

**BLEND PHONICS**  
**LESSONS AND STORIES**

*Cursive Edition*

*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.

[www.blendphonics.org](http://www.blendphonics.org)

Stories Copyright © 2010 by Elizabeth Brown  
and used by permission.

Comprehension Questions & Spelling Lists  
Copyright © 2011 by Donald L. Potter

Thoroughly Revised in May 2017.

Cursive Edition Copyright © December 7, 2017

Permission is granted by the authors for reproduction  
for nonprofit educational purposes.

# **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 fam  
fat gas hat ham had jam lap lad map  
mam mat nap pan pad pat quack rat  
ram rag rap sap sad Sam tam 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, fam,  
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  
mod mot 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. The 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

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

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

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 wet mess keg 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 a 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 met Nat mit mut mot 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. A pug sat on a  
bag in a bog. A 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 the pug feel when he fell?
4. Who got a hip pug?

Spell these words: get, got, mit, 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 meck 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 a lamp sit?
3. How fast do we need to pick up a lamp?
4. Pick the lamp off a \_\_\_\_\_.

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

# Sink a Ship

## 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 chim 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, chim, 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? 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 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 scam 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 punk 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 & 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

Fram 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 a 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*

*Irish 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 came cape cake date daze fate fade gate  
gaze hate came haze lake lame make mame  
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 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 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 [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 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  
[of]

### The World

God made a lot of things in the world.  
He made girls, farms, 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 play 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 seem  
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, seem, need



# The Sea

## Story 34, Unit 24

beat beach beast beam 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 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, beam, 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*

*[give]*

## *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

[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*

*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.

Answer these questions:

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 loim

[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 moon soon roost stool  
stoop spoon spool shoot too tool tooth  
troop coolness zoo cooler foolish smooth  
teaspoon moonday 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, moon, 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 fawn 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, mew, 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 mudge 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 gypsy stuck in a cage on the barge. The gymnast lunged up on a bridge, then pulled the gypsy 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

### 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 they choose to eat?
2. What did the waiter think they 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 masal taker label pacer  
halo fever cedar hero legal regal before slimy  
riper 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 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 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

[www.blendphonics.org](http://www.blendphonics.org)

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](http://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 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.

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. A mere 12 out-of-phonics-sequence-words are introduced in brackets in the lesson word lists. They should be taught through spelling.

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 (KDP Publishing) 6 x 9 paperback published on June 13, 2016 and further extensive revisions on May 23, 2017. Mr. Potter completed the Cursive Edition on December 7, 2017, the 11 out-of-phonics-sequences-words were added to the word lists on June 21, 2019. The most recent revision was made on September 6, 2019.



# 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 ee, 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, or (fur) 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 ěa	35. Bread of Life Unit 24 ěa, eā	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: <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 8/8/19.

## 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	Diagraphs 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
<b>Step 4</b> R-Cont. Vowels	23	Vowel Digraph: ee	33
	22	Vowel Digraph: ai, ay	32
	21	Phonogram er, ir, ur, and sometimes or	30, 31
<b>Step 3</b> Long Vowels	20	Phonogram: or	29
	19	Phonogram: ar	28
	18	Short words ending in long vowels: be, go, he, me, etc.	27
<b>Step 2</b> Consonant Blends & Digraphs	17	Phonograms - Long Vowels:	26
	16	VCE (long vowels) a-e, e-e, i-e, o-e, u-e	22, 23, 24, 25
	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); <i>th</i> (unvoiced)	10
<b>Step 1</b> Short Vowels & Consonants	7	Consonant Digraph: sh	9
	6	Final Consonant Blends	8
	5	Short vowel ě	5, 6, 7
	4	Short vowel ŭ	4
	3	Short vowel ō	3
	2	Short vowel ĭ	2
	1	Short vowel ä 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
<b>Units</b>	1-5	6-15	16-18	19-21	22-35	36-47
<b>Stories</b>	1-7	8-19	20-27	28-31	32-49	50-62
<b>Skills</b>	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](http://www.blendphonics.org)

# 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 ee (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 ěa (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 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	

Prepared by Donald L. Potter on 10/18/2012. Revised on 5/23/2017, 9/6/2019.

