

Reading Made Easy
with
Blend Phonics for
the First Grade

The Reader

Uppercase Edition for
Early Reading Instruction
and
Whole-Word Dyslexia Remediation

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STEP ONE: SHORT VOWEL SOUNDS

**UNIT 1: SHORT SOUND OF A B C D F G H J K L M N P Q U R
S T V W X Y CK**

BAT DAD FAT HAD HAT BAD LAD SAM BAG TAP
PAN TAN TAX HAM PAD CAN QUACK YAK TAG
LAP NAP CAP JAM GAS RAT VAN RAN WAX CAT
MAT CAB SAD RAG WAG MAP SAP RAP AM FAN
MAN AN AT

UNIT 2: SHORT SOUND OF I Z

BIB DID HILL IN VIM BIN HID HIT PIG WIN BIT JIG
PILL BILL KISS QUICK WILL KID RIB YIP NIP RIG
DIM KILL RIM ZIP DIP BIG LIP RID FIB LID SIT FIG
FIT MISS SIP RIP WIG FIN FIX MILL SIN KIM TIP
HIP IF IT TIN HIM PIT PIN TIM SIX MIX

MIXED SHORT SOUNDS OF A AND I

BAT BIT BIB DID DAD HAT HIT HID FAT LIT GAS
HILL IN AN SAM BAG BIG DIP DIG TIP TAP HIP
LIP LAP HAM HIM PAD PAT PIT PAL CAT SAT
MAD MAT MITT MISS MASS IT AT IF MIX MAX
RIG RAG TAG JAM RAT VAN VIM SIX CAB ZIP
ZAP FIN FAN FIX TIM TAM RIP RAP NAP NIP RAG
SAG WAG WIG SAP SIP MAP YAK ZIG-ZAG

UNIT 3: SHORT SOUND OF O

BOB GOT LOG TOP HOP BOG DOG HOG FOG BOX
HOT NOT NOD SOD SOB POD POT ROB COB COT
HOD BOB POP JOB GOB DOLL DOT LOT TOT ON
OFF DON MOB ROD ROT FOX MOP SOP

MIXED SHORT SOUNDS OF A, I, AND O

BOB BIB BOB DOT TOT GOB GOT BIG BOG BAG
FOG FIG HOG HAG HOT HIT HID HAT HOD HAD
NOT NIT NAT POD PAD PIT POT PAT COB CAB
NOD SOB COT CAT POP TOP TAP TIP TAX JOB JAB
JIB DOLL DILL LOT LIT ROB RIB ROD ROT RAT
MOB ON AN IN LOG LAG OFF DON BOX FOX FIX
FAX MOP MAP SOP SAP SIP WAG WIG

UNIT 4: SHORT SOUND OF U

DUG RUB BUN DUCK JUG SUN BUG FUN MUG
CUP RUG SUM BUD BUT FUSS MUD TUB HUT BUS
GUM GUN MUFF TUG HUG LUG NUT RUT CUB
GULL PUP CUFF HUM RUN CUT UP US

MIXED SHORT SOUND OF A, I, O AND U.

BUT BAT BIT KIT KID HUT HAT HOT HIT DUG DIG
DOG BUG BIG BAG BOG HUG HAG HOG RUB ROB
ROD RIB VAN BAN BIN BUN BON DUCK DICK JUG
JIG JAG SUN SIN FUN FAN FIN FIX FAX TAX AX
BOX FOX MUG WAG WIG RUG RAG RIG SUM SAM
BUD BAD BID FUSS MUD MAD MID MOD TUB
TAB BUS KISS BASS BOSS GUM GUN MUFF MIFF
MUTT MITT TUG TAG CUP CAP COP NUT NIT NOT
UP GULL GILL CULL GAL GUT GOT GOB PUP POP
PAT PIT PUTT PUFF CUFF HIM HAM HUM RUN
RAN RON CUB COB CAB CUT CAT COT COD WAX
WICK MIX ZIG-ZAG LOG LUG LAG

UNIT 5: SHORT SOUND OF E

BELL TELL FELL BEG PEG TED BET LET LED FED
JET GET PET BED PEN DELL RED DEN HEN LESS
SET VET WET WEB WED MET NET SELL WELL
MESS MEN TEN KEG LEG VEX MEG

MIXED SHORT SOUND OF A, I, O, U, AND E

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 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 ZIG-
ZAG

STEP TWO: CONSONANT BLENDS

UNIT 6: FINAL CONSONANT BLENDS (SHORT SOUNDS ONLY OF VOWELS)

HAND MEND BENT HINT PUMP POMP BEND BAND
BOND JUMP PANT DUCK DOCK DICK BELT FELT JUST
JEST QUEST JACK BUMP LAMP LUMP DUMP DAMP
HUMP LEND LAND KICK CAMP LENT RUST REST LOCK
LACK LICK LUCK SENT DESK DISK SEND SAND NECK
FAST FIST PICK LIFT LOFT NEXT LIST LAST LUST LOST
LEST QUACK QUICK FOND FEND FUND LINT LENT
TENT TINT ROCK RICK RACK MELT TEST SICK SACK
SOCK SUCK GIFT MUST MAST MIST WENT TACK TICK
TOCK TUCK TILT MILK SILK SULK WIND GUST AND
END ASK BEST ITS PAST

