

BLEND PHONICS
LESSONS AND STORIES

UPPERCASE 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

UPPERCASE SMALL CAP EDITION

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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 NAN NAP PAN PAD
QUACK RAT RAN RAG RAP SAP SAD SAM
TAN TAP TAG VAN WAG YAK AM TAX
WAX AN AT ANN LASS MASS PASS ZAG
[A]

SAM, A CAT

SAM SAT. SAM AND NAN SAT. NAN CAN PAT SAM.

Answer these questions.

1. IS NAN A CAT?
2. WHAT DID SAM DO?
3. WHAT CAN NAN DO TO SAM?
4. DO YOU HAVE A CAT?

Spell these words: BAT, BAG, CAN, CAP, FAN, FAT,
MAP, PAN, PAD, AM, AT, RAG, QUACK, VAN.

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 HIS IS DID
SIX ZIGZAG

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.

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 LOSS MOSS
TOSS

A MOP

HOP ON A MOP, NOT ON 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 UP 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.

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.

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 NET NAT NIT NUT NOT ROT
RUT RAT ROD RID RED SET SIT SAT TELL
TILL BEG BAG BOG BUG BIG BOX HEN HAM
HUM HIM HEM PEG PIG PUG TED TODD TAD
BET BIT BAT BUT BED BID BUD BAD LIT
LOT LET FED FAD FAT FIT JET JOT JUT
PET POT PIT PAT PUTT WAX PEN PIN PUN
PAN WEB WED WET WIT UP US

A PUG

NAT GOT A HIP PUG. A PUG SAT ON A BAG IN A BOG. A PUG FELL IN A BOG—SAD, WET PUG.

Answer these questions:

1. WHAT DID A PUG SIT ON?
2. IS A BOG WET OR DRY?
3. HOW DID A PUG FEEL WHEN HE FELL?
4. WHO GOT A HIP PUG?

Spell these words: GET, GOT, NIT, BOG, BAG, PEG, PUG, BAD, FED, PIT, JET, 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 QUICK QUACK ZIGZAG

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 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

A LAMP

WILL MAX MEND 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 AT 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 A SHIP.

Spell these words: CASH, DISH, SHUT, SHIP, SHED, SHOP, SHALL, HUSH.

THE THUMP

Story 10, Unit 8

THAN THAT THEM THIS THUS [THE]

THICK THIN THUD THUMP BATH WITH

THE THUMP

DID THAT THUMP? SHAD FELT THE BIG THUMP.
THUMP! NOT A BUMP, BUT A BIG, BIG THUMP. THUS,
THIS IS A THUMP. A THUMP, A BIG THUD.

Answer these questions:

1. WHAT IS A THUMP?
2. MAKE A THUMPING SOUND FOR ME.
3. WHO FELT THE BIG THUMP?
4. WAS IT AS BUMP OR A THUMP?

Spell these words: BATH, THUMP, THEM, THIS, THICK,
THIN, WITH, THAN.

THE CHICK

Story 11, Unit 9

CHAT CHIN CHILL CHICK CHOP CHIP
CHUM MUCH RICH SUCH

CATCH DITCH FETCH LATCH MATCH
NOTCH PATCH PITCH WITCH THATCH

THE CHICK

THE RICH CHICK SAT IN A DITCH. THE CHICK GOT SUCH A SHOCK—A PITCH GOT IN THE DITCH, A BIG PITCH. THE CHICK CAN NOT CATCH THE PITCH.

Answer these questions:

1. WHERE DID THE RICH CHICK SIT?
2. CAN YOU PITCH A BALL?
3. WAS IT AS BIG OR LITTLE PITCH?
4. CAN THE CHICK IN THE DITCH CATCH THE PITCH?

Spell these words: CHAT, CHIN, CHIP, CHICK, CHIP, RICH, SUCH, CATCH, DITCH, MATCH, WITCH.

THE WHISK

Story 12, Unit 10

WANT WAS WATER WATCH

WHAT WHEN WHICH WHIFF WHIP WHISK

THE WHISK

RON CAN WHISK UP WATER WITH A RAG, JUST WATCH.
RICK CAN WATCH HIM WHISK UP THE WATER? WHAT A
FAST WHISK THAT WAS! IT WENT WHIP, WHIP.

