

DECODABLE READER

SMALL GROUP ACTIVITIES

ALIGNED WITH UFLI LESSON 76

Skill: Ending Patterns Review



DECODABLE READER

Aligned with UFLI Scope
and Sequence

Science of Reading

Small Group, Whole Group,
Intervention

Word Work, Word Mapping,
Comprehension, Fluency

Print and Digital

'LILY AND THE PONY' DECODABLE READER WITH SMALL GROUP ACTIVITIES



Strengthens Phonics Skills



Improves Fluency and Word Recognition



Deepens Comprehension



Builds Confidence Through Success



Warm-up	Review all letters and sounds. Use letter cards and/or a blending board.		Notes:
	Taught: all letters, FLSZ rule, -all, -oll, -ull, digraphs, -ng, -nk, VCe/exceptions, suffixes (-es, -ed, -ing), syllables (closed/closed, open/closed, closed/open), compound words, _ce, _ge, _tch, _dge, long VCC, Y as long i & e, -le		
Phonics Skill	Ending Patterns Review (-le, -y, Long VCC, -tch, -dge) "-le says /ə/ like bottle. Sometimes -y acts as a vowel at the end of a word, like in fly or baby. We use -tch after a short vowel, like in batch. We use -dge after a short vowel like in edge. Words like gold, wild, or kind have long vowels. The two consonants after the vowel help protect the long sound."	Optional: Review the ending patterns with words from previous lessons. Show anchor charts if they were used in previous lessons.	
Decodable & Words	Choose 2-3 Words from each. Use the Word Mapping Book and/or Worksheet.		
	Decodable Words: 1. sly 5. 2. pony 6. 3. wild 7. 4. apple 8.	Heart Words: 1. of 5. 2. they 6. 3. was 7. 4. look 8.	
Word Work	Supplies: letter cards, whiteboard, markers. Use the Word Work Teacher Script. sly – sky – wild – snuggle – shuffle – pony		
Text	"Today our story is called <i>Lily and the Pony</i> . In this story, Lily spends the day with her pony, Sky, and meets a few animal friends along the way. As we read, listen for different ending patterns like -le, -y, and long VCC, in words such as bottle, pony, and wild. Before we begin: What do you think Lily and her pony will find on their walk?"		
Comprehension	Answer the question from the story <i>Lily and the Pony</i> . What did Lily do at the end of the story? Optional: Choose an activity from the comprehension resources.		
Dictation	Word Dictation: Follow the Dictation Script found in the lesson resources. Supplies: whiteboard/markers or paper/pencil Graphemes: i, g, w, th Decodable Words: sly, pony Heart Words: look, was Sentence: The wild pony likes to run.		

EDITABLE LESSON PLAN

Done-for-you Editable Lesson Plans

- ✓ Warm-up/Fluency
- ✓ Phonological/Phonemic Awareness
- ✓ Heart Words
- ✓ New Phonics Skill
- ✓ Text
- ✓ Dictation
- ✓ Comprehension

POWERPOINT

'LILY AND THE PONY' DECODABLE READER

Lily and the Pony



Name: _____

DECODABLE		HEART WORDS	
pony	Sky	looked	once
bundle	snuggle	walk	field
lady	held	wanted	they
sly	wild	was	of



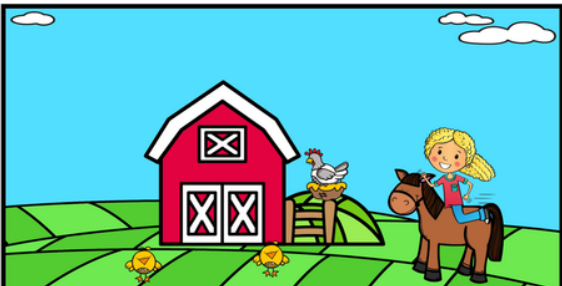
Lily had a pony named Sky. She was a nice pony and had a long mane.