UNIT 7: CONSONANT DIGRAPH: SH

CASH HUSH DISH FISH SHALL SHED SHELF SHUT
SHOT SHOP SHIP

UNIT 8: CONSONANT DIGRAPH: TH (VOICED)

THAN THEN THEM THIS THAT THUS

CONSONANT DIGRAPH: TH (UNVOICED)

BATH THICK THINK THANK THUMP THIN THUD WITH

UNIT 9: CONSONANT DIGRAPH: CH, TCH

CHAT CHILL WITCH CHIN CHUM MUCH SUCH RICH MATCH
NOTCH LATCH FETCH HATCH CHICK CHOP CHIP CATCH
PATCH PITCH DITCH

CH: SOUNDS LIKE **K:**

MECHANIC

UNIT 10: CONSONANT DIGRAPH: WH

BLEND **WA** SOUNDS LIKE **WO**
WHA SOUNDS LIKE **WHO**

WANT WATCH WAS WATER WASP WASH WHAT
WHICH WHISK WHACK WHIFF WHIP WHET WHIZ
WHEN WHIM

UNIT 11: NG (ANG, ING, ONG, UNG)

BANG DING DONG WING PING-PONG KING HUNG
HANG THING THONG RANG RUNG RING SING SUNG
SANG SONG SNUG GONG GANG THING-A-LING LONG
LUNG CLANG CLUNG CLING SWUNG SWING PRONG
STUNG STING STRING STRUNG SPRUNG SPRANG
SPRING

UNIT 12: NK (ANK, INK, ONK, UNK)

BANK BUNK LINK LANK CHUNK CHINK MINK MONK
WINK TANK THANK THINK HONK KINK DUNK DANK
PINK PUNK RINK RANK SANK SUNK SINK INK

UNIT 13: INITIAL CONSONANT BLENDS:

BL, CL, FL, GL, PL, SC, SK, SM, SL, SN, SP, ST, SW

PLAN PLANT FLUNG FLING SPUNK SPANK FLIT
FLAT FLED SMUG SMOG BLOCK BLACK BLAST
BLINK BLANK BLEND BLAND BLED FLOCK FLACK
SMELL FLAG FLOG SMASH SMELT BLUSH SPIT
SPAT SPOT SPLAT SPLIT BLISS STUCK STOCK STICK
STACK STAMP STUMP STAND FLOP FLIP FLAP STOP
STEP CLUB SLAP SLIP SLOP CLAP CLIP CLOP STILL
PLOD PLOT PLAT GLAD GLAND SLAM SLIM SLUM
SLOSH SLASH STEM CLICK CLACK CLOCK CLUCK
CLINCH GLASS GLOSS CLIFF SCAT SCALP SLED
SLID SLOT SLAT SLIT SLAB STAB STUB CLINK
CLANK CLUNK SNIP SNAP SKIN SNOB SNUB SKIP
SKID CLENCH SNUG SNAG SANG SUNG STIFF STUFF
STAFF CLING CLANG CLUNG SKILL SKULL SKIFF
SCUFF SCOFF SWELL SWILL SWIFT SNUFF SNIFF
SCUM SCAM SCAN SPIN SPAN SPUN FLESH FLASH
FLUSH SCOTCH SKETCH FLIP FLAP FLAG FLOP
SWITCH SPELL SPILL SWING SWUNG SWIM SWAM
FLING FLUNG SMACK SMOCK SWEPT SWAP SWAG
SWIG

MIXED BEGINNING CONSONANT BLENDS AND NON-BLENDS

LUSH BLUSH PAN PLAN MELT SMELT PUNK
SPUNK LIT FLIT MUG SMUG LOCK FLOCK LOCK
BLOCK FAT FLAT SELL SMELL PAN SPAN LEND
BLEND LED BLED LAG FLAG MASH SMASH SUM
SLUM SASH SLASH PAT SPAT SAT BAND BLAND
LAND LIP CLIP CUB CLUB LAND GLAND LAP
SLAP SAP TILL STILL SILL POD PLOD LAP CAP
CLAP CLAMP LAD GLAD LICK CLICK LASS
GLASS LASH SLASH SAND STAND TACK STACK
SACK LOCK CLOCK CAT SCAT SAT LED SLED
LINK CLINK CAN SCAN NIP SNIP TUB STUB CLAN
CLANK SKIN KIN SOB SNOB HIP SHIP SKIP NAP
SNAP SAP TUFF STUFF STIFF TIFF NUB SNUB SUB
WELL SWELL SELL LASH FLASH SUM SCUM PAT
PIT POT SPOT SIFT SWIFT LAP LIP FLIP FLAP
FLOP PILL SPILL SILL WITCH SWITCH LAP FLAP
SELL SPELL WING WIG SWIG SWING MACK
SMACK SACK SANK SNACK SPANK WEPT SWEPT
LOT PLOT POT SACK SNACK PILL SPILL SILL
SKILL KILL POP PLOP SOP SLOP SICK SLICK LICK
LACK

