

Blend Phonics

Lessons and Story Books

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Sam, a cat

Book 1, Unit 1

băt bag bad can cap
cab cat dad fan fat gas
hat ham had jam lap lad
map man mat nap pan

pad pat quack rat ran
rag rap sap sad Sam
tan tap tag van wag yak
ax tax wax am an at
Ann lass mass pass zag
[a]

Book 1, page 2

Sam, a cat

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

Book 1, page 3

Sam, a cat

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

Book 1, page 4

A Tin Can

Book 2, Unit 2

bĭb 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

Book 2, page 1

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 zig-zag
his is did six

Book 2, page 2

A Tin Can

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

Book 2, page 3

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.

Book 2, page 4

A Mop

Book 3, Unit 3

bōb bog cot cob dog
doll dot Don fog got hot
hop hod job lot log mob
mop nod not

pod pop pot rob rot rod
sop sob sod tot top hog
on off box fox boss loss
moss toss

Book 3, page 2

A Mop

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

Book 3, page 3

A Mop

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

Book 3, page 4

A Bug

Book 4, Unit 4

būt bun bug bud bus
cup cub cuff cut duck
fun fuss gum gun gull
hum hut hug jug

Book 4, page 1

mug mud muff nut pup
run rug rub sun sum tub
tug up lug up us Gus

Book 4, page 2

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.

Book 4, page 3

A Bug

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.

Book 4, page 4

A Wet Hen

Book 5, Unit 5

běll 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 vet mess keg yes
yet

Book 5, page 2

A Wet Hen

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

Book 5, page 3

The Wet Hen

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 the cup?
4. Can a hen lay an egg?

Spell these words: bet, bell, bed, jet, hen, men, met, leg, let, red, set, web, well, yes.

Book 5, page 4

A Pug

Book 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

Book 6, page 1

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

Book 6, page 2

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.

Book 6, page 3

A 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.

Book 6, page 4

A Fox

Book 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 zig-zag quick
quack

Book 7, page 2

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.

Book 7, page 3

A Fox

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.

Book 7, page 4

A Lamp

Book 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

Book 8, page 1

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

Book 8, page 2

duck Jack kick lock luck lick
neck pick quick quack rock
sick tack

Book 8, page 3

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.

Book 8, page 4

A Lamp

Answer these questions:

1. What does mend mean?
2. Where does the 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.

Book 8, page 5

Ship on a Shelf

Book 9, Unit 7

cash dish fish hush wish
shall shed shelf ship
shop shot shut

Book 9, page 1

Ship on a Shelf

Tim's mom set a gift box on a shelf in a shed. It had a fast ship in it. His mom had his dad get it at a shop.

Book 9, page 2

Ship on a Shelf

Answer these questions:

1. What was in the gift box on the shelf?
2. Where did Tim's mom set the gift box?
3. Was the ship fast or slow?
4. Where did Tim's dad go to get the ship?

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

Book 9, page 3

The Thump

Book 10, Unit 8

than that them thump this thus
[the]

thick thin thud thump

bath with

Book 10, page 1

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.

Book 10, page 2

The Thump

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.

Book 10, page 3

The Chick

Book 11, Unit 9

chat chin chill chick chop
chip chum much rich such

Book 11, page 1

catch ditch fetch latch
match notch patch pitch
witch thatch - mechanic

Book 11, page 2

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.

Book 11, page 3

The Chick

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.

Book 11, page 4

The Whisk

Book 12, Unit 10

want was water watch

what when which whiff whip
whisk

Book 12, page 1

The Whisk

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.

Book 12, page 2

The Whisk

Answer these questions:

1. Did you know that a whisk is a little tiny broom?
2. Is the whisk fast or slow?
3. Have you ever spilled water?
4. Should people whisk up spilled water?

Spell these words: want, was, water, watch, what, when, whip, whisk.

Book 12 page 3

Sing a song

Book 13, Unit 11

bang gang hang rang sang
ding Ping-Pong ring sing
thing-a-ling

wing king thing gong long
song hung lung rung sung

Book 13, page 2

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.

Book 13, page 3

Sing a 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, song, wing, gong.

Book 13, page 4

The Tank

Book 14, Unit 12

bank bunk dunk kink link
mink pink rink sink tank
sank chunk thank honk
think

Book 14, page 1

The Tank

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

Book 14, page 2

The Tank

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.

Book 14, page 3

The Flag

Book 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

Book 15, page 1

glad glass gland

plan plant plop plot pluck plum plus
scat scan scuff scum scalp Scotch
skin skip skid skill sketch

Story 15, page 2

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!

Book 15, page 3

The Flag

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.

Book 15, page 4

The Sled

Book 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

Book 16, page 2

The Sled

The sled slid and spun—it was stuck, bad luck. Stan went to pull the sled up, but it was still stuck, bad luck. The sled was in a bad spot.

Book 16, page 3

Stan swept up the sled with a quick slash. Smash! Crash! The sled spun & slid off the spot. It was not stuck. It was swept off with a clink & a clank. Stan can sled, what fun!

