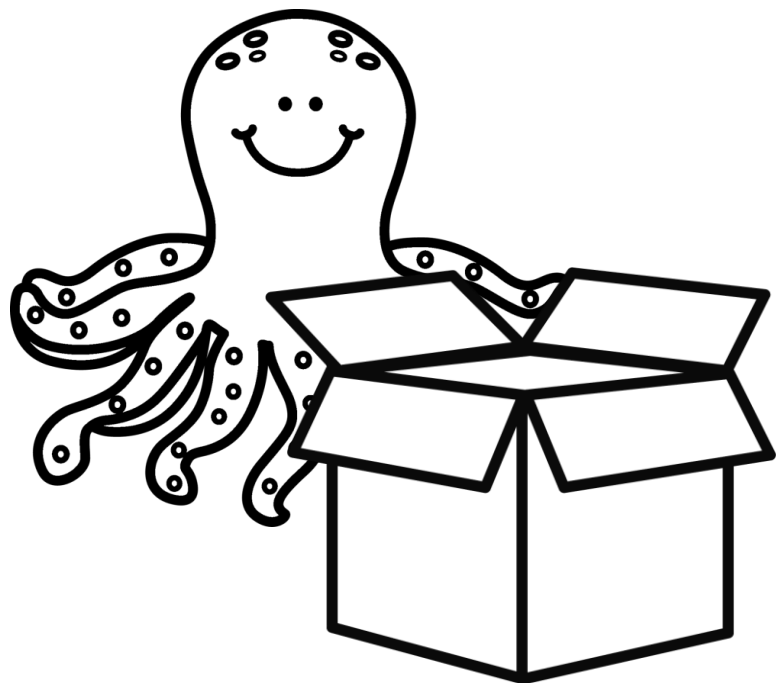
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O, O, O.
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OX. OX.
● ● ● →

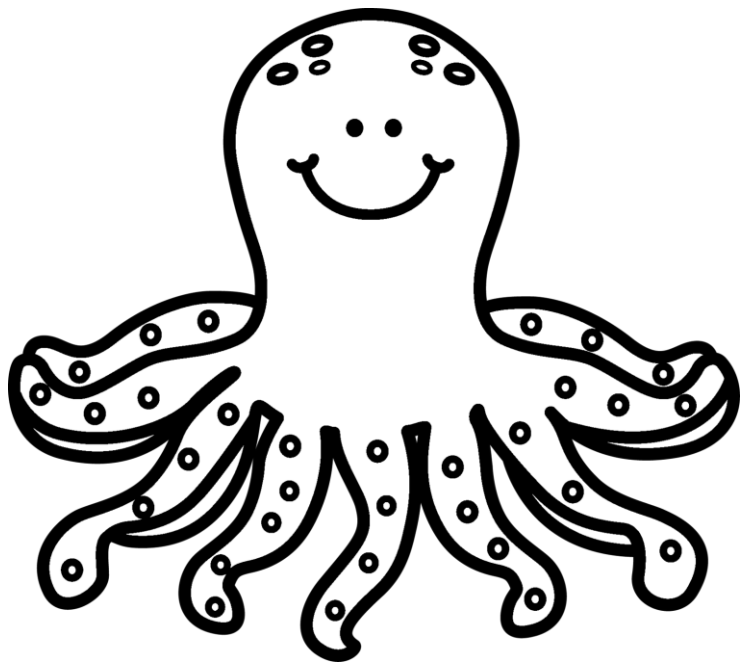


O, O, X, X.

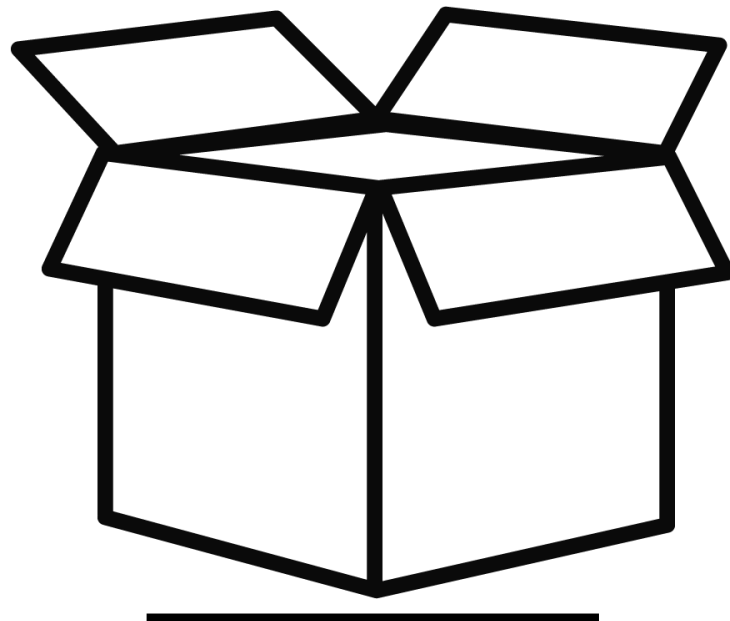


X, X, X.