**SIMPLE TWO-SYLLABLE WORDS – SHORT VOWELS
ONLY**

BEDROCK NAPKIN CHESTNUT FLAPJACK
SUNSPOT HANDCUFF HUBCAP LANDMASS
ASHCAN BLACKTOP SANDBAG DISHPAN
CLAPTRAP MIDLAND HELMET EGGNOG
SHIPMENT BACKSTOP LAPTOP CATFISH KIDNAP
HOTDOG GUMDROP ENDLESS SONNET DOGSLED
BOBCAT DUSTPAN UPLAND CASHBOX DESKTOP
HUMBUG VISIT HABIT BASKET TICKET RABBIT
PENCIL VIVID ROBIN PUPPET DENTAL HUSBAND
SUNSET SUDDEN EXIT WITHIN ROCKET RACKET
RIBBON COMBAT LEMON JACKET TRAFFIC
POCKET PICKET LESSON HOBBIT HANDBAG
WINGSPAN FILMSTRIP MAGNET HANDSTAND
TIPTOP CATNAP TRASHCAN HILLTOP NUTMEG
HATCHET LATCHET RATCHET

STEP THREE: LONG VOWELS (CVC)

UNIT 14: WHEN THE FINAL E IS SILENT,
THE VOWEL IS USUALLY LONG
(LONG VOWEL SOUND OF VOWEL IS THE SAME AS ITS
NAME):

BAKE CAKE CUBE SAFE SWINE NOTE CANE CAME
PASTE SPINE CAPE GAVE RIPE TOTE CASE TIME DIME
DINE THOSE TONE TUNE DATE FAKE TILE STOLE
DAZE HASTE TIDE WASTE FATE FLAKE WIFE MOPE
FADE SAVE WINE MOLE GATE BLAZE WIDE VOTE
GAZE VASE SLIDE WOKE HATE TASTE PIPE HERE SIZE
DUKE HAZE BITE GLIDE DUNE LAKE WHILE CUTE
LAME WHITE TUBE MAKE DIKE BONE BANE MANE
FINE CONE MULE MADE FIFE COPE THESE MATE DIVE
DRIVE DROVE CODE BRAVE LATE FILE DOTE BROKE
BRAKE GAME FIVE DOLE WAKE HIDE DOME CRATE
NAME HIVE GLOBE CRAVE PALE LIME HOLE CRAZE
QUAKE LIFE HOME DRAPE RATE LIKE HOPE RAKE
MINE JOKE PANE MITE LONE GAPE GRAPE SAKE MILE
LOBE GRADE SHAME NINE LOPE GRAVE SHAKE
SNAKE PIKE POKE PRIDE SAME PINE POLE PRIME
TAKE PILE QUOTE PRIZE TAME QUITE RODE PROBE
TAPE KITE ROBE TRADE BLAME RIDE ROPE FLUTE
FLAME SHINE SOLE PRUNE PLANE SIDE STONE RULE
ROLE RILE STAKE STOKE SPIKE SPOKE SCONE RUDE
GLADE SMILE PLUME SLIME SLOPE BRUTE CHASE
CHOSE STILE SMOKE ATE USE

PAIRED SHORT AND LONG VOWELS

PILL PILE, SLOP SLOPE, PLAN PLANE, SAM
SAME,

PICK PIKE, MILL MILE, LOB LOBE, PIN PINE,
PRIM PRIME, SHACK SHAKE, RID RIDE, SID
SIDE, RAT RATE, HOP HOPE,

PAL PALE, FILL FILE, TACK TAKE, GRAD
GRADE, PAN PANE, BACK BAKE, NOT NOTE,
PAST PASTE, CAP CAPE, RIP RIPE,

TILL TILE, MOP MOPE, LACK LAKE, CUB
CUBE, TIM TIME, FAD FADE, WIN WINE, SLID
SLIDE, DIM DIME, DIN DINE, TUB TUBE, COP
COPE, CAM CAME, MACK MAKE,

MAD MADE, COD CODE, RACK RAKE, JOCK
JOKE, LICK LIKE, AT ATE, SACK SAKE,
SLACK SLAKE, SLIM SLIME, SLOP SLOPE,
PET PETE, TOP TOPE, POCK POKE, FAT FATE

UNIT 15: PHONOGRAMS USING LONG VOWELS:

OLD, OLT, OLL, OST, OTH, ILD, IND

OLD BOLD SCOLD COLD GOLD FOLD TOLD SOLD
MOLD HOLD

COLT VOLT MOLT BOLT JOLT TOLL ROLL POST
MOST HOST BOTH

MILD CHILD WILD RIND WIND BLIND FIND
GRIND HIND KIND MIND

UNIT 16: SHORT WORDS ENDING IN A LONG VOWEL:

BE HE NO SHE GO ME SO WE I THE

**UNIT 17: INITIAL CONSONANT BLENDS AND
FINAL CONSONANT BLENDS
(AND/OR DIGRAPHS, PHONOGRAMS)**

ENRICHMENT REVIEW

**BRAG DRUG DRAG FROG DROP DRIP CRUNCH
FRUMP GRIN BRAND FRESH PRANK BRASS
FRENCH FRED FRANK FRAN BRIM DRANK DRINK
DRUNK BRING DRUM DRAM FROCK BRASH
BRUSH BRUNCH BRANCH BRINK BRICK GRAND
GRANT GRUNT PRINT PRIM PROM PRESS DRESS
GRASS CRAB CRIB TRIM TRAM TROMP TRUMP
TRAMP CRASH CRUSH CREST CRACK CRUST
CRAMP CRUMP CRIMP GRUFF TROT TROD CRISP
TRUCK TRACK TRICK TRUNK TREND TRUST
TWIST GRIP GROG GRASP CROP DRILL DROLL
PLUG PLUCK PLANK GRAD GRID BLEND BLAND
BLOND BLAST BLEST BLED GLAD GLUM**

MIXED CONSONANT BLENDS AND NON-BLENDS

RAG DRAG RUG DRUG DUG BASS BRASS DUNK
DRUNK ROCK FROCK RANCH BRANCH BRAN
BRAND RACK CRACK RAMP TRAMP TRAM TAM
GAS GRASS RIB CRIB ROT TROT TOT RED REND
TREND TEND RASP GAP GRASP ASP LED BLED
BED LAST BLAST END LEND BLEND RUT RUST
CRUST RUNT GRUNT FOG FROG RAM TRAM
RUFF GRUFF LUCK PLUCK LET LEST BLEST ANT
RANT GRANT RINK BRINK RUMP TRUMP RUSH
BRUSH INK RINK DRINK RING BRING FED FRED
RANK FRANK RIM BRIM PRIM LUG PLUG GAD
GRAD RUM DRUM AN AND BRAND RIP DRIP DIP
RILL DRILL DILL BLACK BACK

STEP FOUR: R-CONTROLLED VOWELS

UNIT 18: PHONOGRAM: AR

BAR DARK DART TART MARK HARK BARK SCAR
BARN DARN FAR MART STAR CAR FARM PARK
TAR CHART CART HARD PART JAR SPARK LARK
SMART STARCH STARK ART ARCH MARCH
HARM YARN SHARP ARM CHARM HARMLESS
HARMFUL HARVEST PARTY

UNIT 19: PHONOGRAM: OR

BORN HORN THORN FORK TORN CORD CORK
FORT SCORN TORCH SCORCH CORN HORSE
STORM FOR PORK PORCH STORK WORN NORTH
SORT SHORT OR NOR BEFORE MORN MORNING

UNIT 20: PHONOGRAMS: ER, IR, UR AND SOMETIMES OR

BIRD STIR WORM PLANNER CLERK THIRD CAMPER
RUNNER FERN CURB CUTTER SITTER JERK CURL
CATCHER STARTER HER BURN CHOPPER SWIMMER
HERD FUR DIPPER SENDER TERM HURT DRUMMER
SPINNER BIRTH PURR HELPER DIRT TURN JUMPER
ACTOR FIRST WORD MARKER DOCTOR GIRL WORLD
FARMER JANITOR SIR WORK PITCHER VISITOR AFTER
BETTER NEVER OVER UNDER WORST WORK FIR
MATTER BATTER BITTER SISTER MISTER BLISTER
DINNER SUMMER WINTER TENDER SKIPPER LADDER
MADDER GLADDER GLUMMER HAMMER SLUMBER
SIR MILLER SLIMMER WINNER FACTOR

STEP FIVE: VOWEL DIGRAPHS AND DIPHTHONGS

UNIT 21: VOWEL DIGRAPH: AI, AY

AIL PAID PAIL MAY BAIL BAIT LAID LAY BAY HAY
DAY BRAIN CLAY GRAY FAIL RAIL PAY PRAY GRAIN
GAIN DRAIN RAIN RAY SAIL SAY JAIL TAIL TRAIL
SWAY MAID TRAIN JAY GAY WAY WAIL MAIL WAIT
PLAIN PLAY CLAIM STRAIN STRAIT PAIN PAINT FAINT
CHAIR TRAY RAILWAY RUNWAY AWAY

UNIT 22: VOWEL DIGRAPH: EE

BEE KEEN SLEET BEEF FREE PEEP SWEEP BEECH
FREEZE PEEK SWEET BEET FLEET REED SHEEP DEED
GREEN SEE MEET DEEP GREET SEED NEED BREEZE
HEED HEEL SEEN WEE FEE SEEM WEED FEET FEEL
FEED JEEP SLEEP WEEK KEEP SLEEVE WEEP THREE

UNIT 23: VOWEL DIGRAPH: EA

(THREE PHONEMES: LONG E, SHORT E, AND LONG A)

BEAT EACH REACH READ BEACH LEAF BEAST
LEAP REAL BEAN LEAVE CREAM LEAN CHEAT
MEAL CHEAP LEAST DEAL SEA DREAM SEAT
FEAST TREAT TEAM TEA EAST TEACH EAT FEAT
PEACH STEAL FEAR NEAR

THREAT THREAD TREAD BREAD WEALTH READ
BREAST WEATHER BREATH DEAD DEATH
HEALTH INSTEAD DEAF SWEAT READY HEAVY

STEAK BREAK GREAT BEAR BEEFSTEAK
DAYBREAK BREAKER

UNIT 24: VOWEL DIAGRAPH: IE
(TWO PHONEMES: LONG I AND LONG E)

CRIED LIES TIED CRIES LIED TRIED DRIED PIE
DRIES PIES SPIES FRIED LIE TIE

PRIEST RELIEF BELIEVE BRIEF CHIEF YIELD
GRIEF FIELD THIEF

UNIT 25: FINAL VOWEL: Y
(SOME DICTIONARIES GIVE IT THE SOUND OF SHORT I;
OTHERS SAY LONG E. TAKE YOUR CHOICE.) LONG I IN ONE
SYLLABLE WORDS.