*The Phonovisual Sound Pictures* are in parenthesis. *Blend Phonics* is a systematic, sequential, universal, multi-sensory phonics-decoding program that teaches automatic decoding linked with meaning. Coupling the *Phonovisual Charts* method **scientific organization** 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 \_\_\_\_\_

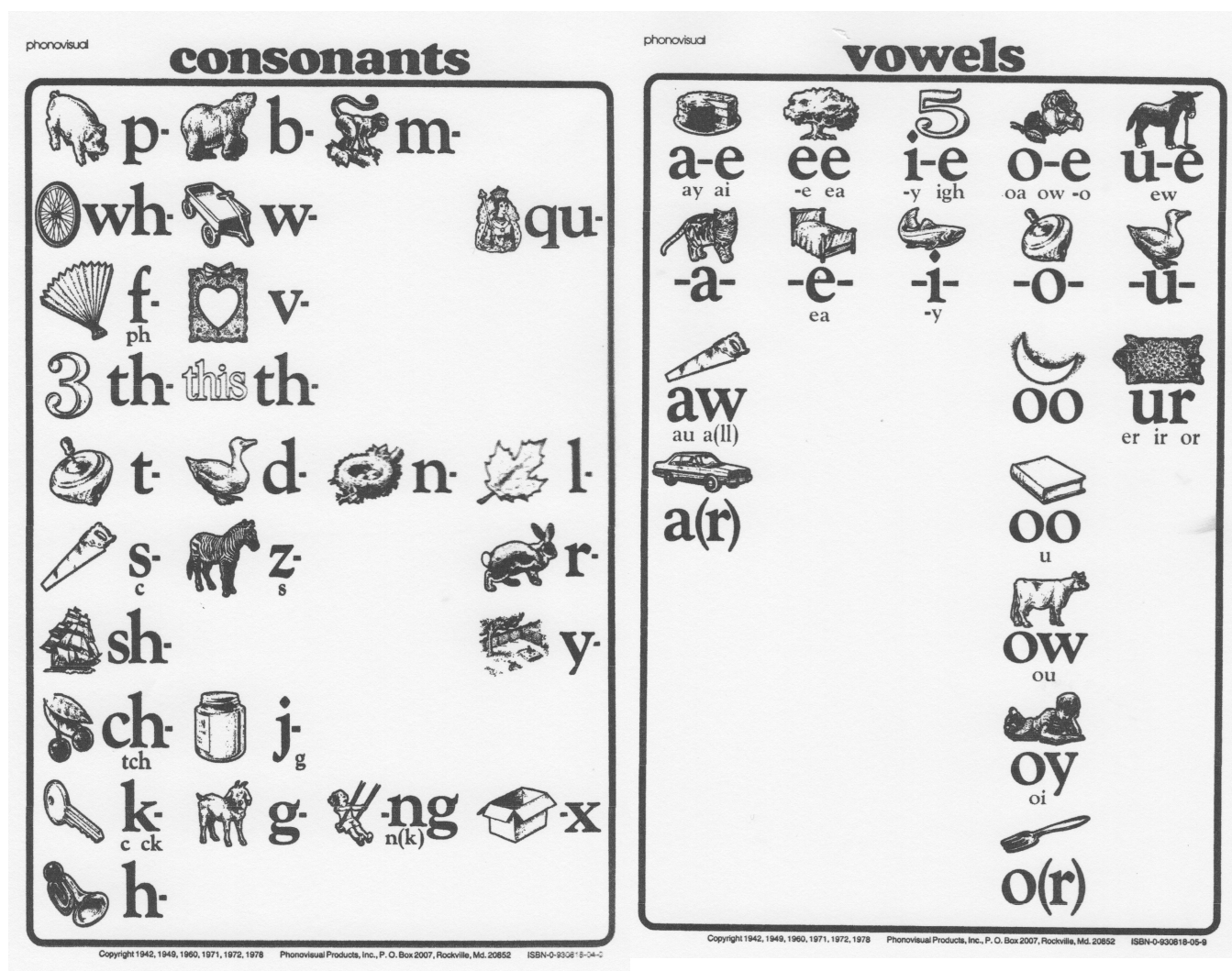
1. Sam, a cat Unit 1: <b>Step 1</b>	2. A Tin Can Unit 2	3. A Mop Unit 3	4. A Bug Unit 4	5. A Wet Hen Unit 5	6. A Pug Unit 5
7. A Fox Unit 5	8. A Lamp Unit 6: <b>Step 2</b>	9. Ship on a Shelf Unit 7	10. The Thump Unit 8	11. The Chick Unit 9	12. The Whisk Unit 10
13. Sing a Song Unit 11	14. The Tank Unit 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. The Best Gift Unit 47.	<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 5/23/2017 and 9/6/2019.

