

Blend Phonics Decodable Stories

Stories written by Mrs. Elizabeth Brown to provide story reading practice for students of Mr. Donald Potter's
Blend Phonics Reader

Remember **Mr. Potter's Secret of Reading:**
"Look at all the letters the right way, and no guessing."

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STEP 1: SHORT VOWELS & CONSONANTS

1. **Sam, a cat** – Unit 1

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

2. **A Tin Can** – Unit 2

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

3. **A Mop** – Unit 3

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

4. **A Bug** – Unit 4

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

5. **A Wet Hen** – Unit 5

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

6. **A Pug** – Unit 6

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

7. **A Fox** – Unit 6

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

STEP 2: CONSONANT BLENDS & DIGRAPHS

8. **A Lamp** – Unit 6

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

9. **Ship on a Shelf** – Unit 7

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.

10. **The Thump** - Unit 8

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!

11. **The Chick** - Unit 9

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.

12. **The Whisk** - Unit 10

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

13. **Sing a Song** - Unit 11

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.

14. **The Tank** - Unit 12

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

15. **The Flag** - Unit 13

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!

16. **The Sled** - Unit 13

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

17. **The Brass Band** – Unit 14

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

Crack! Bang! Crash!

The drum went bang.

Crash! Bang!

18. **The Frog** – Unit 14

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

19. **Yum and Yuck** - Unit 15

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.

20. **The Hilltop** - Unit 15

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

19. **Handstands** - Unit 15

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

STEP 2: LONG VOWELS

22. **Cakes** - Unit 16

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

23. **The Kite** - Unit 16

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

24. **Pine Cones** - Unit 16

These pine cones fell at Mike's home. A man stole nine pine cones as a bad joke. Mike moped, and then Mike spoke to the man. The man was sad that Mike moped.

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

25. **The Rude Duke** - Unit 16

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

26. **The Cold** - Unit 17

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

27. **Go!** - Unit 18

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!

28. **The Car** – Unit 19

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.

STEP 4: R-CONTROLLED VOWELS

29. **Morning on the Farm** – Unit 20

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

30. **The World** – Unit 21

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

31. **Can I be?** – Unit 21

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

STEP 4: VOWEL DIGRAPHS & DIPHTHONGS

32. **A Fine Day** Unit 21

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.

33. **A Bee** – Unit 22

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.

34. **The Sea** – Unit 24

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

35. **Bread of Life** – Unit 24

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

36. **Pie** – Unit 25

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.

37. **The Chief Priest** – Unit 25

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

38. **Sunny Day** – Unit 26

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

39. **The Fly** – Unit 26

Do not cry, my shy fly.

“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, and find a spot under a pig sty.” The fly tried, and he got dry, by and by.

40. **Goat and Toad** – Unit 27

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.

41. **The Fish Bowl** – Unit 28

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

42. **Brown Cow** – Unit 29

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

43. **A Mouse** – Unit 29

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.

44. **Boys** – Unit 30

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

45. **Loose Stoop** – Unit 31

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.

46. **A Good Book** – Unit 32

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.

47. **Dawn** – Unit 33

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.

48. **A Ball** – Unit 34

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.

49. **Stew** – Unit 34

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!

STEP 6: ADVANCED SPELLING PATTERNS

50. **Asleep** – Unit 36

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, and then go to bed. At last, asleep!

51. **The Bush** – Unit 37

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.

52. **The Circus** – Unit 38

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.

53. **The Stage** – Unit 39

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

54. **The Flight** – Unit 40

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.

55. **The Knight** – Unit 41

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

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

56. **Cheese, Please!** – Unit 42

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?”

57. **The Elephant** – Unit 43

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.

58. **My Mission** – Unit 44

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.

59. **Almost Finished** – Unit 45

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

60. **The Slimy Spider** – Unit 46

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.

61. **The Giant Ruin** – Unit 46

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

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

62. **The Treasure Hunt** – Unit 47

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

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

Mark answered, "I do not know for sure. Not till his work is done." The boys are going to dig and dig and only stop once they find it.