LONG I IN ONE SYLLABLE WORDS:

MY PLY SLY TRY SKY SHY BY WHY CRY DRY
FLY PRY MYSELF

SHORT I (SOME DICTIONARIES SAY LONG E)

ARMY HANDY SLEEPY CANDY HILLY THIRTY
GUPPY HEALTHY TWENTY DADDY FAIRY SILLY
DOLLY FIFTY WEALTHY DUSTY MESSY FUNNY
PENNY GUMMY PUPPY PARTY RAINY HAPPY
SUNNY PRETTY FOGGY HENRY COPY SLOPPY
SIXTY DUSTY BUNNY SANDY

MIXED FINAL VOWEL Y:

ARMY HANDY SLEEPY MY CANDY HILLY
THIRTY PLY GUPPY HEALTHY TWENTY SLY
DADDY FAIRY SILLY TRY DOLLY FIFTY
WEALTHY SKY DUSTY MESSY SHY FUNNY
PENNY BY WHY GUMMY PUPPY CRY PARTY
RAINY DRY HAPPY SUNNY FLY MYSELF PRETTY
FOGGY HENRY COPY SLOPPY SIXTY DUSTY PRY
SANDY SPY

UNIT 26: VOWEL DIGRAPH: OA, OE, (LIKE LONG O)

BOAT LOAD ROAST JOE BOAST LOAF SOAP TOE
COAT ROAD TOES COACH SOAPY FOE WOE
COAST SOAK GOES GOAT TOAD HOE FLOAT
THROAT HOED BOARD COAL OAK CLOAK FOAM
LOAM GOAD TOAST BLOAT OAT

UNIT 27: DIGRAPH: OW (LIKE LONG O); DIPHTHONG: OW

BOW SLOW WINDOW BOWL TOW WILLOW BLOW
THROW YELLOW CROW SHOW GLOW SHOWN
GROW SNOW GROWN FELLOW GROWTH
FOLLOW FLOW HOLLOW LOW PILLOW SHADOW
OWN ROW

FROWN FLOWER GOWN GROWL BOW COW
HOWL CROWD POWER HOW CLOWN POWDER
CROWN DROWN TOWN DOWN BROWN NOW

UNIT 28

DIPHTHONG: **OU**

DIGRAPH: **OU** (OFTEN IRREGULAR; IT CAN SOUND LIKE SHORT U, SHORT **OO**, LONG **OO**, SHORT **O**, ETC.)

CLOUD MOUND ROUND FOUND OUT SOUND
GROUND OUR SHOUT HOUSE MOUSE SCOUT
LOUD POUND HOUND WOUND PROUD

YOU COUNTRY YOUNG SOUL

UNIT 29: DIPHTHONGS: OY, OI

BOY TOYS COIN SPOIL BOYS OYSTER JOIN
POINT JOY OYSTERS JOINT TOIL JOYS OIL TOY
BOIL SOIL GOING MOIST ROY BROIL COIL

UNIT 30: LONG SOUND OF OO

BOOT MOON STOOP FOOLISH BOOTH ROOF
SPOON SMOOTH BLOOM LOOSE SPOOL
TEASPOON COO ROOM SHOOT NOONDAY COOL
PROOF TOO TOOTHBRUSH BOOST MOOD TOOL
SCOOTER DROOP GLOOM TOOTH PAPOOSE
FOOD NOON TROOP TOOTING GROOM SOON
COOLNESS SCHOOL GOOSE ROOST ZOO DOOM
STOOL COOLER SMOOTHER SCOOP POOL LOOP
GROOM ROOT ROOMY HOOT GROOVE CHOOSE
SOOTHE

UNIT 31: SHORT SOUND OF OO

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

UNIT 32: VOWEL DIGRAPHS: AW, AU

CRAWL HAWK SAW CLAUSE CRAWLING SHAWL
DRAWN DAWN LAWN LAW THAW HAUL YAW
YAWN FAULT FAWN FAUN CAUSE PAUSE PAW
JAW

UNIT 33: PHONOGRAMS: AL, ALL

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

UNIT 34: DIGRAPHS: EW, UE

BLEW FLEW NEWS FLUE BREW THREW PEW
GLUE CHEW DEW STEW TRUE CREW FEW DUE
DREW MEW BLUE HUE GREW NEW CLUE SUE

STEP SIX: IRREGULAR SPELLINGS

UNIT 35: UNACCENTED **A** AT THE BEGINNING OF A WORD.
ALSO THE WORD **A** WHEN NOT USED FOR EMPHASIS:

A AJAR AROUND ASLEEP ABOUT ALIKE AROUSE
ASTIR ADRIFT AHEAD APART AWAKE AFAR
AMUSE ASIDE AWHILE

UNIT 36: PHONOGRAMS: **UL, ULL, USH**
(**U** SOUNDS LIKE SHORT **OO**)

CAREFUL FULL FULLBACK PUT PULL PUSH
DULL BULL BUSH FULFILL

UNIT 37: SOFT SOUND OF **C**
(BEFORE **E, I** AND **Y**) USUALLY SOUNDS LIKE **S**: SOMETIMES
SH.

