

BLEND PHONICS  
LESSONS AND STORIES

*A Complete Phonics First Reading Program*

*For All Ages*

# BLEND PHONICS

## LESSONS AND STORIES

Phonics Word Lists and Decodable Stories  
with Comprehension Questions and Spelling Words  
for Students Learning to Read with Hazel Loring's 1980  
*Reading Made Easy with Blend Phonics for First Grade*

Completely Free of Pictures and Predictable Text

Perfect for preventing or rapidly curing  
the Sight-Word Induced Guessing Habit.

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# **Blend Phonics Lessons and Stories**

## Step 1

Short Vowels and Single-Letter Consonants

Units 1 – 5  
Stories 1 - 7

# Sam, a cat

## *Story 1, Unit 1*

bat bag bad can cap cab cat dad fan fat gas hat ham  
had jam lap lad map man mat nap pan pad pat quack  
rat ran rag rap sap sad Sam tan tap tag van wag yak  
ax tax wax am an at Ann lass mass pass zag [a]

## Sam, a cat

Sam sat. Sam and Nan sat. Nan can pat Sam.

Answer these questions.

1. Is Nan a cat?
2. What did Sam do?
3. What can Nan do to Sam?
4. Do you have a cat?

Spell these words: bat, bag, can, cap, fan, fat, map,  
pan, pad, am, at, rag, quack, van

# A Tin Can

*Story 2, Unit 2*

bib bin bit bill big dim dip fib fit fin hit hip him hill  
hid jig kiss kid kill lip lid miss mill mix nip pit in pig  
pill quick rib rim rid sit sip sin tip tin Tim vim win  
wig will yip zig fig rip it if rig fix zigzag his is did six

## A Tin Can

Fill a tin can. Dip a lid. Mix a fig in a tin can. Win a tin can.

Answer these questions.

1. What is to be filled?
2. Dip a what?
3. What do we do with a fig?
4. What do we win?

Spell these words: bib, bin, fit, bill, him, lip, kiss, miss, pig, sip, tin, wig, win, mix.

# A Mop

## *Story 3, Unit 3*

bob bog cot cob dog doll dot Don fog got hot hop  
hod job lot log mob mop nod not pod pop pot rob rot  
rod sop sob sod tot top hog on off box fox boss loss  
moss toss

# A Mop

Hop on a mop, not on a top. A mop cannot sob. A  
mop got off a box.

Answer these questions.

1. Do you hop on a mop or a top?
2. Tell me what a mop cannot do?
3. A mop got off a \_\_\_\_\_.
4. Can you use a mop to comb your hair?

Spell these words: pod, pop, rod, sob, sod, hog, on,  
off, fox, bob, fog, mob, log, not.

# A Bug

## *Story 4, Unit 4*

bud bug bun bus but cub cuff cup cut duck dug fun  
fuss gull gum gun Gus hug hum hut jut lug mud muff  
muss nut pup rub run sum sun tub up us

# A Bug

A bug cut up a muff. Can a bug hum? Can a bug hug? A bug can hug a jug and a cub.

Answer these questions:

1. What can a bug hug?
2. Have you ever heard a bug hum?
3. Would you hug a bug?
4. What do you call a little bear?

Spell these words: bug, but, bud, gun, jug, fuss, fun, cup, hum, duck, muff, nut, tub, lug.

# A Wet Hen

## *Story 5, Unit 5*

bed beg bell bet dell den fed fell get hen jet let leg  
less men mess met net peg pen pet red sell set Ted  
tell ten vet web well wet yell yes yet

# A Wet Hen

A hen got fed in a pen. A hen fell in a cup. A hen  
got wet, a wet mess.

Answer these questions:

1. Where did a hen get fed?
2. The hen fell into a \_\_\_\_\_.
3. What happened to a hen when it fell in the  
cup?
4. Can a hen lay an egg?

Spell these words: bet, bell, bed, jet, hen, men, met,  
leg, let, red, set, web, well, yes.



# A Pug

## *Story 6, Unit 5*

get got gut net Nat nit nut not rot rut rat rod rid red  
set sit sat tell till beg bag bog bug big box hen ham  
hum him hem peg pig pug Ted Todd tad bet bit bat  
but bed bid bud bad lit lot let fed fad fat fit jet jot jut  
pet pot pit pat putt wax pen pin pun pan web wed wet  
wit up us

## A Pug

Nat got a hip pug. His pug sat on a bag in a bog. His pug fell in a bog—sad, wet pug.

Answer these questions:

1. On what did a pug sit?
2. Is a bog wet or dry?
3. How did a pug feel when he fell?
4. Who got a hip pug?

Spell these words: get, got, nit, bog, bag, peg, pug, bad, fed, pit, jazz, pet, wit, wet, us.

# A Fox

## *Story 7, Unit 5*

dell dull doll dill bill bell Bill hill hull fell fill full fox  
fax fix well will den Dan din Don less lass loss vet  
vat men man mom mum sell sill mess mass miss  
moss muss mop map muff miff mutt mat met mitt  
Mat ten tin tan tax tux keg kiss kid kit cad cod sod  
cup cop cap cog sap sop sup sip zigzag quick quack

# A Fox

A fox can fix a fax and a box. A fox wed a dog. A  
fox and a dog will sit in a den.

Answer these questions:

1. What two things can a fox fix?
2. Whom did a fox wed?
3. Where will a fox and a dog sit?
4. What is a den?

Spell these words: mop, map, met, sod, sup, sip, less,  
lass, loss, mess, mass, miss, sell.

# **Blend Phonics Lessons and Stories**

## Step 2

Consonant Blends and Consonant Digraphs

Units 6 – 15  
Stories 8 - 21

# A Lamp

## *Story 8, Unit 6*

band bent bend belt bump camp damp desk fast fist  
felt fond fund gift tilt gust hand, hint jump just lend  
land lamp hump lift list lint melt must milk mist  
mend pump pant quest rest rust sent send silk next  
sand tent test went wind and ask best its

duck Jack kick lock luck lick neck pick quick quack  
rock sick tack

## A Lamp

Will Max mend (fix) a lamp? A lamp will sit in a silk tent. Pick up a lamp quick and lift it off a pump.

Answer these questions:

1. What does mend mean?
2. Where does the lamp sit?
3. How fast do we need to pick up the lamp?
4. Pick the lamp off the \_\_\_\_\_.

Spell these words: band, hand, fast, lamp, send, melt, must, hump, went, rock, kick.

# Ship on a Shelf

*Story 9, Unit 7*

cash dish fish hush

shall shed shelf ship shop shot shut

## Ship on a Shelf

Tim's mom set a gift box on a shelf in a shed. It had a fast ship in it. His mom had his dad get it at a shop.

Answer these questions:

1. What was in the gift box on the shelf?
2. Where did Tim's mom set the gift box?
3. Was the ship fast or slow?
4. Where did Tim's dad go to get the ship?

Spell these words: cash, dish, shut, ship, shed, shop, shall, hush.

# The Thump

*Story 10, Unit 8*

than that them this thus [the]

thick thin thud thump bath with

## The Thump

Did that thump? Shad felt the big thump. THUMP!  
Not a bump, but a big, big thump. Thus, this is a  
thump. A thump, a big thud.

Answer these questions:

1. What is a thump?
2. Make a thumping sound for me.
3. Who felt the big thump?
4. Was it as bump or a thump?

Spell these words: bath, thump, them, this, thick,  
thin, with, than.

# The Chick

## *Story 11, Unit 9*

chat chin chill chick chop chip chum much rich such

catch ditch fetch latch match notch patch pitch witch  
thatch - mechanic

## The Chick

The rich chick sat in a ditch. The chick got such a shock—a pitch got in the ditch, a big pitch. The chick can not catch the pitch.

Answer these questions:

1. Where did the rich chick sit?
2. Can you pitch a ball?
3. Was it as big or little pitch?
4. Can the chick in the ditch catch the pitch?

Spell these words: chat, chin, chip, chick, chip, rich, such, catch, ditch, match, witch.

# The Whisk

*Story 12, Unit 10*

want was water watch

what when which whiff whip whisk

## The Whisk

Ron can whisk up water with a rag, just watch. Rick can watch him whisk up the water with the rag. What a fast whisk that was! It went whip, whip.

Answer these questions:

1. Did you know that to whisk is to do something quickly?
2. Who can whisk up the water?
3. Who can watch Ron whisk up the water?
4. Should people whisk up spilled water?

Spell these words: want, was, water, watch, what, when, whip, whisk.