Lily gave her a bundle of grass to nibble on. Once Sky was done, they went for a walk.



Lily held onto Sky's mane as they walked. Sky ran wild in the field. Lily chuckled as they moved.



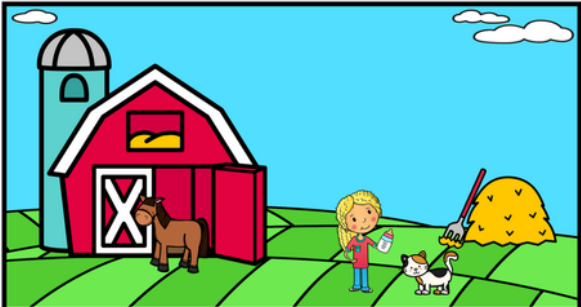
They came across a lady hen sitting on a nest. The chicks shuffled around, pecking at the sand.



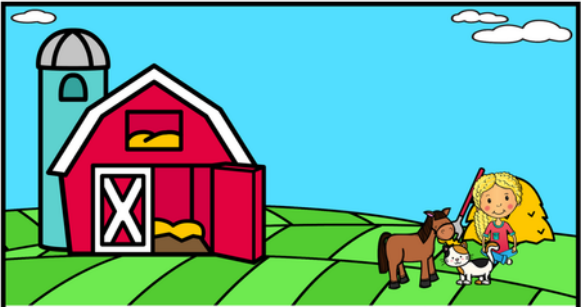
Just then, they saw a sly cat trying to get the chicks. Lily hopped off Sky and picked it up.



It looked sad. Lily wanted to bring it home. She got back on Sky with the cat.



When they got home, Lily put Sky in her stall. She grabbed a bottle of milk and fed the cat.



Then, Lily, Sky, and the cat snuggled. Lily loved her new pet!

What did Lily do at the end of the story?

COLOR AND BLACK & WHITE

DECODABLE PASSAGES

Ending Patterns Review
Level 1

Name: _____

Read the Decodable Words

pony	Sky	bundle	snuggled
lady	held	sly	wild

Read the Heart Words

walk	her	they	saw
by	wanted	for	to

Lily and the Pony

Lily had a pony named Sky. She had a long mane. Lily gave her a bundle of grass to nibble on. Then, they went for a walk.

Lily held onto Sky. Sky liked to run wild. Lily chuckled. Next, they saw a lady hen on her nest. The chicks shuffled by her. Just then, they saw a sly cat. Lily picked it up. The cat looked sad. Lily wanted to bring it home. She got back on Sky with the cat.

When they got home, Lily put Sky in her stall. She gave the cat a bottle of milk and snuggled with it for a while. Lily liked her new pet!

What did Lily do at the end of the story?

same text as reader

Ending Patterns Review
Level 2

Name: _____

Read the Decodable Words

pony	Sky	bundle	snuggle
lady	held	sly	wild

Read the Heart Words

looked	once	walk	field
wanted	they	was	of

Lily and the Pony

Lily had a pony named Sky. She was a nice pony and had a long mane. Lily gave her a bundle of grass to nibble on. Once Sky was done, they went for a walk.

Lily held onto Sky's mane as they walked. Sky ran wild in the field. Lily chuckled as they moved.

They came across a lady hen sitting on a nest. The chicks shuffled around, pecking at the sand. Just then, they saw a sly cat trying to get the chicks. Lily hopped off Sky and picked it up. It looked sad. Lily wanted to bring it home. She got back on Sky with the cat.

When they got home, Lily put Sky in her stall. She grabbed a bottle of milk and fed the cat. Then, Lily, Sky, and the cat snuggled. Lily loved her new pet!

What did Lily do at the end of the story?

skills through 1st

Ending Patterns Review
Level 3

Name: _____

Read the Decodable Words

pony	Sky	bundle	snuggle
lady	held	sly	wild

Read the Heart Words

once	was	walked	through
friend	field		

Lily and the Pony

Lily had a pony named Sky. She was a friendly pony with a beautiful mane. One morning, Lily gave her a bundle of hay to nibble on. Once Sky was done nibbling, they went for a walk.