Answer these questions:

1. DID YOU KNOW TO WHISK IS TO DO SOMETHING FAST?
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
RING SING WING KING THING GONG
LONG SONG HUNG LUNG RUNG SUNG
PING-PONG THING-A-LING

SING A SONG

SING A SAD SONG; SING A LONG, SAD SONG. NAN
SANG A SAD SONG. THE KING CAN BANG A GONG. THE
GONG WILL SING A LONG GONG SONG.

Answer these questions:

1. IS THE SONG HAPPY OR SAD?
2. IS THE SONG LONG OR SHORT?
3. WHO SANG THE SONG?
4. WHO BANGED THE GONG?

Spell these words: BANG, SUNG, LONG, THING, RANG,
BANG, SING, SANG, WING, SUN, GONG.

THE TANK

Story 14, Unit 12

BANK BUNK DUNK KINK LINK MINK PINK
RINK SINK TANK SANK CHUNK THANK HONK
THINK

THE TANK

THE PINK TANK CAN HONK. THE TANK SANK IN THE
SINK. IT HAD A DUNK IN THE SINK, I THINK.

Answer these questions:

1. DOES THE TANK HAVE A HORN?
2. WHERE DID THE TANK SINK?
3. WHAT COLOR WAS THE TANK?
4. DO YOU STILL PLAY WITH TOYS IN THE SINK?

Spell these words: HONK, RINK, PINK, TANK, THINK,
SANK, LINK, BANK, DUNK.

THE FLAG

Story 15, Unit 13

BLUSH BLACK BLOCK BLEND BLAND BLISS
BLINK CLIP CLAP CLICK CLIFF CLOCK
CLINK CLANK CLINCH CLENCH CLING CLANG
CLUB FLASH FLESH FLIP FLAP FLING
FLUNG FLIT FLAT FLAG FLOCK FLED
FLOP GLAD GLASS GLAND PLAN PLANT
PLOP PLOT PLUCK PLUM PLUS SCAT
SCAN SCUFF SCUM SCALP SCOTCH SKIN
SKIP SKID SKILL SKETCH

THE FLAG

THE FLAG SAT FLAT IN THE CLUB. IT DID NOT FLAP AND FLIT IN THE SUN. THE FLAG WAS SAD. SKIP HAD A PLAN. IN A BLINK, SKIP FLUNG THE FLAG IN THE SUN. THE FLAG WAS GLAD. THANKS, SKIP!

Answer these questions:

1. WHY WAS THE FLAG SAD?
2. WHO FLUNG THE FLAG IN THE SUN?
3. WHERE WAS THE FLAG AT FIRST?
4. WHERE WAS THE FLAG AT THE END?

Spell these words: BLACK, BLINK, CLAP, CLING, CLUB, GLASS, SKIN, SCALP, FLIP, FLASH, FLING.

THE SLED

Story 16, Unit 13

SLUSH SLOT SLUM SLAP SLAM SLASH SLIP
SLED SMACK SMELT SMUG SMASH SNIP SNOB
SNAP SNUG SNUFF SNUB SPUN SPOT SPILL
SPELL SPANK SPUNK SPIN SPAN SPAT SPIT
STUCK STOP STILL STEM STAND STEP STUB
STAB STUFF STIFF SWIM SWELL SWAM SWIFT
SWITCH SWING SWEPT [TO]

THE SLED

THE SLED SLID AND SPUN—IT WAS STUCK, BAD LUCK. STAN WENT TO SWEEP THE SLED UP, BUT IT WAS STILL STUCK, BAD LUCK. THE SLED WAS IN A BAD SPOT. STAN SWEPT UP THE SLED WITH A QUICK SLASH. SMASH! CRASH! THE SLED SPUN AND SLID OFF THE SPOT. IT WAS NOT STUCK. IT WAS SWEPT OFF WITH A CLINK AND A CLANK. STAN CAN SLED, WHAT FUN!

Answer these questions:

1. WHO PULLED THE SLED?
2. WHAT HAPPENED TO THE SLED?
3. THE SLED WAS IN A BAD _____.
4. HAVE YOU EVER SLED ON A SNOW SLED?