# Sing a Song

*Story 13, Unit 11*

bang gang hang rang sang ding Ping-Pong ring sing  
thing-a-ling wing king thing gong long song hung  
lung rung sung

## Sing a Song

Sing a sad song; sing a long, sad song. Nan sang a sad song. The king can bang a gong. The gong will sing a long gong song.

Answer these questions:

1. Is the song happy or sad?
2. Is the song long or short?
3. Who sang the song?
4. Who banged the gong?

Spell these words: bang, sung, long, thing, rang,  
bang, sing, sang, wing, sun, gong.

# The Tank

*Story 14, Unit 12*

bank bunk dunk kink link mink pink rink sink tank  
sank chunk thank honk think

## The Tank

The pink tank can honk. The tank sank in the sink. It had a dunk in the sink, I think.

Answer these questions:

1. Does the tank have a horn?
2. Where did the tank sink?
3. What color was the tank?
4. Do you still play with toys in the sink?

Spell these words: honk, rink, pink, tank, think, sank, link, bank, dunk.

# The Flag

*Story 15, Unit 13*

blush black block blend bland bliss blink  
clip clap click cliff clock clink clank clinch clench  
cling clang club  
flash flesh flip flap fling flung flit flat flag flock fled  
flop  
glad glass gland  
plan plant plop plot pluck plum plus  
scat scan scuff scum scalp scotch  
skin skip skid skill sketch

## The Flag

The flag sat flat in the club. It did not flap and flit in the sun. The flag was sad. Skip had a plan. In a blink, Skip flung the flag in the sun. The flag was glad. Thanks, Skip!

Answer these questions:

1. Why was the flag sad?
2. Who flung the flag in the sun?
3. Where was the flag at first?
4. Where was the flag at the end?

Spell these words: black, blink, clap, cling, club, glass, skin, scalp, flip, flash, fling.

## The Sled

*Story 16, Unit 13*

slush slot slum slap slam slash slip sled  
smack smelt smug smash  
snip snob snap snug snuff snub  
spun spot spill spell spank spunk spin span spat spit  
stuck stop still stem stand step stub stab stuff stiff  
swim swell swam swift switch swing swept [to]

## The Sled

The sled slid and spun—it was stuck, bad luck. Stan went to swing the sled up, but it was still stuck, bad luck. The sled was in a bad spot. Stan swept up the sled with a quick slash. Smash! Crash! The sled spun and slid off the spot. It was not stuck. It was swept off with a clink and a clank. Stan can sled, what fun!

Answer these questions:

1. Who pulled the sled?
2. What happened to the sled?
3. The sled was in a bad \_\_\_\_\_.
4. Have you ever sled on a snow sled?

Spell these words: slush, slap, slip, snap, snug, stop, stand, step, swim, swing, switch.

# The Brass Band

*Story 17, Unit 14*

brag brand brass brim brick bring branch brush  
crab crash cramp crack crib crop crunch crust  
drag drank drop drum drink dress drunk drip drug

## The Brass Band

The brass band got me up with a crash, a bang, and a crack.

**Crack! Bang! Crash!**

The drum went bang.

**Crash! Bang!**

Answer these questions:

1. What woke up the author?
2. What sound did the drum make?
3. Name one instrument in a brass band?
4. Would you like to play in a band?

Spell these words: brag, brick, crab, cramp, crop, crack, bring, branch.

# The Frog

*Story 18, Unit 14*

Fran Frank frost frump fresh French Fred frog frock  
grand grass grasp grant gruff grip grunt grin  
prank press prim print  
track trap trick trim trip trot truck trend trust

## The Frog

The trim frog was slim. The trim frog had a fresh bug, yum! With a grin, the frog pressed a bug on a French fish. (It was a prank, I trust.)

Answer these questions:

1. Was the trim, slim Frog skinny?
2. Was the bug fresh or nine days old?
3. Show me a big grin.
4. Have your ever played a prank on anyone?

Spell these words: grand, fresh, frog, grant, grass, grin, grip, press, print, truck, trap.

# Yum and Yuck

*Story 19, Unit 15*

Divide between 2 consonants: bed-rock, nap-kin

bedrock napkin flapjack hubcap landmass blacktop  
Midland helmet shipment laptop catfish kidnap  
hotdog bobcat upland humbug rabbit puppet dental  
husband sunset sudden combat traffic pocket lesson  
Hobbit magnet tiptop catnap catnip nutmeg upon

## Yum and Yuck

A rabbit bit in a hotdog. Yuck! Then, the rabbit bit a flapjack, yum! It has nutmeg in it, yum, yum, yum in the tum tum! A bobcat can nip on the hotdog.

Answer these questions:

1. Did the rabbit like the hotdog?
2. Did the rabbit like the flapjack?
3. What did the flapjack have in it?
4. Can a bobcat nip on a hotdog?

Spell these words: hubcap, laptop, catfish, hotdog, pocket, husband, sunset, rabbit.

# The Hilltop

*Story 20, Unit 15*

Divide between 2 consonant sounds:  
ash-can, egg-nog, back-stop

ashcan eggnog backstop cashbox trashcan hilltop

## The Hilltop

The hilltop sang in the sunset. It had bedrock up on the tiptop; it was a strong hilltop. It was not humbug.

Answer these questions:

1. Do hilltops really sing? If so, how?
2. Was it singing at sunup or sunset?
3. What did the hill have on the tiptop?
4. A humbug is a hoax. What is another word for hoax? Ask your teacher.

Spell these words: hilltop, cashbox, backstop, trashcan, humbug.



# Handstands

*Story 21, Unit 15*

Divide before and after consonant blends:  
chest-nut, sun-spot

chestnut sunspot handcuff sandbag dishpan gumdrop  
endless dogsled dustpan desktop handbag wingspan  
filmstrip handstand

## Handstands

Trish can flip up in a handstand. Was it an endless handstand? Well, it was a long handstand, but not endless.

Answer these questions:

1. Who can do handstands?
2. How long is endless?
3. Would you like to do a handstand?
4. Do they teach handstands at your school?

Spell these words: sandbag, dishpan, endless, handbag, desktop, handstand.

# **Blend Phonics**

## **Lessons and Stories**

### Step 3

Long Vowel VCE Words

Long o endings: -old, -ost, -oll, olt, -oth,

Long i endings: -ild, -ind

Short words with long final vowel

Units 16 – 18

Stories 22 – 27

# Cakes

## *Story 22, Unit 16*

ate bake cake came cane cape case date daze fade  
fake fate game gate gave gaze haste hate haze lake  
lame late made make mane mate name pale pane  
paste quake rake rate safe sake same save take tame  
taste vase wake waste chase shake shame blame  
blaze brake brave crate crave craze drape flake flame  
glade grape grave plane snake stake trade

## Cakes

Shane can bake a lame cake. It shakes and quakes. It tastes yum, but it lacks fame. Shane made it, but can Shane make a not fake cake? Shane got help, and then Shane did bake a cake that was not lame. Shane ate it at a game. It was a big hit!

Answer these questions:

1. Who baked the cake?
2. What was wrong with the cake?
3. Did Shane get help to bake a cake that would make a hit?
4. Where did Shane eat the cake?

Spell these words: bake, cake, ate, date, made, shake, tame, save, grape, trade, safe.

# The Kite

*Story 23, Unit 16*

here these Pete

bite dime dine dike fine fife dive file five hide hive  
lime life like mine mite mile nine pike pine pile quite  
kite ride shine side spike smile slime stile swine spine  
ripe time tile tide wife wine side pipe size glide while  
white drive pride prime prize

## The Kite

Pete made a fine kite. The kite will ride up five miles! Pete smiled with pride. Pete's kite was quite a prize.

Answer these questions:

1. Who made the kite?
2. What kind of kite did he make?
3. How high will the kite fly?
4. Why did Pete smile?

Spell these words: here, dime, bite, life, dine, mile, ride, kite, size, drive, side, wife.

## Pine Cones

*Story 24, Unit 16*

bone cone cope code dote dole dome globe hole  
home hope joke lone lode lope poke pole quote rode  
robe rope sole spoke slope smoke note tone tote stole  
mope mole vote woke broke drove probe

## Pine Cones

These pine cones fell at Mike's home. A man stole nine pine cones as a bad joke. Mike moped, and then

Mike spoke to the man. The man was sad that Mike moped. Mike spoke to the man. Then the man gave the pine cones back. With a smile, he spoke, "Here, take a tote bag. Stick the pine cones in a tote bag and quit moping."

Answer these questions:

1. Where did the pine cones fall?
2. Why was Mike sad?
3. Does anyone you know mope when they are sad?
4. Do you know that a tote is a little bag?