CENT BRACE MICE RICE CELL CHANCE SPACE
CEASE DECIDE NIECE NICE SLICE CENTER
DANCE PACE SPICE CIVIL DUNCE PLACE SINCE
CINDER FACE PEACE PIECE TWICE CYCLONE
FLEECE TRACE CIRCUS FENCE PRANCE PRICE
PRINCE PRINCESS THENCE CINCH FRANCE
CHOICE CIGAR HENCE VOICE ACID ICE PENCIL
CISTERN LACE ACE MINCE RACE

CI = SH: SPECIAL OCEAN PRECIOUS MUSICIAN

UNIT 38: SOFT SOUND OF G IN DGE AND SOMETIMES BEFORE E, I AND Y.

AGE PAGE BADGE BUDGE BRIDGE RIDGE
PLUNGE DODGE LODGE LEDGE SMUDGE
CHANGE RAGE EDGE WEDGE CAGE RANGE
FUDGE GINGER ENGAGE SAGE STAGE HEDGE
GIRAFFE FRINGE GIST HUGE WAGE NUDGE
GIBLET BARGE LARGE URGE PLEDGE GYP
GYPSY LUNGE HINGE JUDGE GYMNAST

UNIT 39: SILENT GH AND GH SOUNDS LIKE F

**BRIGHT HIGH BLIGHT TIGHT MIGHT SLIGHT
THIGH FIGHT FLIGHT FIGHTER NIGHT RIGHT
PLIGHT SIGH LIGHT MOONLIGHT**

TAUGHT CAUGHT DAUGHTER

GH = F: ROUGH TOUGH LAUGH LAUGHTER
LAUGHING ENOUGH

(IN THE ABOVE WORDS, AU AND OU ARE IRREGULAR.)

UNIT 40: SILENT K, W, T, B AND L

KNEE CHASTEN WRIST LAMB LIMB KNEEL
GLISTEN WRING WRAP KNELT HASTEN WROTE
THUMB KNIGHT LISTEN WRECK KNIFE KNIT
OFTEN WRONG CALF SOFTEN HALF KNOT COMB
WALK WREATH CLIMB KNOWN KNOW WRETCH
DEBT KNOCK WRITE NUMB DOUBT DUMB WREN
WRENCH CRUMB PLUMBING ANSWER SWORD

UNIT 41: SE SOUNDS LIKE Z

CHOOSE NOISE PLEASE THOSE CHOSE NOSE
ROSE WISE CHEESE PAUSE RISE AS EASE POSE
TEASE HAS BECAUSE PRAISE THESE IS HIS
GAMES TUNES HOSE FUSE

UNIT 42: PH SOUNDS LIKE F

ELEPHANT PROPHET PHONOGRAPH
PHOTOGRAPH TELEGRAPH TELEPHONE NEPHEW
PAMPHLET PHONE ORPHAN ALPHABET PHONICS
EARPHONE PHONOGRAM

UNIT 43: FINAL LE, TION, SION

BATTLE HANDLE ATTENTION PARTITION
BUNDLE PUZZLE ACTION PORTION BOTTLE
SCRAMBLE ADDITION STATION BUCKLE
SCRIBBLE AFFECTION SECTION CIRCLE
SPRINKLE INVITATION LITTLE STRUGGLE
FOUNDATION EXPRESSION MIDDLE TICKLE
EDUCATION IMPRESSION PICKLE WIGGLE
MENTION MISSION SAMPLE NATION

UNIT 44: ED WITH SHORT E

ADDED ENDED PAINTED WAITED ACTED
FOLDED PLANTED COUNTED LANDED PRINTED
CROWDED LIGHTED RESTED GRADED SEATED
SIFTED PETTED TESTED NEEDED TWISTED
ROASTED MENDED

ED SOUNDS LIKE 'D'

AIMED CHANGED SAVED STAYED BURNED
FILLED RAINED TURNED CALLED NAMED
ROLLED SAILED PEELED PINNED KNEELED
CLAIMED LOANED CLIMBED ROARED WHEELED
SCATTERED CLEANED CANNED PLOWED

ED SOUNDS LIKE 'T'

BAKED BACKED PICKED PACKED LOOKED
LOCKED WISHED BOXED HOPED HOPPED
PACKED CAMPED JUMPED PITCHED HITCHED
LIKED STOPPED KISSED GUESSED DROPPED
COAXED CHECKED SHIPPED SCRAPED DASHED
MILKED DRAPED CLAPPED WRECKED WRAPPED
STAMPED DRESSED KNOCKED