Spell these words: SLUSH, SLAP, SLIP, SNAP, SNUG, STOP, STAND, STEP, SWIM, SWING, SWITCH

THE BRASS BAND

Story 17, Unit 14

BRAG BRAND BRASS BRIM BRICK BRING BRANCH
BRUSH

CRAB CRASH CRAMP CRACK CRIB CROP CRUNCH
CRUST

DRAG DRANK DROP DRUM DRINK DRESS DRUNK DRIP
DRUG

THE BRASS BAND

THE BRASS BAND GOT ME UP WITH A CRASH, A BANG,
AND A CRACK.

CRACK! BANG! CRASH!

THE DRUM WENT BANG.

CRASH! BANG!

Answer these questions:

1. WHAT WOKE UP THE AUTHOR?
2. WHAT SOUND DID THE DRUM MAKE?
3. NAME ONE INSTRUMENT IN A BRASS BAND?
4. WOULD YOU LIKE TO PLAY IN A BAND?

Spell these words: BRAG, BRICK, CRAB, CRAMP, CROP,
CRACK, BRING, BRANCH.

THE FROG

Story 18, Unit 14

FRAN FRANK FROST FRUMP FRESH FRENCH
FRED FROG FROCK
GRAND GRASS GRASP GRANT GRUFF GRIP
GRUNT GRIN
PRANK PRESS PRIM PRINT
TRACK TRAP TRICK TRIM TRIP TROT
TRUCK TREND TRUST

THE FROG

THE TRIM FROG WAS SLIM. 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 YOUR EVER PLAYED A PRANK ON ANYONE.

Spell these words: GRAND, FRESH, FROG, GRAND,
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 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

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 LODGE
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. 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 SMALL 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 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, 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 22

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 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
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

Divide between 2 consonants: IN-DEED

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

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 BY THE SEA - NICE 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 NICE 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 26

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 THAT YIELD.

Answer these questions:

1. HOW CAN THE CHIEF PRIEST HELP?
2. TO WHOM DOES BELIEF COME?
3. I SEEING BELIEVING?
4. HAVE YOU EVER FELT GRIEF?

Spell these words: BRIEF, CHIEF, FIELD, BELIEVE,
RELIEF, PRIEST.

SUNNY DAY

Story 38, Unit 27

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 28

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.

THEY 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 [DO]

BOYS

MOST BOYS LIKE TOYS. MOST BOYS DO NOT LIKE
OYSTERS BOILED IN OIL. BOYS FIND JOY IN PLAY
JOINED WITH SOIL.

Answer these questions:

1. WHAT DO MOST BOYS LIKE?
2. I LIKE OYSTERS. DO YOU LIKE THEM?
3. WHAT IS A GAME THAT YOU PLAY ON THE SOIL?
4. WHAT IS ANOTHER WORD FOR SOIL?

Spell these words: BOY, JOY, TOY, BOYS, TOYS, BOIL,
COIN, JOIN, OIL, POINT, TOIL.

LOOSE STOOP

Story 45, Unit 31

BOOT BOOTH COO COOL BOOST DROOP FOOD
GROOM GOOSE DOOM MOON ROOF LOOSE ROOM
PROOF MOOD GLOOM NOON SOON ROOST STOOL
STOOP SPOON SPOOL SHOOT TOO TOOL TOOTH
TROOP COOLNESS ZOO COOLER FOOLISH SMOOTH
TEASPOON NOONDAY TOOTHBRUSH SCOOTER
PAPOOSE TOOTING SCHOOL POOL FOOL

THE LOOSE STOOP

WE HAD A LOOSE STOOP, WHICH TRIED TO DOOM US;
BUT DO NOT GLOOM, WE FIXED IT WITH A TOOL. NOW,
IT'S SAFE TO ROOST ON THE STOOP AND REST AND
STAY COOL.

Answer these questions:

1. DID YOU KNOW THAT STOOP IS A PORCH WITH STEPS IN FRONT OF A HOUSE OR OTHER BUILDING.
2. HAVE YOU EVER SET ON A STOOP?
3. GLOOM IS WHEN YOU FEEL DARK AND SAD.
4. HAVE YOU EVER FELT GLOOM?