Lily held onto the reigns as they walked. Sky ran wild through the field. Lily chuckled as they zigzagged in the tall grass.

They came across a lady hen laying on a nest. The chicks shuffled around, pecking at the dirt. Suddenly, they saw a sly cat trying to catch the chicks. Lily hopped off Sky and picked up the cat. It looked lonesome. Lily decided to bring it home. She got back on Sky with the cat and rode off.

When they got home, Lily put Sky in her stall. She prepared a bottle of milk and fed the cat. Afterwards, Lily, Sky, and the cat snuggled. Lily loved her new animal friend!

What did Lily do at the end of the story?

skills through 2nd

WORD WORK

Word Work (Lily and the Pony)

Lesson 15
-le

Goal: Make the decodable words: sly, sky, snuggle, wild, shuffle, pony

Materials: For each student: letter cards, scissors, whiteboard, marker

Directions: Students will cut out letter cards or teacher has them already cut. Teacher will read script. Students will build and write words.

Script: (T: Teacher, S: Student)
T: Make the word *sly*.
S: (Make the word and write on whiteboard.)
T: Change the word to *sky*.
S: (Make the word and write on whiteboard.)
T: Make the word *wild*.
S: (Make the word and write on whiteboard.)
T: Make the word *snuggle*.
S: (Make the word and write on whiteboard.)
T: Make the word *shuffle*.
S: (Make the word and write on whiteboard.)
T: Make the word *pony*.
S: (Make the word and write on whiteboard.)

Teacher Letters

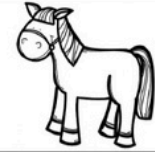
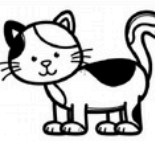
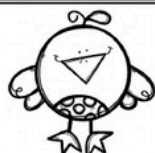
le	y	p	sh	ff	o	d
n	s	gg	w	l	i	k

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Name _____

PICTURE MATCH

Draw a line to match the word with the correct picture.

cat	
pony	
chick	
bottle	
milk	
lady	

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Name _____

SENTENCE BUILDING

1. Trace it. Read it.

Lily had a pony
named Sky.

2. Build it.

Draw it.

pony	a	Lily	Sky.	named
------	---	------	------	-------

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and more...

WORD MAPPING

WORD MAPPING BOOK AND WORKSHEETS

Word Mapping Book

Lesson 76
Ending Patterns Review

Lily and the Pony



Name: _____

DECODABLE		HEART WORDS	
sly	pony	of	they
wild	apple	was	look

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Word Mapping (Lily and the Pony)

1. Map the words.
Decodable Words: sly, pony, wild, apple
Heart Words: of, they, was, look

- Directions:
1. Tap it & Map it for each syllable.
 2. Graph it for each syllable.
 3. Write each syllable.
 4. Write the whole word.

Sample Script: (T: Teacher, S: Student)

T: Tap the word "apple".
S: (Tap sounds.)
T: Map it.
S:

Syllable 1

Tap & Map It

Graph It

Write It

Whole Word

Syllable 2

Tap & Map It

Graph It

Write It

Whole Word

Syllable 1

Tap & Map It

Graph It

Write It

Whole Word

Syllable 2

Tap & Map It

Graph It

Write It

Whole Word

Syllable 1

Tap & Map It

Graph It

Write It

Whole Word

Syllable 2

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Syllable 1

Tap & Map It

Graph It

Write It

Whole Word

DECODABLE

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Word Mapping

Name: _____

Lesson 76
Ending Patterns Review

	Syllable 1	Syllable 2	Write It
1.			
2.			
3.			
4.			
5.			
6.			