Reading Made Easy with Blend Phonics for First Grade

by Hazel Logan Loring

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Step Two: Consonant Blends and Digraphs

- Unit 6. Final consonant blends: nd nt st lt mp sk st mp lk xt (ck)
- Unit 7. Consonant Digraph: sh
- Unit 8. Consonant Digraph (Voiced): th
Consonant Digraph (Unvoiced): th
- Unit 9. Consonant Digraph: ch, tch (ch sounds like k)
- Unit 10. Consonant Digraph: wh
- Unit 11. ng (ang, ing, ong, ung)
- Unit 12. nk (ank, ink, onk,, unk)
- Unit 13. Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sm, sl,
sn, sp, st, sw

Step Three: Long Vowels (VCE)

- Unit 14. When the final e is silent, the vowel is usually long
(long sound of vowel is the same as its name)
- Unit 15. Phonograms using long vowels: old, olt, oll, ost, oth, ild, ind
- Unit 16. Short words ending in a long vowel: be, go, he, me, no,
so, she, we
- Unit 17. Enrichment Review: Initial consonant blends and final
consonant blends (and/or digraphs, phonograms)

Step Four: R-Controlled Vowels

Unit 18. Phonogram: ar

Unit 19: Phonogram: or

Unit 20: Phonograms: er, ir, ur and sometimes or

Step Five: Vowel Digraphs and Diphthongs

Unit 21. Vowel Digraph: ai, ay

Unit 22. Vowel Digraph: ee

Unit 23: Vowel Digraph: ea (three phonemes: long e, short e, long a)

Unit 24: Vowel Digraph: ie (two phonemes: long i and long e)

Unit 25. Final Vowel y: sound e. Long i in one syllable words.

Unit 26. Vowel Digraph: oa, oe (like long o)

Unit 27. Digraph ow. Diphthong: ow

Unit 28. Diphthong ou: Digraph ou (Often irregular; it can sound like short u, short oo, long oo, long o, etc.)

Unit 29. Diphthongs: oy, oi

Unit 30. Long sound of oo

Unit 31. Short sound of oo

Unit 32. Vowel Digraphs: aw, au

Unit 33. Phonograms: al, all

Unit 34. Digraphs: ew, ue

Step Six: Irregular Spellings

Unit 35. Unaccented a at the beginning of a word.

Also the word a when not used for emphasis.

Unit 36. Phonograms: ul, ull, ush (u sound like short oo)

Unit 37. Soft sound of c (before e, i, and y)

Usually sounds like s: sometimes like sh.

Unit 38. Soft sound of g in dge and sometimes before e, i, and y.

Unit 39. Silent gh and gh sounds like f.

Unit 40. Silent k, w, t, b, and l

Unit 42. se sounds like z

Unit 42. ph sounds like f

Unit 43. Final le, tion, sion

Unit 44. ed with short e; ed sounds like 'd, ed sounds like t

The *Table of Contents* was prepared by Donald Potter – June 2003 (slight revision 1/17/05), Odessa, TX. Further revision 7/16/07 and 9/25/07.

Reading Made Easy With Blend Phonics

Unit Progress Chart

Student: _____ Teacher _____

Start Date _____ Finish Date _____

Unit 1 <u>Step 1</u>	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 <u>Step 2</u>	Unit 7
Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14 <u>Step 3</u>
Unit 15	Unit 16	Unit 17	Unit 18 <u>Step 4</u>	Unit 19	Unit 20	Unit 21 <u>Step 5</u>
Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28
Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35 <u>Step 6</u>
Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Unit 43	Unit 44	<u>Step 1:</u> Short Vowels & Consonants <u>Step 4:</u> R-Controlled Vowels <u>Step 2:</u> Consonant Blends & Digraphs <u>Step 5:</u> Vowel Digraphs & Diphthongs <u>Step 3:</u> Long Vowels (VCE) <u>Step 6:</u> Irregular Spellings				

Created by Donald L. Potter, 9/30/07 (www.donpotter.net)

Reading Made Easy with Blend Phonics

Certificate of Completion



Blend Phonics Reader

Six-Steps to Reading Success

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<u>Step</u>	<u>Phonics Skills Mastered</u>	<u>Units</u>	<u>Words</u>	<u>Date</u>
1	Short Vowels and Consonants	1 – 5	297	_____
2	Consonant Blends and Digraphs	6 – 13	444	_____
3	Long Vowels (VCE)	14 – 17	337	_____
4	R-Controlled Vowels	18 – 20	145	_____
5	Vowel Digraphs and Diphthongs	21 – 34	525	_____
6	Irregular Spellings	35 – 44	<u>336</u> 2,084	_____

Congratulations to _____ for demonstrating the ability to read all 2,084 phonics words in Mr. Potter's *Blend Phonics Reader*.