Blend Phonics Decodable Stories

Copyright © 2012, 2017 Donald L. Potter

## 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) lists unvoiced consonants (Quiet Cousins). The second column (b, w, v, th, d, z, j, g) lists voiced consonants (Noisy Cousins). The third column (m, n, ng) lists 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 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](http://www.phonovisual.org). They are a useful aid to teaching the sound-to-symbol correspondences.



# Notes on the Use of the Cursive Edition

December 7, 2017

A 6 x 9 paperback (Times New Romans) edition of *Blend Phonics Lessons and Stories* is available from Amazon and Barnes and Nobles.

I am publishing this free Cursive Edition as a supplement so students can gain automaticity reading the cursive. Students who read the cursive well will be more likely to write cursive as their primary tool for developing and communicating ideas.

My practice with all grades from first grade and up is to teach phonics with cursive handwriting. For example, to teach the long *i* spelled *igh*, I teach *igh* paying careful attention to the strokes, even teaching them to write it with their eyes closed to develop an internal model (motor memory) and true automatic.

I consider cursive the vehicle of choice for teaching reading and spelling. People who watch me teach reading often think I am teaching cursive. Actually, the cursive is just incidental to my method. It is more the vehicle than the goal. I find cursive particularly helpful to students with dyslexia, but beneficial for all students.

I then have the students read the words in my printed book. The font is Times New Romans. Once they have demonstrated the ability to read all the words and stories in print, I have them reread it in cursive. This is VERY important for developing familiarity in reading cursive. When I went started school in in first grade in 1953, we experienced lots of cursive. I saw only cursive on the chalkboard starting in first grade. Of course, I read everything I wrote in cursive since that was all I wrote! The purpose of this Cursive Edition is to provide our students the sufficient exposure to cursive to enable to to feel at home with it.

I use these materials everyday with my students, and feel sure that other teachers who use them will find them as valuable as I do. You will discover there there is a point at which the students will read the cursive as fast as the print. At that point, writing in cursive will become a preferred activity for them and a source of pride and joy.

May I be allowed to add my considered opinion that teachers today who disagree with teaching cursive as a primary vehicle of personal expression to students of all ages simply lack the necessary experience to make a valid judgment. Try it with your students, and I feel certain you will agree.

Here is a link to my method for teaching cursive.

[http://donpotter.net/pdf/shortcut\\_to\\_cursive.pdf](http://donpotter.net/pdf/shortcut_to_cursive.pdf)

Here is my YouTube Shortcut to Cursive teacher and student training program.

<https://youtu.be/wlwpGNocong>

Here is an essay from my website explaining why I prefer to teach reading with cursive.

<http://donpotter.net/pdf/cursivefirst.pdf>

The cursive was created with type from Educational Fontware, Inc. I highly recommend the company as the best in the business. <http://educationalfontware.com>