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Answer Key

Name: _____

Word Mapping

	Syllable 1	Syllable 2	Write It
1.	s l y		sly
2.	a p p	l e	apple
3.	o	n y	pony
4.	i	l d	wild
5.	a	d y	lady
6.	u g	g l e	snuggle

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DICTATION

DICTATION: GRAPHEMES, DECODABLE, HEART WORDS, & SENTENCES

Dictation Script

Sample Script:

1. Grapheme Dictation: "We're going to start by writing some sounds. I will say a sound, and you will write the letter or letters that make that sound. These are called graphemes."

- Say: "/i/ — like in wild. Write the letter that makes the /i/ sound."
- Say: "/g/ — like in grass. Write the letter that makes the /g/ sound."
- Say: "/w/ — like in walk. Write the letter that makes the /w/ sound."
- Say: "/th/ — like in they. Write the two letters that make the /th/ sound."

2. Decodable Words Dictation: "Next, I will say a word. Stretch the sounds and write the word."

- Say: "Sly. Stretch the sounds: /s/ /l/ /i/. Write the word sly." (Repeat once and pause.)
- Say: "Pony. Stretch the sounds: /p/ /o/ /n/ /e/. Write the word pony." (Repeat and pause.)

3. Heart Words Dictation: "Now I will say two heart words."

- Say: "Look. Write the word look." (Pause.)
- Say: "Was. Write the word was." (Pause.)

4. Sentence Dictation: "Now we're going to write a sentence. I will say the sentence once. Then I will say the sentence again, slowly. (Tell students you will repeat it as necessary.)

- Say: "The wild pony likes to run." (Repeat sentence slowly once more. Pause for writing.)

Name _____

dictation

1. Graphemes: Write the graphemes you hear.

2. Decodables: Write the word you hear.

3. Heart Words: Write the heart word you hear.

4. Sentences: Write the sentence you hear.

Name _____

dictation

1. Graphemes: Write the graphemes you hear.

i g w th

2. Decodables: Write the word you hear.

sly pony

3. Heart Words: Write the heart word you hear.

look was

4. Sentences: Write the sentence you hear.

The wild pony
likes
to run.

EXTENSION ACTIVITIES

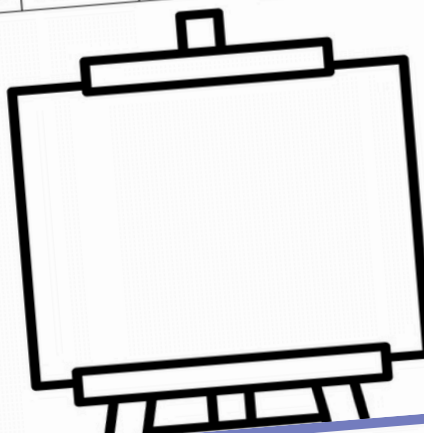
COMPREHENSION, FLUENCY, VOCABULARY, AND MORE!

Name _____

Lily and the Pony

Pick a word from the word bank. Write the word and draw a picture of what the word means to you.

snuggle	bundle	sly	mane	stall
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Name _____

Lily and the Pony

Fill in the blank with the correct word from the word bank.

snuggled	bundle	sly	mane	stall
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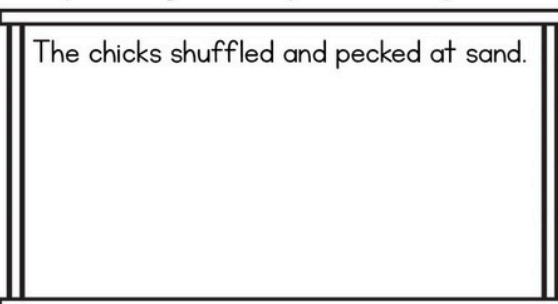
- The pony's _____ was soft.
- The baby _____ with a blanket.
- She gave the pony a _____ of grass.
- The _____ fox is hunting for food.