Spell these words: FOOD, MOON, ROOM, NOON, SOON,
SPOOK, STOOP, TOO, POOL, SCHOOL, TOOTH.

A GOOD BOOK

Story 46, Unit 32

BOOK	BOOKLET	COOK	CROOK	BROOK
COOKER	GOOD	FOOT	FOOTSTEP	HOOF
HOOK	HOOD	LOOK	LOOKING	SOOT
TOOK	STOOD	SHOOK	WOOL	WOOD
WOODEN	WOOLEN	FOOTSTOOL		

A GOOD BOOK

A GOOD BOOK CAN TEACH YOU HOW TO COOK, HOW TO CHOP WOOD, OR HOW TO FISH IN A BROOK. I LIKE A GOOD BOOK. IT CAN HELP YOU BETTER LOOK AT THE WORLD.

Answer these questions:

1. WHAT ARE SOME THINGS A GOOD BOOK CAN TEACH YOU?
2. WHAT IS YOUR FAVORITE BOOK?
3. HOW CAN A GOOD BOOK HELP YOU LOOK AT THE WORLD BETTER?
4. WOULD YOU LIKE TO WRITE A BOOK SOMEDAY?

Spell these words: BOOK, COOK, GOOD, FOOT, HOOK, SOOT, TOOK, WOOL, WOOD, STOOD.

DAWN

Story 47, Unit 33

CRAWL CRAWLING DRAWN FAWN HAWK JAW
LAW PAWN PAW SAW SHAWL THAW
YAWN DRAW
CAUSE CLAUSE FAUN HAUL FAULT PAUSE

DAWN

DAWN BROKE. I SAW A FAWN CRAWL OUT OF THE WOODS. UP IN THE SKY, I SAW A HAWK FLY BY. I PAUSED AND YAWNED, MY JAW JUST HAD TO YAWN. DAWN IS NICE, BUT IT IS HARD NOT TO YAWN AT DAWN.

Answer these questions:

1. IS DAWN EARLY MORNING OR LATE EVENING?
2. WHAT KIND OF ANIMAL IS A HAWK?
3. DO YOU YAWN AT DAWN?
4. WHY DO YOU THINK THE DAWN IS NICE?

Spell these words: CRAWL, CRAWLING, DRAWN, YAWN, PAW, LAW, SAW, DRAW, CAUSE, HAUL, FAULT.

A BALL

Story 48, Unit 34

ALREADY ALMOST ALSO BALD FALSE HALT
MALT SALT BALL CALL MALL WALL
FALL SMALL TALL MALL STALL

A BALL

YOU CAN THROW A BALL AT A WALL OR A GOAL. IT'S HARD TO HALT A FAST BALL. 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 35 – 47
Stories 50 - 62

ASLEEP

Story 50, Unit 36

Divide between 2 words: MY-SELF

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 GIBLET GYP GYPSY GYMNAST

THE STAGE

WE SAW A PLAY ON A HUGE STAGE. THE STAGE FIT A WHOLE BARGE THAT IS EXTRA LARGE. THE PLAY HAD A GYMNAST AND A GIPSY STUCK IN A CAGE ON THE BARGE. THE GYMNAST LUNGED UP ON A BRIDGE, THEN PULLED THE GIPSY UP TO A LEDGE. THE GYMNAST'S FEAT SAVED THE DAY. HURRAY!

Answer these questions:

1. WHERE WAS THE PLAY?
2. HOW BIG WAS THE STAGE?
3. WHO SAVED THE DAY?
4. DO YOU KNOW WHAT A BARGE IS? IF NOT, ASK YOUR TEACHER.

Spell these words: AGE, LARGE, CAGE, PAGE, WAGE, RAGE, FUDGE, JUDGE, EDGE, BADGE.

