

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

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

The 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

The Tin Can

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

Answer these questions.

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

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

The 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

The Mop

Hop on the mop, not on top. The mop cannot sob.
The mop got off the box.

Answer these questions.

1. Do you hop on the mop or the top?
2. Tell me what the mop cannot do?
3. The mop got off the ____.
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

but bun bug bud bus cup cub cuff cut duck fun fuss
gum gun gull hum hut hug jug mug mud muff nut
pup run rug rub sun sum tub tug up lug sup us Gus

A Bug

The 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.

The Wet Hen

Story 5, Unit 5

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

The Wet Hen

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

Answer these questions:

1. Where did the hen get fed?
2. The hen fell into a _____.
3. What happened to the 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.

The 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

The Pug

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

Answer these questions:

1. On what did the pug sit?
2. Is a bog wet or dry?
3. How did the 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.

The 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

The Fox

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

Answer these questions:

1. What two things can the fox fix?
2. Whom did the fox wed?
3. Where will the fox and 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**

The 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

The Lamp

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

Sink the Ship

Story 9, Unit 7

cash dish fish hush

shall shed shelf ship shop shot shut

Sink the Ship

The ship can sink. Shall it sink? The ship sat on the sand shelf, it did not sink.

Answer these questions:

1. Can the ship sink?
2. Did he ship sink?
3. What did the ship sit on?
4. Would you like to sail on a ship?

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

The Thump

Story 10, Unit 8

than that them this thus

thick thin thud thump bath with

The Thump

Did that thump? Shad felt a 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 a 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

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

The whisk can whisk up water, just watch. Who wants to watch the whisk? What a fast whisk that was! It went whip, whip.

Answer these questions:

1. Did you know that a whisk is a little tiny broom?
2. Is the whisk fast or slow?
3. Have you ever spilled 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 clenched
cling clang club
flash flesh flip flap fling flung flit flat flag flock fled
flop
glad glass gland
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. 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

The Sled

The sled slid and spun—it was stuck, bad luck. Stan went to pull 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 & slid off the spot. It was not stuck. It was swept off with a clink & 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. He 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 you 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

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

Cakes

Shane can bake a lame cake. It shakes and quakes. It tastes yum, but it has no fame. He made it, but can Shane make a not fake cake? Shane got help, and then Shane did bake a not lame cake. 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, have a tote bag. Put the pine cones in a tote bag and do not mope."

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 lived 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

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! No, do not fold, do 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 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. They will eat 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

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 gay 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 toy train for a child. We can sail on the bay on this fine day. Stay and play.

Answer these questions:

1. What 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 by the sea. I can eat a peach on the beach. I just have tea and a 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 Bead 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

The Chief Priest

Do not give the Chief Priest grief. He can help thee see to believe and find relief. Belief comes to those who 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

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

ply sly try sky shy why

The Fly

“Do not cry, my shy, tiny 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

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

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

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 gilet 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 chasen 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

The Knight

The brave knight went out to face a dragon with only 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 only 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 ē

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.

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 could it be? A castle, a fortress, a palace perhaps.

Alas, it was only 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 do not 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.

Mrs. Brown website is www.thephonicpage.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 is 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 interesting that many beginning phonics programs do not teach this pattern. Their addition will strengthen 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 the each story to encourage the development of attention. Notice that the stories are **perfectly decodable** rather than predictable. Our goal is 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.

On 9/15/12 the print was reduced from 36 to 20 point so the stories can be printed on a single sheet of paper, significantly reducing the amount of paper and printer ink necessary to print off the stories. The individual stories in the form of individual stapled booklets are still available for free download. The Unit 47 (Story 62) introduces the 37 Dolch Sight List 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 Sight Vocabulary Words with fluently. There is no valid reason for teaching any so-called sight-words by whole-word memorization. They only serve to confuse the students.

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

I made updates to bring it in line with the 2015 CreateSpace 6x9 paperback published on June 13, 2016 and further extensive revisions on May 23, 2017.