Blend Phonics Lessons & Stories

Student Progress Chart

Student _____ School _____ Teacher _____

1. Sam, a cat Unit 1: Step 1 All single letter consonants & ck qu 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: Step 2 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: Step 3 a-e	23. The Kite Unit 16 e-e i-e	24. Pine Cones Unit 16 o-e
25. The Rude Dude Unit 16 u-e	26. The Cold Unit 17 old, olt, ost, oll, ild, ind	27. Go! Unit 18 -o (rose), - e (tree)	28. The Car Unit 19: Step 4 ar	29. Morning on the Farm Unit 20 or	30. The World Unit 21 er/ir/ur/or
31. Can I be? Unit 21 er, (fur) or at end of 2-syllable words	32. A Fine Day Unit 22 Step 5 ai, ay	33. A Bee Unit 23 ee	34. The Sea Unit 24 ēa	35. Bread of Life Unit 24 ēa, eā	36. Pie Unit 25 īe
37. The Chief Priest Unit 25 iē	38. Sunny Day Unit 26 --y	39. The Fly Unit 26 -y	40. Goat and Toad Unit 27 oa	41. The Fish Bowl Unit 28 ōw	42. Brown Cow Unit 29 ow
43. A Mouse Unit 29 ou	44. Boys Unit 30 oy/oi	45. Loose Stoop Unit 31 oo	46. A Good Book Unit 32 oo	47. Dawn Unit 33 aw	48. A Ball Unit 34 all
49. Stew Unit 35 ew	50. Asleep Unit 36: Step 6 a--	51. The Bush Unit 37 u	52. The Circus Unit 38 c = s	53. The Stage Unit 39 g = j	54. The Flight Unit 40 igh
55. The Knight Unit 41 Silent letters, No new sounds.	56. Cheese Please! Unit 42 se = z	57. The Elephant Unit 43 ph = f	58. My Mission Unit 44 tion/sion	59. Almost 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.	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."

Note from Internet Publisher: Donald L. Potter

February 20, 2010

Over the years, I have only seen one or two set of decodable readers that I thought were truly decodable. A premier example of good decodable stores is the 1997 *Alpha-Phonics First Readers* by Samuel L. Blumenfeld. Most so-called decodable texts are sprinkled heavily with sight-words and pictures and are further handicapped by texts that are highly predictable. This often leads students to develop the guessing habit, which we call “artificially induced whole-word dyslexia.”

I received these stores from Mrs. Elizabeth Brown a couple weeks ago. I am very delighted to report that they are free of sight-words and pictures. The texts have low predictability because they have been so constructed so as to prevent context guessing.

The stories were designed to go with Hazel Loring’s *Reading Made Easy with Blend Phonics for First Grade*, which is available on the Education Page of my website, www.donpotter.net.

Mrs. Brown designed these stories as little booklets that the kids would read individually AFTER they had successfully completed mastering the *Blend Phonics* Unit for the story. I reformatted the Booklets into a single document for my purposes at the Odessa Christian School and in my private tutoring with children, teens, and adults with reading problems.

Mrs. Brown designed each booklet as a standalone little document to be read like a little independent book. I combined the stories to save paper when using them with my tutoring students.

I appreciate all the work Mrs. Brown has done to provide us with a truly decodable text, which will not cause any undesirable side effects so prevalent in the current leveled reads with predictable text. Her website is well worth visiting: www.thephonicspage.org.

My www.blendphonics.org website is dedicated to promoting *Blend Phonics*.

There are only 11 sight words (words taught out of phonetic sequence) in the program. They are underlined the first time they are used in the stories.

Important Note: There are only 12 Dolch List Words introduced in the stories out of phonics sequence. The stories have among the highest rated decodability available today. This makes them especially appropriate for very young children and students struggling with dyslexia.

Stories in which a sight word is first introduced (out of phonics sequence):

1 a; 10 the; 16 to; 26 who; 30 of; 37 give; 38 are; 41 they; 44 do; 55 been, 59 your, have

There are 2,307 words of running text in the program. There are 789 individual words in the vocabulary.