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X, X, X, X.



Let's Review

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x	o	x	o

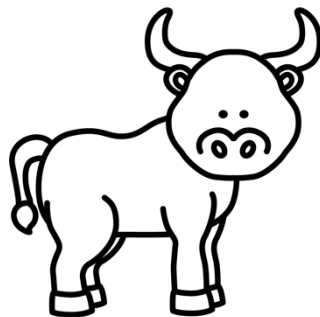
ox



ox. ox.

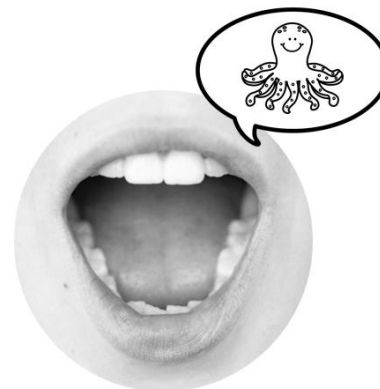


OX



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/o/, /ks/ (x)



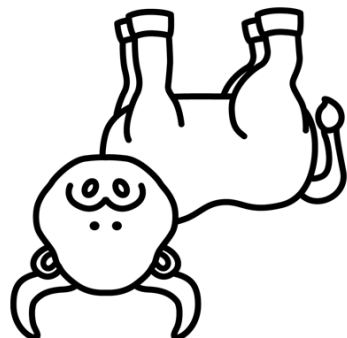
o, o, o.



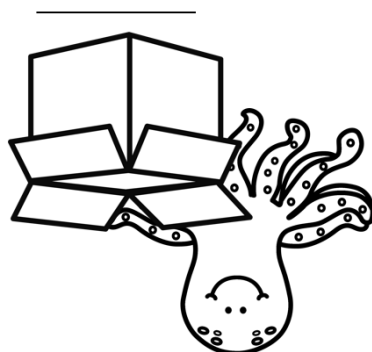
x, x, x.



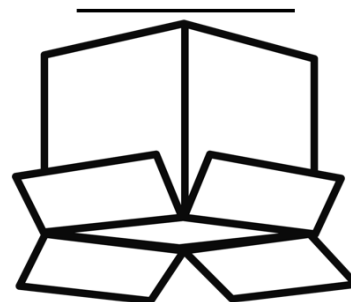
ox. ox.



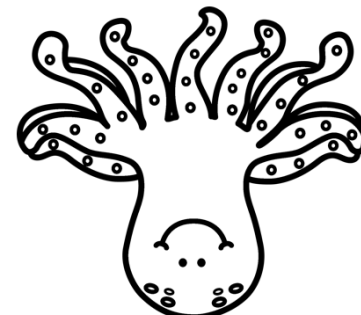
ox. ox.



ox. ox.

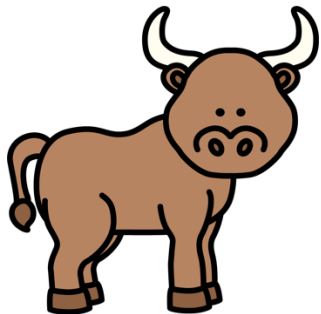


ox. ox.





OX



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/o/, /ks/ (x)

O, O, O.
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O, O, O, O.
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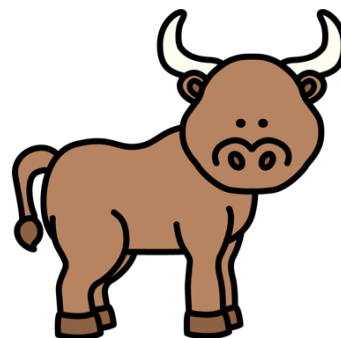
X, X, X, X.
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O, O, X, X.
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5



OX. OX.
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6

Let's Review

O	X	X	O
X	O	X	O

OX



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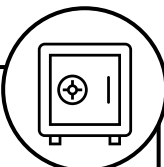