Spell these words: bone, cone, home, lone, rope, rode, note, mope, broke, drove.

# The Rude Duke

*Story 25, Unit 16*

cube duke dune cute tube tune mule flute prune rule  
rude plume brute use

## The Rude Duke

A rude Duke sat in a hut. The Duke ruled a glade.  
The Duke woke up mad and spoke rude things. The  
Duke was a brute.

Answer these questions:

1. Where did the rude Duke live?
2. What did the Duke rule?
3. Was the Duke happy or mad when he woke up?
4. Should a Duke be rude to people?

Spell these words: cube, duke, cute, tune, plume, use,  
rule, rude, brute, flute.

# The Cold

*Story 26, Unit 17*

bold old cold fold gold hold mold sold told scold  
colt jolt molt bolt volt  
both toll roll  
most post host  
child wild mild  
blind find kind mind rind wind [who]

## The Cold

It was cold. The wet got hold; then it got cold, cold, cold. It was not mild. It was just cold. Who likes cold? Not this child!

Answer these questions:

1. Was it cold and wet?
2. Did the child like the wet cold?
3. Do you like the cold?
4. Do you have a warm jacket?

Spell these words: bold, cold, gold, sold, colt, volt, toll, roll, most, child, wild, find.

# Go!

## *Story 27, Unit 18*

be he me we she the

go no so going

# Go

He can go. She can go. We can go. Go fast, so fast, just go, go, go! He will be going. She will be going. We will not fold. We will not scold. Just go, just go, just go!

Answer these questions:

1. Can he go?
2. Can she go?
3. Are they going fast or slow?
4. Should we scold?

Spell these words: go, we, she, the, me, no, so, going, he.



# **Blend Phonics Lessons and Stories**

## **Step 4**

### **R-Controlled Vowels**

**Units 19 – 21  
Stories 28 - 31**

# The Car

*Story 28, Unit 19*

bar barn car chart charm darn dark far farm hard jar  
lark mark mart park part spark smart scar star tar start  
warm

## The Car

The dark black car sat parked on a farm. It had spark plugs that did not go, so the car did not run. With a spark plug fix, it will run like a charm.

Answer these questions:

1. What color was the car?
2. Where was the car parked?
3. Tell me some farm animals.
4. What did they fix on the car?

Spell these words: bar, car, charm, dark, far, farm, hard, mark, park, star, start, spark.

# Morning on the Farm

*Story 29, Unit 20*

born cord cork corn for fork fort horn horse pork  
porch scorn scorch storm stork torn torch morn  
morning worn

## Morning on the Farm

It's morning on the farm. A stork and a horse will be born. Both will munch on corn. Oh, no, a storm! The stork and the horse can be warm on the porch or in the barn.

Answer these questions:

1. What is the weather like in the story?
2. Is it evening, afternoon, or morning?
3. What two animals will be born?
4. Will they be warm?

Spell these words: for, cork, born, horse, horn, corn, stork, worn, pork.

# The World

*Story 30, Unit 21*

clerk fern jerk her herd term after never

bird birth dirt fir first girl sir stir third

curb burn fur hurt purr turn

word world work worm

[of]

## The World

God made a lot of things in the world. He made girls, ferns, birds, dirt, and cats that purr.

Answer these questions:

1. According to the story, who made the world?
2. What sound do cats make?
3. How big do you think the world is?
4. What do cats like to eat?

Spell these words: her, bird, dirt, sir, girl, burn, fur, turn, word, world, work.

## Can I be?

### *Story 31, Unit 21*

camper cutter catcher chopper dipper drummer helper  
jumper marker farmer pitcher under planner runner  
sitter starter swimmer sender spinner better

actor doctor janitor visitor

## Can I be?

We can be drummers, helpers, farmers, runners, janitors, or doctors. Then, rest and be a sitter, but first work, then sit.

Answer these questions:

1. What do you want to be?
2. Which do you do first, sit or work?
3. Why do we have to sit sometimes?
4. Do you get to rest at school?

Spell these words: camper, drummer, farmer, helper, under, better, doctor, visitor

# **Blend Phonics Lessons and Stories**

## Step 5

Vowel Digraphs and Diphthongs

Units 22 – 35  
Stories 32 - 49

## **A Fine Day**

*Story 32, Unit 22*

ail bail brain fail gain grain jail maid mail paid aid  
pain rail rain sail tail train wait wail

bay clay day play gray hay jay lay may pay pray ray  
say sway way

## **A Fine Day**

I say, what a fine day! A jaybird lay on the grain and ate. He had a long tail. The mail came with a play train for a child. We can sail on the bay on this fine day. Stay and play.

Answer these questions:

1. What had kind of day was it?
2. What kind of bird was eating grain?
3. Was his tail short or long?
4. What came in the mail?

Spell these words: rain, brain, grain, mail, sail, tail, day, hay, jay, say, pray, may, way.

# A Bee

## *Story 33, Unit 23*

bee beef beech beet deed breeze fee feet feed feel free  
freeze fleet green greet heed heel jeep keep keen peep  
reed see seed seen seem sleep sleeve sleet sweep  
sweet sheep meet need wee weed week weep three  
queen

# A Bee

I see a bee go on the breeze. It lay on a green weed.  
Then it went to greet a reed. If it gets cold, the bee  
will hide in a hive and keep warm.

Answer these questions:

1. What was the bee going on?
2. On what was the bee lying?
3. What will the bee do if it gets cold?
4. Do you like honey?

Spell these words: bee, see, seed, feel, feet, keep,  
free, three, weed, meet, seen, need.



# The Sea

## *Story 34, Unit 24*

beat beach beast bean cream cheat cheap deal dream  
feast east each leaf leap leave lean meal least sea tea  
each reach read real eat near

# The Sea

I dream and think near the sea. I can eat a peach on the beach. I just drink tea and eat peach, but I dream that I eat a feast. A feast on the beach near the sea - fine indeed!

Answer these questions:

1. What two things did the author do by the sea?
2. What did the author have for a feast?
3. How much food do you eat at a feast?
4. Have you ever had a feast by the sea?

Spell these words: beat, bean, cream, eat, read, sea, tea, dream, east, leaf, each.

# **Bread of Life**

*Story 35, Unit 24*

bread breast breath dead death health instead read  
threat tread wealth weather

steak break great bear

## **The Bread of Life**

Bread of Life is wealth indeed; it keeps me in health,  
not death. Bread of Life – life instead of death.

Answer these questions:

1. What is wealth?
2. Is bread good for your health?
3. Why is it called, “Bread of Life?”
4. What is your favorite bread?

Spell these words: bread, read, health, tread, steak,  
break, great, bear.

# Pie

## *Story 36, Unit 25*

cried cries dried dries fried fries lie lies lied pie pies  
spies tie tied tried

# Pie

She makes fine pies. He who lies or cries will not get pie. She made fried pies; at least she tried.

“Flies, do not eat the pies!” she cried.

Answer these questions:

1. What kind of pies does she make?
2. Do liars get to eat her pie?
3. Do criers get to eat her pies?
4. What does she think of flies on pies?

Spell these words: cried, cries, fried fries, lie, lies, pie, pies, tie, tied.

# The Chief Priest

*Story 37, Unit 25*

brief chief grief field priest relief believe yield belief  
[give]

## The Chief Priest

Do not give the Chief Priest grief. He can help thee see to believe and find relief. Belief is for those that yield.

Answer these questions:

1. How can the Chief Priest help?
2. To whom does belief come?
3. I seeing believing?
4. Have you ever felt grief?

Spell these words: brief, chief, field, believe, relief, priest.

# Sunny Day

*Story 38, Unit 26*

army candy cubby daddy dolly dusty funny gummy  
party happy handy hilly healthy fairly fifty messy  
penny puppy rainy sunny sleepy thirty twenty silly  
wealthy pretty

[are]

## The Sunny Day

Sunny day! Daddy likes a sunny day, but he dislikes a rainy day. Twenty sunny days are fairly dandy, fifty makes him happy.

Answer these questions:

1. Which day does the daddy dislike?
2. Do you like rainy days?
3. What do you like to do on a rainy day?
4. How many days make dad happy?

Spell these words: army, dolly, daddy, funny, happy, puppy, penny, pretty.

# The Fly

*Story 39, Unit 26*

by cry dry fly my myself try

ply sly try sky shy why

## The Fly

“Do not cry, my shy fly,” I cried.

“But,” spoke the fly, “I can not stay dry, so much water in the sky.”

“Why,” replied I, “A fly can stay dry, just try; find a spot under a pig sty.” The fly tried, and he got dry, by and by.