Teacher: _____ Completion Date: _____

Note by Internet Publisher: Donald L. Potter

July 17, 2007

It gives me great pleasure to publish my *Blend Phonics Reader* to supplement Hazel Loring's invaluable instructional booklet: *Reading Made Easy with Blend Phonics for First Grade* (available for free from the Education Page of the www.donpotter.net web site). Since its publication in 1980 for free distribution, Loring's booklet has offered solid guidance to tens of thousands of teachers in the techniques of **Blend Phonics** and **Directional Guidance**. Teaching directional guidance with blend phonics will help prevent whole-word dyslexia.

Loring's *Blend Phonics* method is a form of phonics called single-letter phonics. The whole focus is on blending the sounds of the letters going from left to right. There are many other phonics systems; but *Blend Phonics* has proven superior in the **prevention** and **cure** of whole-word dyslexia. Loring's method is a sterling example of pure "synthetic phonics" because it builds up the words from the letter-sounds. Inductive phonics, on the other hand, requires that students memorize a bank of sight-words from which the students are expected to induce for themselves or with help from their teachers the phonics principles. Unfortunately the practice of having children memorize sight-words as wholes (configuration) establishes an automatic reflex on the right side of the brain that interferes with the later acquisition of the left brain reading skills necessary for the speedy and accurate decoding of words and good comprehension. In fact, when **sight-word instruction precedes phonics instruction**, a cognitive conflict is created that generates frustration in the student and impedes progress in reading. The conflict caused by early sight-word instruction creates a form of dyslexia called whole-word dyslexia. This frustration can also create psychological problems which have an adverse effect on student behavior.

The words have been arranged in random order from Loring's instructional Units. Stories and sentences have been purposefully avoided in order to encourage the students to focus their entire attention on developing highly accurate, automated decoding skills. Rudolf Flesch maintained that students with whole-word dyslexia (the guessing habit) should be *removed* from their context guessing environment and do nothing but phonics drills until they were able to overcome their whole-word guessing habit. Students should be instructed to read, spell, and write the words in the reader after the Unit has been taught from the blackboard or overhead. Students who have mastered all the words in the *Blend Phonics Reader* will find first-grade level books extremely easy, and most will have no problem with second- and third-grade readers. The original title was *Reading Made Easy with Blend Phonics for First Grade*.

Explanation for the Uppercase Edition

Students with whole-word dyslexia identify words mainly by guessing from the outside shape of words (configuration) instead of by looking **all** the letters from left-to-right. Words in uppercase letters do not have distinctive shapes like lowercase letters. For example lowercase: *bag, beg, big, bog, bug*, all have same shape with the initial letter having an extender and the final letter having a decender, giving the words a similar shape. The same words in uppercase have no distinctive shape: BAG, BEG, BIG, BOG, BUG. This Uppercase Edition of my Blend Phonics Reader is designed to enable students to develop the ability to read accurately from the sounds by looking at all the letters the right way, with no guessing. This is edition especially intended for remedial work for students who were taught to read with the sight-word, guessing method. It is also good for preventing whole-word guessing in small children.

Latest revisions to the *Blend Phonics Reader – Uppercase Editon: 10/30/08*.

Mr. Potter's Secret of Reading

After working with hundreds of children with whole-word dyslexia I found an amazingly simple sentence that goes a long way in curing the problem of whole-word guessing. I simply tell the children that I am going to share with them a **great secret** that will help them to read a better **right now**. Mr. Potter's Secret of Reading is: *'Look at all the letters the right way, and no guessing.'* It is repeated so often that it becomes something of a reading mantra. When the students make a mistake reading from my *Blend Phonics Reader* (or anything else), I just smile and remind them of "Mr. Potter's Secret of Reading." We do this over and over in a very pleasant manner, as often as necessary.

I got the idea from Helen Lowe who used to tell her students that reading words backwards doesn't work so just don't do it any more. She said that worked great. I was puzzled that such simple statement could make such a difference. Once I was teaching a kindergarten class to read at the Murry Fly Elementary School in Odessa, TX. The entire class read the word "tall" as "tell." I told them we had a big problem. I then wrote the word *tell* beside *tall* and showed them that the words had the same shape so to tell them apart I would teach them a great secret and thus was born Mr. Potter's Secret of Reading: "Look at all the letters the right way, and no guessing." Most students in guided-reading classes are taught to "Look at all the words hurriedly with lots of guessing." It is the letters that are important, not the word shape. Students who guess make lots of mistakes and are insecure in their reading, this seriously hampers meaning-getting (comprehension).

One time I was working with a girl who had been in *Reading Recovery* for seven months. She had made little or no progress. I started her on Rudolf Flesch's Exercises in his 1955 *Why Johnny Can't Read and what you can do about it*. She read the first word backwards. I asked her if anyone had taught her that we read words from right to left. She replied in the negative. Her mother showed me the envelopes in which *Reading Recovery* would put the words they had cut out of their little predictable text for the parents to flash to the students for sight-memorization. The child had been told to look at the first and last letter, skipping the vowel, and guess the word from the picture and context. The parents were advised not to encourage the children to sound-out the words. I just had the child read Flesch words, while I just pointed to the letters of the words while she sounded them out, quietly stopping when she made a mistake and having her recite Mr. Potter's Secret of reading. I used Flesch's sound chart in the front of his home primer to teach the new sounds. By the end of the year, she was on grade level and doing well in spelling.