Blend Phonics Lessons & Stories

Student Progress Chart

Student _____ School _____ Teacher _____

| | | | | | |
|---|---|--|--|---|--|
| 1. Sam, a cat Unit 1: Step 1 All single letter consonants & ck and short a | 2. The Tin Can Unit 2 Short i | 3. The Mop Unit 3 Short o | 4. A Bug Unit 4 Short u | 5. The Wet Hen Unit 5 Short e | 6. The Pug Unit 5 Short Vowel Review |
| 7. The Fox Unit 5 Short Vowel Review | 8. The Lamp Unit 6: Step 2 Cons. Blends No new sounds | 9. Sink the Ship 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: Step 3 a-e | 23. The Kite Unit 16 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: Step 4 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, or (fur) at end of 2-syllable words | 32. A Fine Day Unit 22 Step 5 ai, ay | 33. A Bee Unit 23 ee | 34. The Sea Unit 24 ěa | 35. Bread of Life Unit 24 ěa , ěā | 36. Pie Unit 25 ie |
| 37. The Chief Priest Unit 25 ie | 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 ow | 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: Step 6 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 DolchWords No new sounds. | Six Steps to Reading Success: | | | |
| | | Step-One: Short vowels and Consonants; Step-Two: Cons. Blends and Cons. Digraphs Step-Three: Long Vowel (VCE) | | | |
| | | Step-Four: R-Controlled Vowels Step-Five: Vowel Digraphs and Diphthongs Step-Six: 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 Last revision 5/23/17.

Blend Phonics Stories Ladder of Decoding Skills

| Step | Unit | Sound to Symbol Associations | BF Story |
|--|-------------|--|-----------------|
| Step 6 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 |
| | 35 | Diagraphs ew, ue | 49 |
| Step 5 Vowel Digraphs & Diphthongs | 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 ū, 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 ē, long ā) | 34, 35 |
| | 23 | Vowel Digraph: ee | 33 |
| | 22 | Vowel Digraph: ai, ay | 32 |
| Step 4 R-Cont. Vowels | 21 | Phonogram er, ir, ur, and sometimes or | 30, 31 |
| | 20 | Phonogram: or | 29 |
| | 19 | Phonogram: ar | 28 |
| Step 3 Long Vowels | 18 | Short words ending in long vowels: be, go, he, me, etc. | 27 |
| | 17 | Phonograms - Long Vowels: | 26 |
| | 16 | VCE (long vowels) | 22, 23, 24, 25 |
| Step 2 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 |
| Step 1 Short Vowels & Consonants | 5 | Short vowel ē | 5, 6, 7 |
| | 4 | Short vowel ū | 4 |
| | 3 | Short vowel ō | 3 |
| | 2 | Short vowel ī | 2 |
| | 1 | Short vowel ā b c d f g h j k l m n p q u r s t v w y z ck | 1 |

Reading Made Easy with Blend Phonics

Lessons & Stories Class Progress Chart

Grade: _____ School: _____ Teacher _____

| Name | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
|----------------|---------------------------------|-----------------------------------|-------------------------|------------------------|-----------------------------------|-----------------------|
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| Units | 1-5 | 6-15 | 16-18 | 19-21 | 22-35 | 36-47 |
| Stories | 1-7 | 8-19 | 20-27 | 28-31 | 32-49 | 50-62 |
| Skills | Short Vowels & Consonants | Consonant Blends & Digraphs | Long Vowels (VCE) | R-Controlled Vowels | Vowel Digraphs & Diphthongs | Advanced Spellings |

Reading Made Easy with Blend Phonics Class Progress Chart created by Donald L. Potter, September 21, 2012. www.blendphonics.org