Answer these questions:

1. Did the fly like water?
2. Where was the water?
3. How did the fly stay dry?
4. Can flies really talk?

Spell these words: by, cry, dry, my, myself, ply, sly, try, sky, shy, why.

# Goat and Toad

*Story 40, Unit 27*

boat boast coat coach coast goat float load loaf road  
soap toad throat roast soapy

foe goes hoe hoed Joe toe toes woe

## Goat and Toad

A goat and a toad hoed a big garden. It was hot, hard work to hoe in the sun.

“Woe, woe,” moaned the toad.

“Woe, woe, hoe, hoe,” moaned the goat.

The goat and toad sat in the shade and drank water. The water felt sweet and wet on the throat.

Answer these questions:

1. What were goat and toad doing in the garden?
2. Why do you think they were hoeing?
3. Where did they sit to drink water?
4. How did the water taste?

Spell these words: boat, coat, goat, road, soap, hoe, Joe, toe, doe.

# The Fish Bowl

*Story 41, Unit 28*

bow bowl blow crow glow grow grown growth flow  
low row slow tow throw show shown snow fellow  
follow pillow willow yellow own [they]

## The Fish Bowl

The fish bowl sits on a low shelf. Six fish swim fast, three go slow. How slow will they go? A bit slow, they just go with the flow. Seven fish are yellow; the other fellow, he's white like snow.

Answer these questions:

1. Where is the fish bowl?
2. Do all the fish swim fast?
3. Are there any yellow fish?
4. How white is snow?

Spell these words: bowl, blow, grow, flow, low, row, yellow, pillow, snow.



# **Brown Cow**

*Story 42, Unit 29*

cow crowd clown crown brown drown frown flower  
gown growl howl power powder row now town bow  
down

## **The Brown Cow**

The brown cow cannot growl or howl. Now it can frown and go to town, but it cannot growl or howl.

Answer these questions:

1. Name two things the brown cow can do?
2. Why do people frown?
3. What sound does a cow make?
4. Do brown cows give brown milk?

Spell these words: cow down, town, now, brown, flower, power, clown, crown.

# A Mouse

*Story 43, Unit 29*

cloud found ground house loud mound out our mouse  
pound round sound shout scout

you country young soul

## A Mouse

You may not want to see a mouse. A child may shout out “Eek!” with a loud shout at a mouse. We hope we will not see a mouse in the house.

1. Do we want to see a mouse in the house?
2. Why did the child shout at the mouse?
3. What do we hope?
4. Should a mouse be in a house?

Spell these words: loud, our, found, mouse, round, sound, you.

# Boys

## *Story 44, Unit 30*

boy boys joy joys toy toys oyster oysters

boil coin join joint oil soil spoil point toil loin

[do]

# Boys

Most boys like toys. Most boys do not like oysters boiled in oil. Boys find joy in play joined with soil.

Answer these questions:

1. What do most boys like?
2. I like oysters. Do you like them?
3. What is a game that you play on the soil?
4. What is another word for soil?

Spell these words: boy, joy, toy, boys, toys, boil, coin, join, oil, point, toil.

# Loose Stoop

*Story 45, Unit 31*

boot booth coo cool boost droop food groom goose  
doom moon roof loose room proof mood gloom noon  
soon roost stool stoop spoon spool shoot too tool  
tooth troop coolness zoo cooler foolish smooth  
teaspoon noonday toothbrush scooter papoose tooting  
school pool fool

## The Loose Stoop

We had a loose stoop, which tried to doom us; but do not gloom, we fixed it with a tool. Now, it's safe to roost on the stoop and rest and stay cool.

Answer these questions:

1. Did you know that stoop is a porch with steps in front of a house or other building.
2. Have you ever set on a stoop?
3. Gloom is when you feel dark and sad.
4. Have you ever felt gloom?

Spell these words: food, moon, room, noon, soon, spook, stoop, too, pool, school, tooth.

# A Good Book

*Story 46, Unit 32*

book booklet cook crook brook cooker good foot  
footstep hoof hook hood look looking soot took stood  
shook wool wood wooden woolen footstool

## A Good Book

A good book can teach you how to cook, how to chop wood, or how to fish in a brook. I like a good book. It can help you better look at the world.

Answer these questions:

1. What are some things a good book can teach you?
2. What is your favorite book?
3. How can a good book help you look at the world better?
4. Would you like to write a book someday?

Spell these words: book, cook, good, foot, hook, soot, took, wool, wood, stood.

# Dawn

## *Story 47, Unit 33*

crawl crawling drawn fawn hawk jaw law pawn paw  
saw shawl thaw yawn draw

cause clause faun haul fault pause

# Dawn

Dawn broke. I saw a fawn crawl out of the woods.  
Up in the sky, I saw a hawk fly by. I paused and  
yawned; my jaw just had to yawn. Dawn is nice, but  
it is hard not to yawn at dawn.

Answer these questions:

1. Is dawn early morning or late evening?
2. What kind of animal is a hawk?
3. Do you yawn at dawn?
4. Why do you think the dawn is nice?

Spell these words: crawl, crawling, drawn, yawn,  
paw, law, saw, draw, cause, haul, fault.

## A Ball

*Story 48, Unit 34*

already almost also bald false halt malt salt ball call  
mall wall fall small tall mall stall

## A Ball

You can throw a ball at a wall or a goal. It's hard to halt a fastball. In many ball games, it helps to be tall. Also, it helps not to fall, unless you fall and grab the ball.

Answer these questions:

1. Halt is another word for stop. Why is it hard to halt a fast ball?
2. What is your favorite ball game?
3. Why would a basketball player want to be tall?
4. Do you play ball with anyone?

Spell these words: all, fall, ball, bald, halt, also, stall, mall, tall, wall, small.

# Stew

## *Story 49, Unit 35*

blew brew chew crew drew grew flew threw  
dew few mew new news pew stew

blue clue flue glue true due hue Sue

# Stew

I smell stew. Yum, yum! But I must wait and let it brew. Any news yet on my stew? I cannot wait to chew and chew, I hope it will not taste like glue. Sue calls out, "Time for stew!" It's true blue food, not yucky goo. Yippee, stew!

Answer these questions:

1. Is stew real food?
2. Who called out, "Time for stew?"
3. Was the stew ready yet?
4. Do you like stew?

Spell these words: blew, crew, few, new, stew, clue, true, due, blue.



# **Blend Phonics Lessons and Stories**

## Step 6

### Advanced Spelling Patterns

Units 36 – 47  
Stories 50 - 62

# Asleep

*Story 50, Unit 36*

a about adrift afar ajar alike ahead amuse around  
arouse apart aside asleep astir awake awhile away

## Asleep

The house sleeps. I alone am awake, not a thing, not a mouse astir. I look around and see a door ajar, but still not a mouse astir. I amuse myself awhile then go to bed. At last, asleep!

Answer these questions:

1. What do astir and ajar mean?
2. Was the mouse making noise?
3. Is it important to get enough sleep?
4. Do you like a good story before going to sleep?

Spell these words: a, about, afar, ajar, alike, amuse, aside, asleep, awake, away.

# The Bush

*Story 51, Unit 37*

careful pull bull full push bush fullback fulfill  
put

## The Bush

I put a bush in our yard, but now it's too big. I must pull the bush out, but I must be careful not to step on my plants or pull out my back. I wish I had not put in that bush.

Answer these questions:

1. What is the matter with the bush?
2. What does the author have to do now?
3. Why does he write, "Be careful?"
4. Have you ever done something you wished you hadn't done?

Spell these words: pull, bull, full, push, bush, put, careful.

# The Circus

*Story 52, Unit 38*

cent cell cease center civil cinder cyclone circus  
cinch cigar acid cistern ace brace chance decide  
dance dunce face fleece fence France hence ice lace  
mice nice niece pace place peace piece prance prince  
pencil price race rice space slice spice since twice  
thence choice voice

special sugar

## The Circus

A special circus came to town. They did a dance about France. They also had a silly clown race in the center ring. The price was nice. The last act had mice balance on a fence.

Answer these questions:

1. Have you ever seen a circus?
2. What was the dance about?
3. Where did the silly clown race take place?
4. What was the last act?

Spell these words: cent, ice mice, nice, face, pace, rice, race, place.