THE FLIGHT

Story 54, Unit 40

BRIGHT HIGH BLIGHT TIGHT MIGHT SLIGHT

THIGH FIGHT FLIGHT FIGHTER NIGHT RIGHT

PLIGHT SIGH SIGHT LIGHT MOONLIGHT

TAUGHT CAUGHT DAUGHTER

GH = F: ROUGH TOUGH LAUGH LAUGHTER

LAUGHING ENOUGH

THE FLIGHT

I MIGHT LIKE TO MAKE A HIGH FLIGHT. I'D FLY AT NIGHT AND SEE THE MOONLIGHT AND SEE HOW BRIGHT THE STARS CAN SHINE. I'D LAUGH AND HOPE THAT I WAS NOT CAUGHT IN A TREE; THAT PLIGHT MIGHT MAKE ME SIGH. BUT, OH, IT MIGHT BE NICE TO FLY HIGH UP IN THE SKY.

Answer these questions:

1. WHEN CAN WE SEE THE MOONLIGHT?
2. CAN PLANES FLY AT NIGHT?
3. HAVE YOU EVER BEEN IN A PLIGHT?
4. DO YOU THINK IT WOULD BE NICE TO FLY?

Spell these words: HIGH, LIGHT, RIGHT, NIGHT, PLIGHT, FIGHT, SIGHT, TAUGHT, ROUGH, LAUGH.

THE KNIGHT

Story 55, Unit 41

KNEE KNEEL KNELT KNIGHT KNIFE KNIT KNOT KNOW
KNOWN KNOCK CHASTEN GLISTEN HASTEN LISTEN
OFTEN SOFTEN WREATH WRETCH WRITE WRIST
WRING WROTE WRECK WRONG ANSWER SWORD
COMB CLIMB DEBT DOUBT DUMB LAMB LIMB THUMB
CALF HALF WALK HOUR HONOR HONEST GHOST

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.

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,” THEY REPLIED.

I PAUSED A BIT AND ROSE TO GET CLOSER. “WHAT DID YOU SAY, THERE WAS A LOT OF NOISE?”

“CHEESE, PLEASE!” THEY SHOUTED IN REPLY.

WITH A SMILE, I TEASED, “LEAVES, YOU SAY, YOU CAN’T EAT LEAVES.”

“NO, CHEESE, PLEASE!” THEY 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 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 Ę

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 JUMPED
LIKED LOOKED PACKED PITCHED STOPPED WISHED WHALED
[YOUR, HAVE]

ALMOST FINISHED

WE ARE ALMOST FINISHED! BUT YOUR EDUCATION IS NOT ENDED. WE HAVE SAVED MANY THINGS YOU HAVE NOT YET LEARNED. SPELLING, MATH, GRAMMAR, AND HISTORY: AN ENDLESS LIST PACKED WITH MYSTERY. I WISH YOU WELL ON YOUR QUEST TO LEARN AND CHANGE AND REACH YOUR BEST.

Answer these questions:

1. WHAT DO YOU WANT TO BE WHEN YOU GROW UP?
2. HAVE YOU ENJOYED LEARNING TO READ?
3. WHAT IS YOUR FAVORITE SUBJECT?
4. WOULD YOU LIKE TO BECOME A TEACHER?

Spell these words: ADDED, RESTED, SAVED, CALLED, NAMED, BAKED, WISHED, LIKED.

THE SLIMY SPIDER

Story 60, Unit 46

BAKER RACER SHADY LADY CAPER PAPER FAVOR MAKER
TAPER VAPOR WAFER FATAL NASAL TAKER LABEL PACER
HALO FEVER CEDAR HERO LEGAL REGAL BEFORE SLIMY
VIPER LIBEL LIMY CIDER SPIDER TIGER VIAL FINAL TINY

OVAL 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

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 Dec. 19, 2011.

Mrs. Brown has phonics website is www.thephonicpage.org.

The stories add spice and interest to the task of learning to read with phonics-first. Mrs. Brown has wisely introduced the phonics lessons just BEFORE the stories in order to avoid the whole-word guessing reflex, characteristic of poor readers - and dyslexics in particular.

I noticed that there were no long vowels in open syllable spelling patterns in the original *Reading Made Easy with Blend Phonics for First Grade* so I added Unit 46 to cover that highly productive pattern. It seems strange that many beginning phonics programs do not teach this pattern.

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

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

Lesson 62 teaches the 37 Dolch List Sight Words that were not taught in original *Blend Phonics*. Students who can read all 62 Blend Phonics Lessons and Stories will be highly proficiency in reading and spelling all 220 Dolch Sight Vocabulary Words. Only twelve words were introduced in the stories out of phonics sequence. These words are included in brackets in the words lists. They should be taught with spelling **before** reading the stories so the students do not have to resort to any guessing.