Name _____

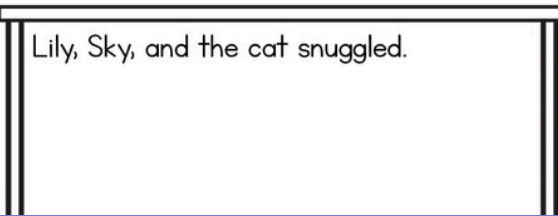
Lily and the Pony

Draw a picture to go with each part of the story.

The chicks shuffled and pecked at sand.



Lily, Sky, and the cat snuggled.



Name _____

Lily and the Pony

Write the main idea of the story and one supporting detail.

Main Idea



Supporting Details



Name _____

Lily and the Pony

Practice reading the sentences fluently with expression. Color a checkmark each time you read.

Sky was a nice pony and had a long mane.



Lily gave Sky a bundle of grass to nibble on.



She grabbed a bottle of milk and fed the cat.

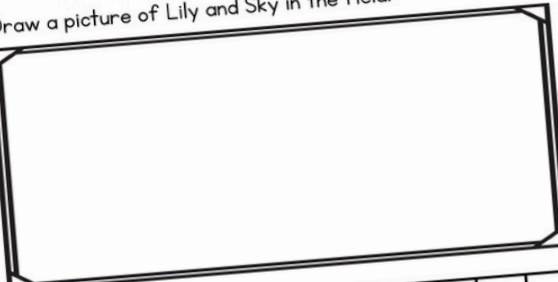


Lily, Sky, and the cat snuggled.

Name _____

Lily and the Pony

Draw a picture of Lily and Sky in the field.



Find the words.

s	t	a	l	l	a	p	w
o	e	y	j	g	h	n	k
b	u	n	d	l	e	o	m
s	i	u	k	b	n	m	a
l	n	f	d	x	c	v	n
y	s	n	u	g	g	l	e

snuggle
bundle
sly
mane
stall

Name _____

Lily and the Pony

Comprehension Quiz

Choose the correct answer from the choices for each question.

- What kind of animal is Sky?
a) a pig
b) a pony
c) a bunny
- What did Sky nibble on?
a) a bundle of grass
b) an apple
c) a bag of carrots
- What did Sky and Lily do?
a) went for a walk
b) took a nap
c) looked for a cat
- What was sitting on a nest?
a) a dog
b) a hen
c) a cat

Write the answer to the questions. Use complete sentences.

- What did Lily see chasing the chicks?

- What do Lily, Sky, and the cat do in the end?

Name _____

Lily and the Pony

Draw a line matching the vocabulary word with its meaning.

sly	a group of things held together
stall	hold something close to feel warm and safe
bundle	the long hair on a horse's neck
mane	sneaky or tricky
snuggle	a small space where animals live

Name _____

Lily and the Pony

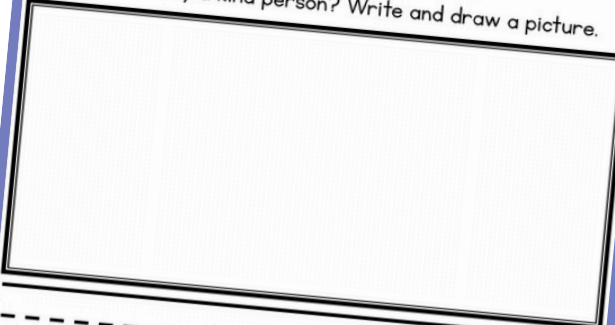
Draw a line to match each cause with its effect.

Cause	Effect
The cat looked sad.	Sky nibbled on it.
Lily gave Sky grass.	Lily chuckled.
Sky ran wild in the field.	Lily picked it up and took it home.

Name _____

Lily and the Pony

What makes Lily a kind person? Write and draw a picture.