# The Stage

*Story 53, Unit 39*

age barge chance cage engage fringe huge large lunge  
hinge page plunge rage range sage stage wage urge  
budge bridge badge dodge edge fudge hedge lodge  
nudge pledge ledge judge ridge smudge wedge ginger  
giraffe gist gible gyp gypsy gymnast

## The Stage

We saw a play on a huge stage. The stage fit a whole barge (a big flat bottom boat) that is extra large. The play had a gymnast and a gipsy stuck in a cage on the barge. The gymnast lunged up on a bridge, then pulled the gipsy up to a ledge. The gymnast's feat saved the day. Hurray!

Answer these questions:

1. Where was the play?
2. How big was the stage?
3. Who saved the day?
4. Do you know what a barge is? If not, ask your teacher.

Spell these words: age, large, cage, page, wage, rage, fudge, judge, edge, badge.

# The Flight

*Story 54, Unit 40*

bright high blight tight might slight thigh fight flight  
fighter night right plight sigh sight light moonlight

taught caught daughter

gh = f: rough tough laugh laughter laughing enough

## The Flight

I might like to make a high flight. I'd fly at night and see the moonlight and see how bright the stars can shine. I'd laugh and hope that I was not caught in a tree; that plight might make me sigh. But, oh, it might be nice to fly high up in the sky.

Answer these questions:

1. When can we see the moonlight?
2. Can planes fly at night?
3. Have you ever been in a plight?
4. Do you think it would be nice to fly?

Spell these words: high, light, right, night, plight, fight, sight, taught, rough, laugh.

# The Knight

*Story 55, Unit 41*

knee kneel knelt knight knife knit knot know known  
knock chasten glisten hasten listen often soften  
wreath wretch write wrist wring wrote wreck wrong  
answer sword comb climb debt doubt dumb lamb  
limb thumb calf half walk hour honor honest ghost  
[been]

## The Knight

The brave knight went out to face a dragon with just a sword. He walked around a lake, went across a dark forest, and climbed up a tall hill to face the beast. He hastened on his way, listening often to check for danger.

At last, he found the dragon, and he knocked him down with just one blow. His story has been written of often. Just listen, it will be told and known far and wide.

Answer these questions:

1. What did the brave knight go out to face?
2. Did the knight have a gun?
3. What was the knight listening for?
4. Would you like to fight a dragon?

Spell these words: knee, knife, knight, often, listen, write, wrote, half, walk, hour, honest.

# Cheese, Please!

*Story 56, Unit 42*

choose chose cheese ease because noise nose pause  
pose praise please rose rise tease these those wise as  
has is

## Cheese, Please!

What is it you choose to eat?

“Cheese, please,” the men replied.

I paused a bit and rose to get closer. “What did you say, there was a lot of noise?”

“**Cheese, please!**” the men shouted in reply.

With a smile, I teased, “Leaves, you say, you can’t eat leaves.”

“No, **Cheese, please!**” the men shouted forth.

“Oh, Cheese, you say, why didn’t you say so before?”

Answer these questions:

1. What did the choose to eat?
2. What did the waiter think he said?
3. Was the waiter just teasing?
4. What is your favorite flavor of cheese?

Spell these words: choose chose, ease, please, nose, noise, rose, rise, has, is, as.



# The Elephant

*Story 57, Unit 43*

elephant nephew orphan prophet pamphlet  
photograph phonograph phone telephone telegraph  
alphabet phonics

## The Elephant

I had an elephant. I got him a telephone, but he did not like the cord, so I got him a cell phone. He never called, so I got him a camera. He never took a photograph, so I got him a phonograph. It was quite a sight to see my elephant dance! Maybe I will teach him the alphabet and phonics next. He is a smart pet, even if he never calls.

Answer these questions:

1. Why didn't the elephant like the telephone?
2. Did the elephant use the camera?
3. What is a phonograph? a record?
4. Have you seen an elephant dance?

Spell these words: phone, phonics, telephone, elephant, orphan, prophet, alphabet.

# **My Mission**

*Story 58, Unit 44*

battle bundle bottle buckle circle little middle pickle  
sample handle puzzle scramble scribble sprinkle  
struggle tickle wiggle

attention action addition affection invitation  
foundation education mention partition portion  
station section

expression impression mission

## **My Mission**

My mission is to battle for a good education, one with good attention to phonics and addition. My invitation to you is to take action in this struggle and help restore the true foundation of education.

Answer these questions:

1. Name the two things to which we should pay good attention.
2. What is a mission?
3. Does everyone need an education?
4. Have you ever received an invitation?

Spell these words: bottle, circle, little, action, station, addition, mission, education.

## **Almost Finished**

*Story 59, Unit 45*

### **ed with short e**

added acted counted crowded ended folded landed  
lighted painted planted printed rested waited

### **ed Sounds Like 'd**

aimed burned called changed filled named saved  
rained rolled stayed turned

### **ed Sounds Like 't**

baked boxed camped hitched picked hoped hopped  
jumped liked looked packed pitched stopped wished  
whaled. [your, have]

## **Almost Finished**

We are almost finished! But your education is not ended. We have saved many things you have not yet learned. Spelling, math, grammar, and history: an endless list packed with mystery. I wish you well on your quest to learn and change and reach your best.

Answer these questions:

1. What do you want to be when you grow up?
2. Have you enjoyed learning to read?
3. What is your favorite subject?
4. Would you like to become a teacher?

Spell these words: added, rested, saved, called, named, baked, wished, liked.

# The Slimy Spider

*Story 60, Unit 46*

baker racer shady lady caper paper favor maker taper  
vapor wafer fatal nasal taker label pacer halo fever  
cedar hero legal regal before slimy viper libel limy  
cider spider tiger vial final tiny

oval grocer grocery oral open bony pony donor solar  
holy clover focal local vocal total sober over tulip  
lunar mural rural lucid Lucy tyrant tyro

## The Slimy Spider

The slimy spider climbed over the wall. I screamed loudly, but the spider did not favor to reply. He had an oval body that turned my legs to jelly. I'd rather face down a tiger than a slimy spider. So, I told the spider, "See ya later," and left the spider on the wall.

Answer these questions:

1. What did the spider climb over?
2. What shape was the spider's body?
3. Which animal did the author fear most, a spider or a tiger?
4. Would you like a pet spider?

Spell these words: baker, maker, spider, slimy, tiny, solar, lunar, rural, shady, tiger.

# The Giant Ruin

*Story 61, Unit 46*

dial giant trial vial pliant crier brief drier poem poet  
poem cruel duel fuel gruel ruin

## The Giant Ruin

I ran through the brier patch, sighted a giant ruin. I hope it wasn't a cruel trick. I crept forward for a better look and saw that it was indeed a ruin. What might it be? A castle, a fortress, a palace perhaps.

Alas, it was just an old stone barn. But for my friends and I, that ruin was everything we dreamed. We fought many a battle and rescued many a princess in that lovely giant ruin.

Answer these questions:

1. Where was the author running?
2. What is a ruin?
3. The ruin was a stone?
4. Who did they rescue?

Spell these words: dial, trial, giant, poem, poet, poetry, fuel, ruin, cruel, crier.

# **Buried Treasure**

*Story 62, Unit 47*

37 Dolch List Sight Words with “other” spelling patterns  
and three words with the sound /zh/

do to today together two who into come done does  
some one once of from again said could would any  
many only are carry eight have give their they very  
where were every been buy don't your

measure pleasure treasure

## **Buried Treasure**

Jim and Terry met together today at Mark's house to hunt for eight chests of buried treasure from the dread pirate Blackbeard. Each chest is full of gold beyond measure that is too heavy for two boys to carry. Mark said he was very sure the treasure had been put into one deep hole where there were some bushes that could have many sharp stickers. They said that it would be a great pleasure to give every piece of gold to their dad, who could buy any car with it.

Jim asked Mark, “When does your dad come home again?”

Mark answered, “I don't know for sure. Not till his work is done.” The boys are going to dig and dig and only stop once they find it.

Answer these questions:

1. What are the three boy's names?
2. What are they trying to find?
3. What do they plan to do with the gold?
4. Would you like to hunt for buried treasure?

Spell these words: do today two who into come done  
some one of said could many are eight have give  
their they very where were every been buy don't your  
treasure

# Note from Internet Publisher: Donald L. Potter

October 26, 2011

I would like to thank Mrs. Elizabeth Brown for writing these little decodable stories to go with Hazel Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade*. Mrs. Brown sent me the stories back in February of 2010 to use with my *Blend Phonics* students. I added the questions and spelling words on December 19, 2011. The stories have been thoroughly tested with students from prekindergarten through 21 years old.

Mrs. Brown's website is [www.theponicpage.org](http://www.theponicpage.org).