Student who have mastered *Blend Phonics* will be ready to move ahead to *Beyond Blend Phonics: English Morphology Made Easy*, which teaches Anglo-Saxon prefixes and suffixes, Romance (Latin and French) prefixes, suffixes, and roots, Greek combining forms, and homonyms. *Beyond Blend Phonics* will build students vocabulary and help them decode more advanced polysyllable words.

Edited on 10/20/12. I made minor updates on June 13, 2016 to bring this document inline with my 2015 CreateSpace paperback. The document was reformatted from lowercase to Small Caps on 6/20/2016 and extensively revised on June 4, 2017. On June 22, 2019, few minor revisions were made to the stories and 11 so-called sight words were added at the end of the lesson in the stories where they were first introduced. Further revisions on September 6, 2019.

Blend Phonics Lessons & Stories

Student Progress Chart

Student _____ School _____ Teacher _____

1. Sam, a cat Unit 1: Step 1	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: Step 2	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 13	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-Four: R-Controlled Vowels	
		Step-Two: Cons. Blends and Cons. Digraphs		Step-Five: Vowel Digraphs and Diphthongs	
		Step-Three: Long Vowel (VCE)		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, 2/21/2010: www.donpotter.net Last revision 0/8/2019.

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
Step 5 Vowel Digraphs & Diphthongs	35	Diagrams ew, ue	49
	34	Phonograms: al, all	48
	33	Vowel Digraphs aw, au	47
	32	Short sound of oo	46
	31	Long sound of oo	45
	30	Diphthong: oy, oi	44
	29	Diphthong ou; Digraph ōu, often Irregular	42, 43
	28	Digraph: ōw, Diphthong: ow	41
	27	Vowel Digraph: oa, oe (like long ō)	40
	26	Final Vowel y (ē); Long ī in single syllable words	38, 39
	25	Vowel Digraph ie (long ī and long ē)	36, 37
	24	Vowel Digraph ea (long ē, short ě, long ā)	34, 35
	23	Vowel Digraph: ee	33
	22	Vowel Digraph: ai, ay	32
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) a-e, e-e, i-e, o-e, u-e	22, 23, 24, 25
Step 2 Consonant Blends & Digraphs	15	Short Vowel Compound Words	19, 20, 21
	14	Initial Consonant Blends: br, cr, dr, 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 ě	5, 6, 7
	4	Short vowel ŭ	4
	3	Short vowel ǒ	3
	2	Short vowel ĭ	2
	1	Short vowel ă b c d f g h j k l m n p q u r s t v w y z ck	1