DIGITAL READER



- ✓ Use with Whole-Group, Small-Groups, or Intervention
- ✓ Assign in Google Classroom (optional)
- ✓ No login required

COMPATIBLE WITH ANY DEVICE

- ✓ Laptops
- ✓ Desktops
- ✓ iPads
- ✓ SmartBoards
- ✓ Google Classroom
- ✗ Seesaw
- ✗ BOOM Cards
- ✗ Google Slides

STUDENTS WILL...



Build Strong Phonics Foundations - Each decodable reader is carefully aligned to the UFLI Scope and Sequence, helping students reinforce and apply phonics skills in context.



Boost Reading Confidence - With texts that are appropriately leveled and skill-focused, students feel successful as they decode and read independently.



Engage in Age-Appropriate Content - The stories are fun, meaningful, and designed to keep young readers motivated and eager to practice.



Engage in Repeated Reading for Fluency - Students love rereading their “own” books, which strengthens fluency, accuracy, and comprehension.



Gain Access Across Learning Environments - Whether in class, at home, or online, students can access both digital and printable versions for flexible learning.

TEACHERS WILL...



Have Access to Readers Aligned to Science of Reading & UFLI - You can trust that every reader supports evidence-based instruction and matches the UFLI sequence—no guesswork required!



Save Time with Low-Prep and Ready to Use - Just print or assign digitally—no need to create materials from scratch. Perfect for busy teachers!



Easily Differentiate - Ideal for small group instruction, centers, or one-on-one support—use readers flexibly based on your students' needs.



Reinforce and Revisit Foundational Phonics Skills— These readers are perfect for intervention, review, or tiered support.



Stay Organized and Efficient - Clearly labeled printable readers make it easy to sort, store, and pull for targeted instruction.

CHECK OUT WHAT TEACHERS ARE SAYING...



I teach reading intervention and this was a **great resource**. I can **differentiate between grade levels**, and I especially appreciate how this resource doesn't **feel babyish for older readers** working on foundational skills. **Highly recommend.**

-Anna I.

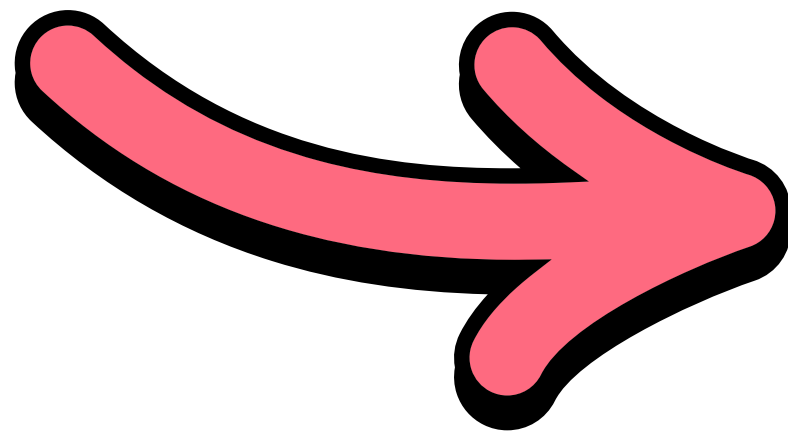


I am so excited to have so **many options for decodable readers** that are **aligned to my UFLI** sequence of instruction. It helps me determine whether my students are understanding the concepts being taught.

-Linette N.

WANT THEM ALL?

Save 30%



UFLI 1ST - GRADE 67 DECODABLE READERS

The Bakery

Name: _____

Word Mapping

Syllable 1	Syllable 2	Write It
f r o	z e n	frozen
b e	g a n	began
o	p e n	open
h u	m i d	
m u	s i c	
j u m	b o	

SMALL GROUPS BUNDLED

*Not affiliated or endorsed by UFLI

The Bakery

Write or draw a picture of what happens in the beginning, middle, and end of the story.

BEGINNING
The Bakery
Sam and his mom go to the bakery.

MIDDLE
They pick out cookies. Sam wants a sprinkle cupcake.

END
Sam is happy. They eat the treats.