Revised on September 6, 2019

Vocabulary of 788 Words Used to Teach Decoding

a about across act action addition again ajar alas almost alone alphabet also am amuse an and answered any are around as asked asleep astir at ate attention awake awhile

back bad bag bake balance ball band bang barge barn battle bay be beach beast bed bedrock bee been before belief believe best better beyond big birds bit black Blackbeard blink blow blue boat bobcat body bog boiled book born both bottom bowl box boys brass brave bread breeze brew bridge brier bright broke brook brown brute bug bump buried bush bushes but buy by

cage cake called calls came camera can can't cannot car careful carry castle catch cats caught cell center change charm check cheese chest chests chew chick chief child choose chop circus clank climbed clink closer clown club cold come comes cones cook cool cord corn could cow crack crash crawl crept cried cries cruel cry cub cup cut

dad daddy dance dandy danger dark dawn day days death deep den did didn't dig dip dirt dislikes ditch do don't doctors does dog done doom door down dragon drank dread dream dreamed drink drum drummers dry duke dunk

each eat education eek eight elephant ended endless even every everything extra

face fairly fake fall fame far farm farmers fast fastball favor fawn fax feast feat fed fell fellow felt fence ferns few fifty fig fill find fine finished first fish fit five fix fixed flag flap flapjack flat flies flight flip flit flow flung fly fold food for forest forth fortress forward fought found foundation fox France French fresh fried friends frog from frown full fun

game games garden gave get gets giant gipsy girls give glad glade gloom glue go goal goat God going gold gong goo good got grab grain grammar great green greet grief grin growl gymnast gymnast's

had halt handstand happy hard has hastened have hawk he he's health heavy help helpers helps hen here hide high hill hilltop him hip his history hit hive hoe hoed hold hole home honk hop hope horse hot hotdog house how howl hug huge hum humbug hunt hurray hut

I I'd if in indeed instead into invitation is it it's

janitors jaw jaybird jelly Jim joined joke joy jug just

keep keeps king kite knight knocked know known

lacks lake lame lamp large last later laugh lay learn learned least leaves ledge left legs let lid lies life lift like likes list listen listening long look loose lot loud loudly lovely low luck lunged

mad made mail make makes man many Mark Mark's math max may maybe me measure mend mess met mice might Mike Mike's mild miles mission mix moaned moonlight mop moped morning most mouse much muff munch must my myself mystery

Nan Nat near never news next nice night nine nip no noise not now nutmeg

of off often oh oil old on once one only or other our out oval over oysters

packed palace parked pat patch paused peach pen perhaps pet Pete Pete's phone phonics phonograph photograph pick pie piece pies pig pine pirate pitch plants play please pleasure plight plug plugs porch prank pressed price pride priest princess prize pug pull pulled pump purr put

quakes quest quick quit quite

rabbit race rag rainy ran rather reach reed relief replied reply rescued rest restore rich Rick rid ring
Ron roost rose rude ruin ruled run runners

sad safe said sail Sam sand sang sank sat saved saw say scold screamed sea see shad shade shakes
shall Shane sharp she shelf shine ship shock shout shouted shy sigh sight sighted silk silly sing sink
sit sits sitter skip sky slash sled sleeps slid slim slimy slow smart smash smell smile smiled snow so
sob soil some song spark special spelling spider spoke spot spun stage stan stars stay step stew
stick stickers still stole stone stoop stop stork storm story strong struggle stuck sty such sue sun
sunny sunset sure sweet swept swim swing sword

tail take tall tank taste tastes tea teach teased telephone tent Terry than thanks that the thee their
then there these they thing things think this those throat through throw thud thump thus tiger till
time tin tiptop to toad today together told too took tool top tote town toys train treasure tree trick
tried trim Trish true trust try tum turned twenty two

under unless up us

very

wait walked wall want warm was wasn't watch water way we wealth wed weed well went were
wet what when where which whip whisk white who whole why wide will win wish with woe woke
wood woods work world would written

ya yard yawn yawned yellow yet yield yippee you your yuck yucky yum

Notes

Underlined words are the 37 Dolch List sight words introduced in Story 62, Unit 47.

These are all the words are from the stories. The lessons teach **many more** words, all of which are taught with Hazel Loring's method of blending words from left to right with directional guidance and oral sentences. Decoding, encoding, and meaning are combined at every step.

All 44 phonemes of the English language are taught with all the major spelling patterns in a carefully sequenced hierarchy of developmentally appropriate skills for beginning and remedial reading students.

The program can be taught with handwriting and spelling in the first semester of first grade. Upon completion of the *Blend Phonics Lessons and Stories*, there is no longer any need for decodable text. The students will be able to reading for themselves anything on their independent reading level.

I highly recommend continue instruction with a good spelling program such as the *Zaner-Bloser Spelling Connections*, of which there is none better.