Blend Phonics Decodable Stories

Phonovisual Charts Correlation

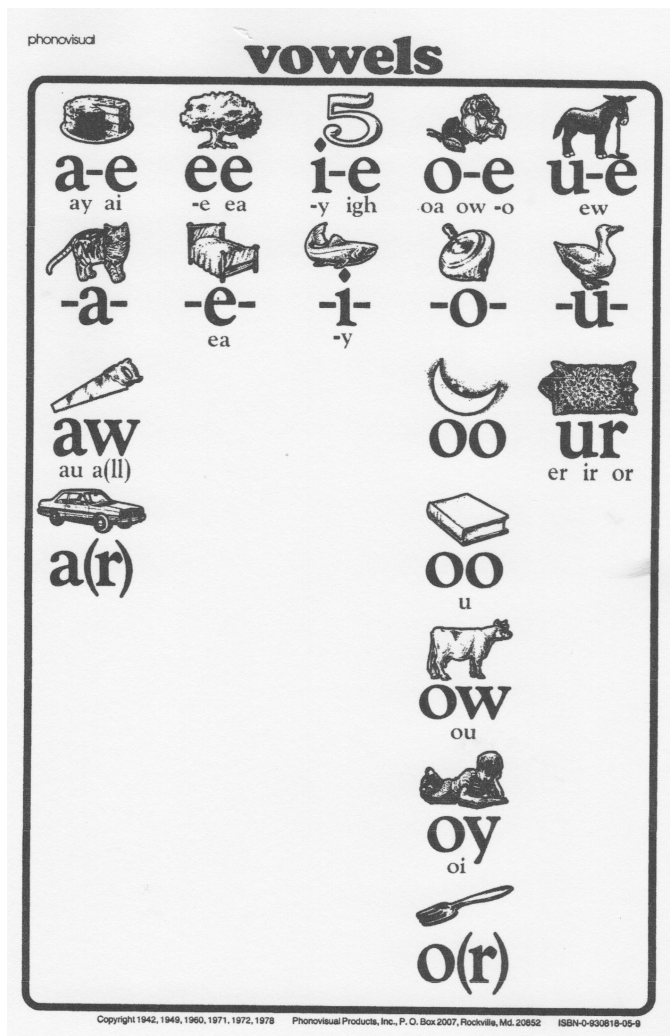
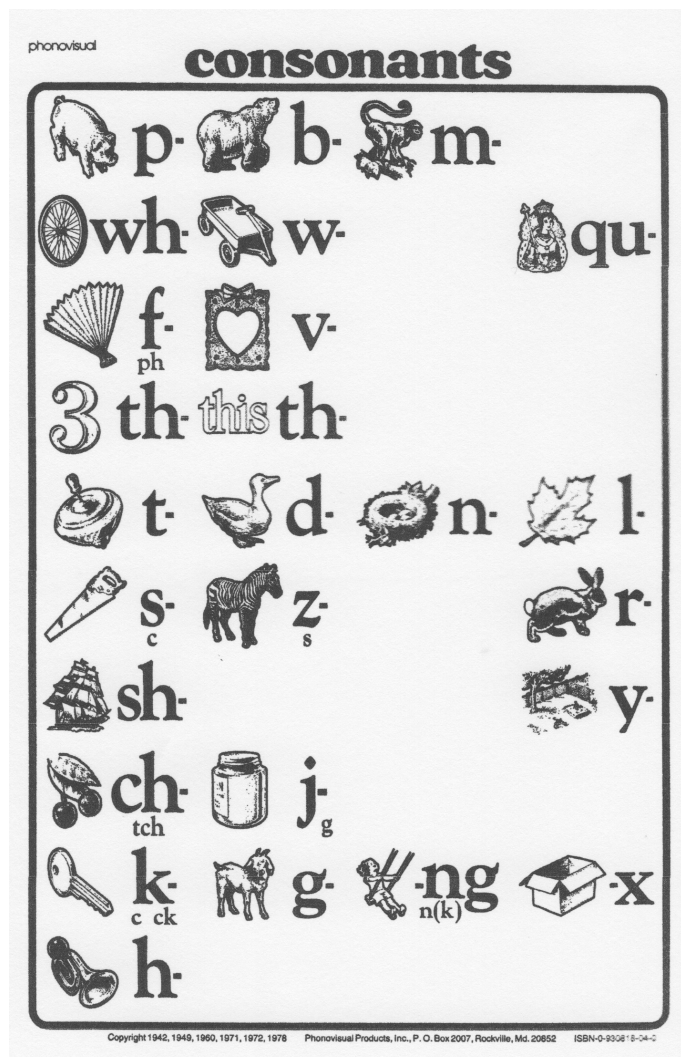
1. Sam, a cat Unit 1: Step 1 All Single Letter Consonants, qu, ck, and Short a (cat)	2. A Tin Can Unit 2 Short i (fish)	3. A Mop Unit 3 Short o (top)	4. A Bug Unit 4 Short u (duck)	5. A Wet Hen Unit 5 Short e (bed)	6. A Pug Unit 5 Short Vowel Review
7. A Fox Unit 5 Short Vowel Review	8. A Lamp Unit 6: Step 2 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: Step 3 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: 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) 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: 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-Four: R-Controlled Vowels	
		Step-Two: Cons. Blends and Cons. Digraphs		Step-Five: Vowel Digraphs and Diphthongs	
		Step-Three: Long Vowel (VCE)		Step-Six: Advanced Spellings	

Prepared by Donald L. Potter on 10/18/2012. Revised on 5/23/2017 and 8/8/2019.

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

Sample Phonovisual Charts



Explanation of Scientific Organization of Charts

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

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

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