The stories add spice and interest to the task of learning to read with phonics-first. Since it is crucial for student to learn to decode BEFORE reading from connected text in order to avoid development of the whole-word reading reflex, Mrs. Brown has wisely included the phonics lessons just BEFORE the stories. This makes the program completely self-contained in this document.

I noticed that there were no long vowels in open syllable spelling patterns in the original *Blend Phonics* so I added Unit 46. It is strange that many beginning phonics programs do not teach this important spelling pattern. Their addition strengthens this already excellent program.

I recommend discussing the stories with the students to help them develop their ability to recall and understand what they read. I have added four sample comprehension questions at the end of each story to encourage the development of attention. Notice that the stories are **perfectly decodable** rather than predictable. Our goal is to eliminate guessing, not encourage it.

A special thanks goes to my many tutoring students, who helped me detect errors and make various and sundry improvements to the program.

Unit 47 (Story 62) introduces the 37 Dolch List Service Words that were not explicitly taught in *Blend Phonics*. Students who can read all 62 Blend Phonics Stories will be highly proficiency in reading and spelling all 220 Dolch Service Words. There is no valid reason for teaching so-called sight words by whole-word memorization. The 11 so-called sight words (non-decodable) in the stories are all introduced in brackets in the words lists and are to be taught with spelling - not whole word memorization.

Student who have mastered *Blend Phonics* will be ready to move ahead to *Beyond Blend Phonics*, which teaches Anglo-Saxon prefixes and suffixes, Latin prefixes, suffixes, and roots, Greek combining forms, and homonyms, *Beyond Blend Phonics* will build students vocabulary and help them decode more advanced polysyllable words by studying the languages of origin.

**Blend Phonics Lessons and Stories** have proven highly successful in teach student of all ages to read without guessing. The 6x9 paperback can be purchased for \$10.00 at the URL below.

<https://amzn.to/2IMf5VL>

There is a total of 2,307 running words in the *Blend Phonics Stories*

Last update on August 8, 2019 and June 3, 2020.



# Blend Phonics Lessons & Stories

## Student Progress Chart

Student \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

1. Sam, a cat Unit 1: <b>Step 1</b> All single letter consonants & ck and short a	2. A Tin Can Unit 2 Short i	3. A Mop Unit 3 Short o	4. A Bug Unit 4 Short u	5. A Wet Hen Unit 5 Short e	6. A Pug Unit 5 Short Vowel Review
7. A Fox Unit 5 Short Vowel Review	8. A Lamp Unit 6: <b>Step 2</b> Cons. Blends No new sounds	9. Ship on a Shelf Unit 7 sh	10. The Thump Unit 8 th	11. The Chick Unit 9 ch	12. The Whisk Unit 10 wh
13. Sing a Song Unit 11 ng	14. The Tank Unit 12: nk	15. The Flag Unit 13 Beg. Cons. Blends No new sounds.	16. The Sled Unit 13 Beg. Cons. Blends. No new sounds	17. The Brass Band Unit 14 Beg & End Cons. Blends. no new sound	18. The Frog Unit 14 Beg & End Cons. Blends. no new sound
19. Yum & Yuck Unit 15 SV Compd. Words	20. The Hilltop Unit 15 SV Compd. Words	21. Handstands Unit 15 Compound words No new sounds.	22. Cakes Unit 16: <b>Step 3</b> a-e	23. The Kite Unit 16 e-e i-e	24. Pine Cones Unit 16 o-e
25. The Rude Dude Unit 16 u-e	26. The Cold Unit 17 old, olt, ost, oll, ild, ind	27. Go! Unit 18 -o (rose), - e (tree)	28. The Car Unit 19: <b>Step 4</b> ar	29. Morning on the Farm Unit 20 or	30. The World Unit 21 er/ir/ur/or
31. Can I be? Unit 21 er, (fur) or at end of 2-syllable words	32. A Fine Day Unit 22 <b>Step 5</b> ai, ay	33. A Bee Unit 23 ee	34. The Sea Unit 24 ēa	35. Bread of Life Unit 24 ēa , eā	36. Pie Unit 25 ie
37. The Chief Priest Unit 25 iē	38. Sunny Day Unit 26 --y	39. The Fly Unit 26 -y	40. Goat and Toad Unit 27 oa	41. The Fish Bowl Unit 28 ōw	42. Brown Cow Unit 29 ow
43. A Mouse Unit 29 ou	44. Boys Unit 30 oy/oi	45. Loose Stoop Unit 31 oo	46. A Good Book Unit 32 oo	47. Dawn Unit 33 aw	48. A Ball Unit 34 all
49. Stew Unit 35 ew	50. Asleep Unit 36: <b>Step 6</b> a--	51. The Bush Unit 37 u	52. The Circus Unit 38 c = s	53. The Stage Unit 39 g = j	54. The Flight Unit 40 igh
55. The Knight Unit 41 Silent letters, No new sounds.	56. Cheese Please! Unit 42 se = z	57. The Elephant Unit 43 ph = f	58. My Mission Unit 44 tion/sion	59. Finished Unit 45 Past tense ending -ed. No new sound	60. Slimy Spider Unit 46 Long vowel open Syllables No new sounds.
61. Giant Ruin Unit 46 Long vowel open Syllables No new sounds.	62. Buried Treasure Unit 47 Tricky Dolch Words No new sounds.	<b>Six Steps to Reading Success:</b> <b>Step-One:</b> Short vowels and Consonants <b>Step-Two:</b> Cons. Blends and Cons. Digraphs <b>Step-Three:</b> Long Vowel (VCE) <b>Step-Four:</b> R-Controlled Vowels <b>Step-Five:</b> Vowel Digraphs and Diphthongs <b>Step-Six:</b> Advanced Spellings			

Record the date you finish reading a story in the square for the story. Remember Mr. Potter's Secret of Reading, "**Look at all the letters the right way, and no guessing.**"

Chart by Donald L. Potter, 2/21/10: [www.donpotter.net](http://www.donpotter.net) Last revision 9/10/19.

# Blend Phonics Stories

## Ladder of Decoding Skills

Step	Unit	Sound to Symbol Associations	BF Story
<b>Step 6</b> Advanced Spellings	47	37 Dolch Lists Words and 3 /zh/ Words	62
	46	Long Vowels in Open Syllables	60, 61
	45	ed with short e; ed sounds like 'd; ed sounds like 't	59
	44	Final le, tion, sion	58
	43	ph sounds like f	57
	42	se sounds like z	56
	41	Silent k, w, t, b, and l	55
	40	Silent gh (igh, augh/ough) and gh like f	54
	39	Soft sound of g in dge & sometimes before e, i, y.	53
	38	Soft sound of c (before e, i, & y); s like sh (sugar)	52
	37	Phonograms: ul, ull, ush (u sound like short oo)	51
	36	Unaccented a at beginning of words & a	50
<b>Step 5</b> Vowel Digraphs & Diphthongs	35	Diagrams ew, ue	49
	34	Phonograms: al, all	48
	33	Vowel Digraphs aw, au	47
	32	Short sound of oo	46
	31	Long sound of oo	45
	30	Diphthong: oy, oi	44
	29	Diphthong ou; Digraph ōu, often Irregular	42, 43
	28	Digraph: ōw, Diphthong: ow	41
	27	Vowel Digraph: oa, oe (like long ō)	40
	26	Final Vowel y (ē); Long ī in single syllable words	38, 39
	25	Vowel Digraph ie (long ī and long ē)	36, 37
	24	Vowel Digraph ea (long ē, short ě, long ā)	34, 35
	23	Vowel Digraph: ee	33
	22	Vowel Digraph: ai, ay	32
<b>Step 4</b> R-Cont. Vowels	21	Phonogram er, ir, ur, and sometimes or	30, 31
	20	Phonogram: or	29
	19	Phonogram: ar	28
<b>Step 3</b> Long Vowels	18	Short words ending in long vowels: be, go, he, me, etc.	27
	17	Phonograms - Long Vowels:	26
	16	VCE (long vowels) a-e, e-e, i-e, o-e, u-e	22, 23, 24, 25
<b>Step 2</b> Consonant Blends & Digraphs	15	Short Vowel Compound Words	19, 20, 21
	14	Initial Consonant Blends: br, cr, dr, fr, gr, pr, tr	17, 18
	13	Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sm, sl	15, 16
	12	nk (ank, ink, onk, unk)	14
	11	ng (ang, ing, ong, ung)	13
	10	Consonant Digraph: wh	12
	9	Consonant Digraphs: ch, tch (ch = k)	11
	8	Consonant Digraphs: th (voiced); th (unvoiced)	10
	7	Consonant Digraph: sh	9
6	Final Consonant Blends	8	
<b>Step 1</b> Short Vowels & Consonants	5	Short vowel ě	5, 6, 7
	4	Short vowel ů	4
	3	Short vowel ō	3
	2	Short vowel ĭ	2
	1	Short vowel ă b c d f g h j k l m n p q r s t v w y z ck	1