X

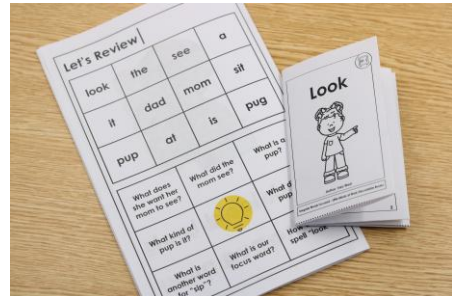
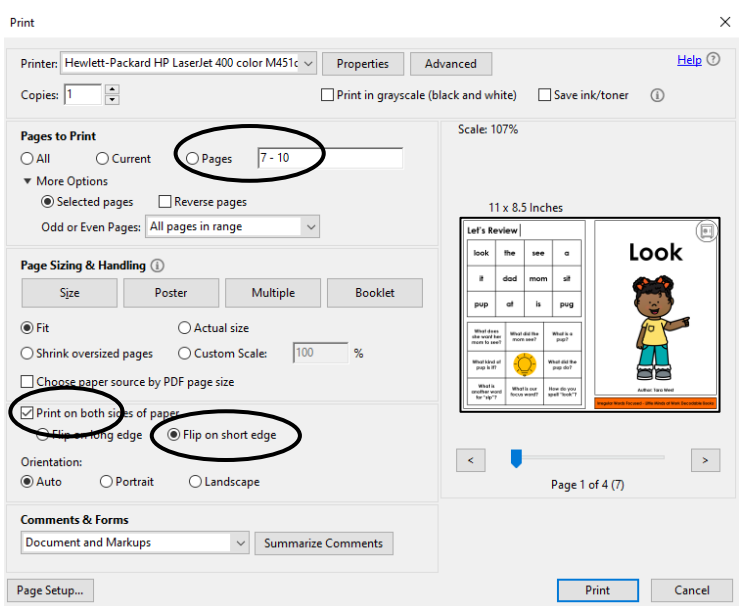


OX

OX. OX.
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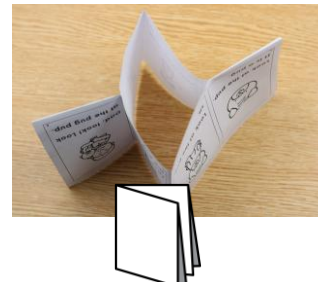
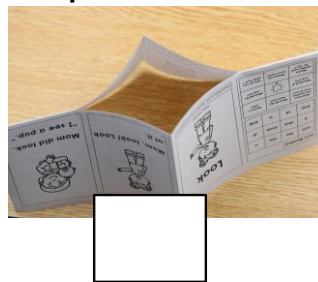
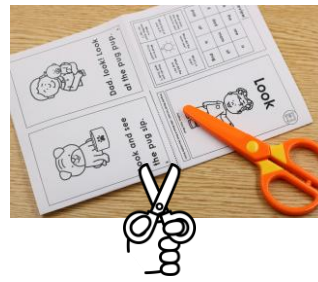
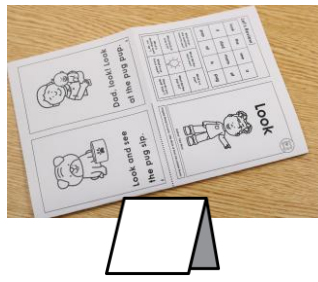
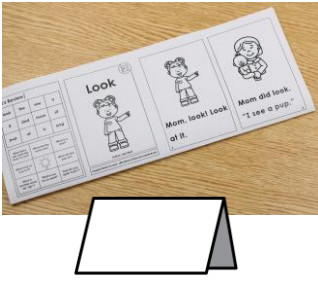


Printing DOUBLE SIDED Easy Readers: It is very important to follow a few quick printing tips. You can view a tutorial video [HERE](#)! First, you will type in the page numbers you wish to print. Next, select “fit”. This will help the reader to fill the entire page and leave minimal white space. Then, select “print on both sides”. Be sure to also select “flip on short edge”. Lastly, select for the reader to print. NOTE: The books are best printed using Adobe Reader. Adobe Reader is a **free download**. The book will print out on two sheets of paper. You will simply fold the books. Double staple on the left side (optional).



Printing MINI Readers: Follow the steps below to prep the mini readers. You can view a tutorial video [HERE](#)!

- Fold landscape.
- Fold portrait.
- Cut along the line.
- Unopen the sheet.
- Quarter Fold.





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Contact Information

Email: littlemindsatworkLLC@gmail.com

Website: www.littlemindsatwork.org

Store: <http://www.teacherspayteachers.com/Store/Tara-West>