Blend Phonics Decodable Stories

Phonovisual Charts Correlation

| | | | | | |
|---|---|--|---|--|--|
| 1. Sam, a cat Unit 1: Step 1 All Single Letter Consonants, qu, ck, and Short a (cat) | 2. The Tin Can Unit 2 Short i (fish) | 3. The Mop Unit 3 Short o (top) | 4. A Bug Unit 4 Short u (duck) | 5. The Wet Hen Unit 5 Short e (bed) | 6. The Pug Unit 5 Short Vowel Review |
| 7. The Fox Unit 5 Short Vowel Review | 8. The Lamp Unit 6: Step 2 Cons. Blends No new sounds | 9. Sink the Ship 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: Step 3 a-e (cake) | 23. The Kite Unit 16 i-e (five) | 24. Pine Cones Unit 16 o-e (rose) |
| 25. The Rude Dude Unit 16 u-e (mule) | 26. The Cold old, olt, ost, oll, ild, ind (rose & five) | 27. Go! Unit 18 -o (rose), -e (tree) | 28. The Car Unit 19: Step 4 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 Step 5 ai, ay (cake) | 33. A Bee Unit 23 ee (tree) | 34. The Sea Unit 24 ea (tree) | 35. Bread of Life Unit 24 ěa (bed) ěā (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: Step 6 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 No new sounds. | Six Steps to Reading Success: | | | |
| | | Step-One: Short vowels and Consonants; Step-Two: Cons. Blends and Cons. Digraphs Step-Three: Long Vowel (VCE) | | | |
| | | Step-Four: R-Controlled Vowels Step-Five: Vowel Digraphs and Diphthongs Step-Six: Advanced Spellings | | | |

Prepared by Donald L. Potter on 10/18/2012. Revised on 5/23/2017.

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 phonics, whole-word reading series, whole language or Guided Reading program. The Charts are reviewed daily at the beginning of each *Blend Phonics* tutoring sessions. 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: Step 1 | 2. The Tin Can Unit 2 | 3. The Mop Unit 3 | 4. A Bug Unit 4 | 5. The Wet Hen Unit 5 | 6. The Pug Unit 5 |
| 7. The Fox Unit 5 | 8. The Lamp Unit 6: Step 2 | 9. Sink the Ship 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: Step 3 | 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: Step 4 | 29. Morning on the Farm Unit 20 | 30. The World Unit 21 |
| 31. Can I be? Unit 21 | 32. A Fine Day Unit 22 Step 5 | 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: Step 6 | 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. The Best Gift Unit 47. | Six Steps to Reading Success: | | | |
| | | Step-One: Short vowels and Consonants; Step-Two: Cons. Blends and Cons. Digraphs Step-Three: Long Vowel (VCE) Step-Four: R-Controlled Vowels Step-Five: Vowel Digraphs and Diphthongs Step-Six: 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 Last revision 5/23/2017.

Sample Phonovisual Charts

| phonovisual | | | |
|---|------------|---|-----------------|
| consonants | | | |
|  | p- |  | b- |
|  | wh- |  | w- |
|  | f- |  | v- |
|  | th- |  | this th- |
|  | t- |  | d- |
|  | n- |  | l- |
|  | s- |  | z- |
|  | sh- |  | r- |
|  | ch- |  | j- |
|  | k- |  | g- |
|  | ng |  | ng |
| | |  | x |
| | h- | | |

| phonovisual | | | |
|---|--------------|---|-----------------|
| vowels | | | |
|  | a-e |  | ee |
|  | ay ai |  | ea |
|  | -a- |  | -e- |
| | |  | -i- |
|  | aw |  | -o- |
| | a(r) | | -u- |
| | |  | oo |
| | |  | ur |
| | |  | er ir or |
| | |  | oo |
| | |  | ow |
| | |  | oy |
| | |  | oi |
| | |  | O(r) |

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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. The second column (b, w, v, th, d, z, j, g) represents voiced consonants. The third column (m, n, ng) are nasals. The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation.

Vowel Chart: Top row are long vowel 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. They are a useful aid to teaching the sound-to-symbol correspondences.

WORDS THAT ARE UN-DECODABLE

AT THE POINT WHERE THEY ARE INTRODUCED IN THE BLEND PHONICS STORIES

Story Un-decodable Words

- 1. a
- 2. the
- 12. who to
- 16. to pull
- 24. have put
- 25. lived
- 24. who
- 37. to who
- 55. to
- 58. to

Nine Un-Decodable Words in Blend Phonics Stories

a lived who pull have put the to who