# Blend Phonics Decodable Stories

## Phonovisual Charts Correlation

1. Sam, a cat Unit 1: <b>Step 1</b> All Single Letter Consonants, qu, ck, and Short a (cat)	2. A Tin Can Unit 2 Short i (fish)	3. A Mop Unit 3 Short o (top)	4. A Bug Unit 4 Short u (duck)	5. A Wet Hen Unit 5 Short e (bed)	6. A Pug Unit 5 Short Vowel Review
7. A Fox Unit 5 Short Vowel Review	8. A Lamp Unit 6: <b>Step 2</b> Cons. Blends No new sounds	9. Ship on a Shelf Unit 7 sh (ship)	10. The Thump Unit 8 th (three, this)	11. The Chick Unit 9 ch (cherries)	12. The Whisk Unit 10 wh (wheel)
13. Sing a Song Unit 11 ng (swing)	14. The Tank Unit 12: nk (swing)	15. The Flag Unit 13 Beg. Cons. Blends No new sounds.	16. The Sled Unit 13 Beg. Cons. Blends. No new sounds	17. The Brass Band Unit 14 Beg & End Cons. Blends. no new sound	18. The Frog Unit 14 Beg & End Cons. Blends. no new sound
19 Yum & Yuck Unit 15 Compound words No new sounds.	20. The Hilltop Unit 155 Compound words No new sounds.	21. Handstands Unit 15 Compound words No new sounds.	22. Cakes Unit 16: <b>Step 3</b> a-e (cake)	23. The Kite Unit 16 e-e (tree) i-e (five)	24. Pine Cones Unit 16 o-e (rose)
25. The Rude Dude Unit 16 u-e (mule)	26. The Cold Unit 17 old, olt, ost, oll, ild, ind (rose & five)	27. Go! Unit 18 -o (rose), -e (tree)	28. The Car Unit 19: <b>Step 4</b> ar (car)	29. Morning on the Farm Unit 20 or (fork)	30. The World Unit 21 er/ir/ur/or (fur)
31. Can I be? Unit 21 er, or (fur) at end of 2-syllable words	32. A Fine Day Unit 22 <b>Step 5</b> ai, ay (cake)	33. A Bee Unit 23 ee (tree)	34. The Sea Unit 24 ea (tree)	35. Bread of Life Unit 24 ēa (bed) eā (cake)	36. Pie Unit 25 ie (five)
37. The Chief Priest Unit 25 ie (tree)	38. Sunny Day Unit 26 -y (tree or fish)	39. The Fly Unit 26 -y (five)	40. Goat and Toad Unit 27 oa (rose)	41. The Fish Bowl Unit 28 ow (rose)	42. Brown Cow Unit 29 ow (cow)
43. A Mouse Unit 29 ou (cow)	44. Boys Unit 30 oy/oi (boy)	45. Loose Stoop Unit 31 Long oo (moon)	46. A Good Book Unit 32 Short oo (book)	47. Dawn Unit 33 aw (saw)	48. A Ball Unit 34 all (saw)
49. Stew Unit 35 ew (mule)	50. Asleep Unit 36: <b>Step 6</b> a-- (duck)	51. The Bush Unit 37 u (book)	52. The Circus Unit 38 c = s (saw)	53. The Stage Unit 339 g (jar)	54. The Flight Unit 40 igh (five)
55. The Knight Unit 41 Silent letters, No new sounds.	56. Cheese Please! Unit 42 se = z (zebra)	57. The Elephant Unit 43 ph (fan) gh (fan)	58. My Mission Unit 44 tion/sion (ship)	59. Finished Unit 45 Past tense ending -ed. No new sound	60. Slimy Spider Unit 46 Long vowel open Syllables No new sounds.
61. Giant Ruin Unit 46 Long vowel open Syllables No new sounds.	62. Buried Treasure Unit 47. Tricky DolchWords /zh/ in treasure	<b>Six Steps to Reading Success:</b>			
		<b>Step-One:</b> Short vowels and Consonants	<b>Step-Four:</b> R-Controlled Vowels		
		<b>Step-Two:</b> Cons. Blends and Cons. Digraphs	<b>Step-Five:</b> Vowel Digraphs and Diphthongs		
		<b>Step-Three:</b> Long Vowel (VCE)	<b>Step-Six:</b> Advanced Spellings		

Prepared by Donald L. Potter on 10/18/2012. Revised on 9/8/2019.

The *Phonovisual Sound Pictures* are in parenthesis. The two *Phonovisual Charts* (Consonants & Vowels) form a **universal method** for teaching the sound-so-symbol associations of written English. In constant use since 1942, they are a time-tested method for teaching the phonemic awareness and phonics side of reading. They can be used successfully with any reading method. The Charts are reviewed daily at the beginning of each *Blend Phonics* tutoring session. I also use the *Phonovisual Flashcards*.

*Blend Phonics* is a systematic, sequential, universal, multi-sensory phonics-decoding program that teaches automatic decoding linked with meaning. Coupling the scientifically organized *Phonovisual Charts* and the *Blend Phonics* directional guidance technique forms a powerful combination that is easy to teach and leads to success for all students.

# Blend Phonics Lessons & Stories

## Student Progress Chart

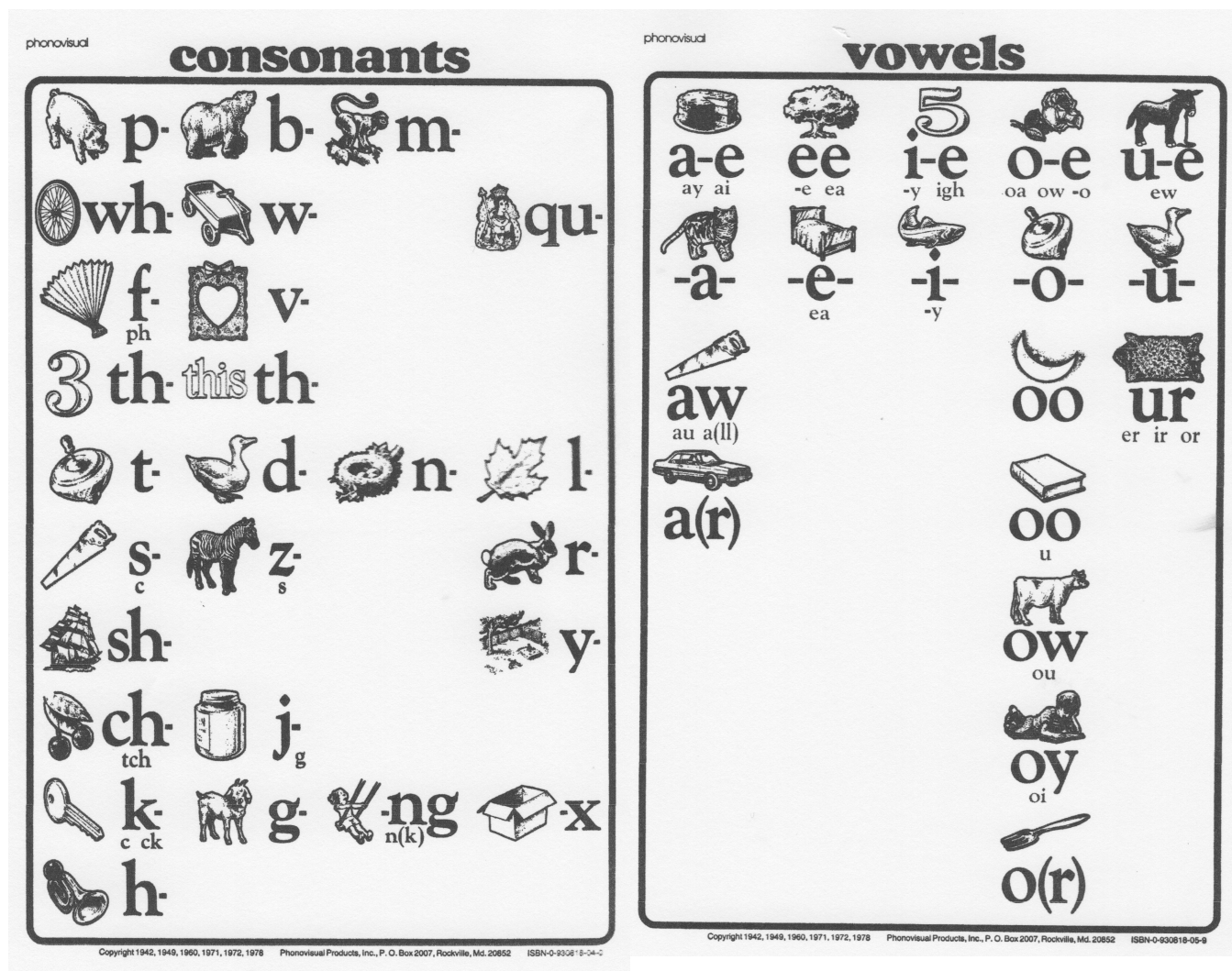
Student \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

1. Sam, a cat Unit 1: <b>Step 1</b>	2. A Tin Can Unit 2	3. A Mop Unit 3	4. A Bug Unit 4	5. A Wet Hen Unit 5	6. A Pug Unit 5
7. A Fox Unit 5	8. A Lamp Unit 6: <b>Step 2</b>	9. Ship on a Shelf Unit 7	10. The Thump Unit 8	11. The Chick Unit 9	12. The Whisk Unit 10
13. Sing a Song Unit 11	14. The Tank Unit 12:	15. The Flag Unit 13	16. The Sled Unit 13	17. The Brass Band Unit 14	18. The Frog Unit 14
19. Yum and Yuck Unit 15	20. The Hilltop Unit 15	21. Handstands Unit 15	22. Cakes Unit 16: <b>Step 3</b>	23. The Kite Unit 16	24. Pine Cones Unit 16
25. The Rude Dude Unit 16	26. The Cold Unit 17	27. Go! Unit 18	28. The Car Unit 19: <b>Step 4</b>	29. Morning on the Farm Unit 20	30. The World Unit 21
31. Can I be? Unit 21	32. A Fine Day Unit 22 <b>Step 5</b>	33. A Bee Unit 23	34. The Sea Unit 24	35. Bread of Life Unit 24	36. Pie Unit 25
37. The Chief Priest Unit 25	38. Sunny Day Unit 26	39. The Fly Unit 26	40. Goat and Toad Unit 27	41. The Fish Bowl Unit 28	42. Brown Cow Unit 29
43. A Mouse Unit 29	44. Boys Unit 30	45. Loose Stoop Unit 31	46. A Good Book Unit 32	47. Dawn Unit 33	48. A Ball Unit 34
49. Stew Unit 35	50. Asleep Unit 36: <b>Step 6</b>	51. The Bush Unit 37	52. The Circus Unit 38	53. The Stage Unit 39	54. The Flight Unit 40
55. The Knight Unit 41	56. Cheese Please! Unit 42	57. The Elephant Unit 43	58. My Mission Unit 44	59. Finished Unit 45	60. Slimy Spider Unit 46
61. Giant Ruin Unit 46	62. Buried Treasure Unit 47	<b>Six Steps to Reading Success:</b> <b>Step-One:</b> Short vowels and Consonants <b>Step-Four:</b> R-Controlled Vowels <b>Step-Two:</b> Cons. Blends and Cons. Digraphs <b>Step-Five:</b> Vowel Digraphs and Diphthongs <b>Step-Three:</b> Long Vowel (VCE) <b>Step-Six:</b> Advanced Spellings			

Record the date you finish reading a story in the square for the story. Remember Mr. Potter's Secret of Reading, "Look at all the letters the right way, and no guessing."

Chart by Donald L. Potter, 2/21/10: [www.donpotter.net](http://www.donpotter.net) Last revision 8/8/2019

## Sample Phonovisual Charts



### Explanation of Scientific Organization of Charts

**Consonant Chart:** The top of the chart starts at the front of the mouth and goes to the back going down the column. The first column (**p, wh, f, th, t, s, sh, ch, k, h**) are unvoiced consonants (*Quiet Cousins*). The second column (**b, w, v, th, d, z, j, g**) represents voiced consonants (*Noisy Cousins*). The third column (**m, n, ng**) are nasals (*Singing Cousins*). The column on the right (**qu, l, r, y, x**) relates to the consonants to the left according to points of articulation (*Neighbors*).

**Vowel Chart:** Top row are long vowels spellings. Second row are short vowel spellings. The vowels below the short vowel row are called "other vowels." The small print represents secondary spellings.

Color Coded Large Wall Charts, Small Student Charts, and Flashcards can be ordered from [www.phonovisual.org](http://www.phonovisual.org). They are a useful aid to teaching the sound-to-symbol correspondences.

## **Sight Words in *Blend Phonics Lessons and Stories* Taught Out of Sequence**

<u>Story</u>	<u>Words</u>
1	a
10	the
16	to
26	who
30	of
37	give
38	are
41	they
44	do
55	been
59	your, have

There are only twelve *sight words* in *Blend Phonics Lessons and Stories*. These words are called *sight words* here in keeping with popular usage as words that are not completely decodable at the point they are introduced. They are all taught again in Lesson and Story 62 with the Unit 47 Dolch List Service Words that were not originally included in Hazel Loring's *Reading Made Easy with Blend Phonics for First Grade*.

Note that once a *sight word* is introduced a lesson word list in brackets, it is no longer indicated in later word lists. These words should be introduced with spelling rather than mere look-say.

The word *water* in Story 12 might be considered undecodable since the -er is not taught till later. Most kids will decode it with no problem since the *e* automatically acclimates to the following *r* in the child's normal speech.

The 62 decodable stories in *Blend Phonics Lessons and Stories* are perhaps the purest form of decodable text available today. They are equally helpful for very young beginning readers and older readers overcoming the whole-word guessing habit (dyslexia).

Mr. Potter last edited this document on September 30, 2019 and June 3, 2020.





A single vowel usually has the **short sound** ( ˘ )

Example: **ă**dd, **ĕ**xit, **ĭ**t, **ŏ**n, **ŭ**p

A single vowel may have the **long sound** ( ¯ means long).

Example: **dā**te, **mē**, **ī**, **gō**, **ū**ses

A **closed syllable** ends in a consonant, and the vowel sound is **short**.

Example: **gŏt**

An **open syllable** ends in a vowel, and the vowel sound is **long**.

Example: **gō**

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Silent “e” as the end of the word usually makes the vowel before it **long**.

Example: **ā**te, **Pĕ**te, **rĭ**de, **hŏ**pe, **tŭ**be

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Often when two vowels come together, the **first one is long** and the second one is silent. (The second vowel “works on” the first vowel to make it long.)

Example: **ē**e – tr**ē**e    **ā**i – r**ā**in    **ī**e – p**ī**e    **ō**a – r**ō**ad    **ū**e – bl**ū**e  
**ĕ**a – **ĕ**at    **ā**y – **dā**y    **ŏ**e – **Jŏ**e    **ū**i – s**ū**it

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**Two vowels** together may give a different sound than those made by the single letter.

They are **digraphs** if they have a single sound.

Example: oo – **moon**    oo – **book**    au – **Paul**

They are **diphthongs** when two sounds slide together to make a continuous unit of sound.

Example: oi – **oil**    oy – **boy**    ou – **out**    ow – **cow**

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Other vowel sounds can be made with a **vowel followed by an “r.”**

Example: ar – **car**    or – **for**    er – **her**

Ir – **bird**

ur – **turn**

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Or vowel sounds can be made with a **vowel followed by a “w.”**

Example: aw – **saw**    ow – **cow**    ew – **new**    ow – **slow**

(“r” and “w” are “vowel helpers” in the above examples.)

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The symbol “ə” stands for the **schwa sound**, which is the sound of the **unaccented short “u.”**

Any one of the vowels (a, e, i, o, u) can take the schwa sound.

Example: **about**, **elephant**, **politics**, **ebony**, **crocus**

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Other common letter combinations using the vowels are:

ăng – <b>săng</b>	ănk – <b>bănk</b>	all – <b>ball</b>	ŏlt – <b>bŏlt</b>	īnd – <b>fīnd</b>
ĕng – <b>sĭng</b>	ĭnk – <b>pĭnk</b>	alt – <b>salt</b>	ŏll – <b>rŏll</b>	īld – <b>chīld</b>
ŏng – <b>sŏng</b>	ŏnk – <b>hŏnk</b>	alk – <b>walk</b>	ŏld – <b>cŏld</b>	
ŭng – <b>sŭng</b>	ŭnk – <b>jŭnk</b>			

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ti, si, ci can say “sh”    Examples: **nation**, **tension**, **special**

Blend Phonics Decodable Stories

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