Book 16, page 4

The Sled

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

Book 16, page 5

The Brass Band

Book 17, Unit 14

brag brand brass brim brick bring
branch brush

crab crash cramp crack crib crop
crunch crust

Book 26, page 1

drag drank drop drum drink dress
drunk drip drug

Book 26, page 2

The Brass Band

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

Crack! Bang! Crash!

The drum went bang.

Crash! Bang!

Book 26, page 3

The Brass Band

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.

Book 26, page 4

The Frog

Book 18, Unit 14

Fran Frank from frump fresh
French Fred frog frock

grand grass grasp grant gruff grip
grunt grin

Book 27, page 1

prank press prim print

track trap trick trim trip trot truck
trend trust

Book 27, page 2

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.)

Book 27, page 3

The Frog

Answer these questions:

1. Was the trim, slim Frog skinny?
2. Was the bug fresh or nine days old?
3. Show me a big grin.
4. Have you ever played a prank on anyone?

Spell these words: from, fresh, frog, grand, grass, grin, grip, press, print, truck, trap.

Book 27, page 4

Yum and Yuck

Book 19, Unit 15

Divide between 2 consonants: bed-rock, nap-kin

bedrock napkin flapjack
hubcap landmass backstop
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

Book 19, page 2

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.

Book 19, page 3

Yum and Yuck

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.

Book 19, page 4

The Hilltop

Book 20, Unit 15

Divide between 2 consonant sounds:
ash-can, egg-nog, back-stop

ashcan eggnog backstop
cashbox trashcan hilltop

Book 18, page 1

The Hilltop

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

Book 18, page 2

The Hilltop

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.

Book 18, page 3

Handstands

Book 21, Unit 15

Divide before and after consonant blends:
chest-nut, sun-spot

chestnut sunspot handcuff
sandbag dishpan gumdrop
endless dogsled dustpan

Book 21, page 1

desktop handbag wingspan
filmstrip handstand

Book 21, page 2

Handstands

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

Book 21, page 3

Handstands

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.

Book 21, page 4

Cakes

Book 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

Book 22, page 2

Cakes

Shane can bake a lame cake. It
shakes and quakes. It tastes yum,
but it lacks fame.

Book 22, page 3

He made it, but can Shane make a Cake that is not fake? Shane got help, and then Shane did bake a not lame cake. Shane ate it at a game. It was a big hit!

Book 20, page 4

Cakes

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.

Book 22, page 5

The Kite

Book 23, Unit 16

here these Pete

bite dime dine dike fine fife dive
file five hide hive lime life like mine
mite mile nine pike pine pile quite

kite ride shine side spike smile
slime stile swine spine ripe time
tile tide wife wine side pipe size
glide while white drive pride prime
prize

Book 23, page 2

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.

Book 23, page 3

The Kite

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.

Book 21, page 4

Pine Cones

Book 24, Unit 16

bone cone cope code dote dole
dome globe hole home hope joke
lone lode lope poke pole quote

Book 24, page 1

rode robe rope sole spoke slope
smoke note tone tote stole mope
mole vote woke broke drove probe

Book 24, page 2

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.

Book 24, page 3

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 quit moping."

Book 24, page 4

Pine Cones

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.

Book 24, page 5

The Rude Duke

Book 25, Unit 16

cube duke dune cute tube tune
mule flute prune rule rude plume
brute use

Book 25, page 1

The Rude Duke

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

Book 25, page 2

The Rude Duke

Answer these questions:

1. Where did the rude Duke live?
2. What do Dukes 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.

Book 25, page 3

The Cold

Book 26, Unit 17

bold old cold fold gold hold mold
sold told scold

colt jolt molt bolt volt both

toll roll

Book 26, page 1

most post host

child wild mild

blind find kind mind rind wind [who]

Book 26, page 2

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!

Book 26, page 3

The Cold

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.

Book 26, page 4

Go!

Book 27, Unit 18

be he me we she the

go no so going

Book 27, page 1

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.

Book 27, page 2

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.

Book 27, page 3

The Car

Book 28, Unit 19

bar barn car chart charm darn
dark far farm hard jar lark mark
mart park part spark smart scar
star tar start warm

The Car

The dark black car sat parked on a farm. It had spark plugs that did not go, so the car did not run. With a spark plug fix, it will run like a charm.

Book 28, page 2

The Car

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, farm, had, mark park, star, start, park.

Book 28, page 3

Morning on the Farm

Book 29, Unit 20

born cord cork corn for fork fort
horn horse pork porch scorn
scorch storm stork torn torch morn
morning worn

Book 29, page 1

Morning on the Farm

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

Book 29, page 2

Morning on the Farm

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.

Book 29, page 3

The World

Book 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.

Book 30, page 2

The World

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.

Book 30, page 3

Can I be?

Book 31, Unit 21

camper cutter catcher chopper
dipper drummer helper jumper
marker farmer pitcher under

planner runner sitter starter
swimmer sender spinner better

actor doctor janitor visitor

Book 31, page 2

Can I be?

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

Book 31, page 3

Can I be?

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

Book 31, page 4

A Fine Day

Book 32, Unit 22

ail bail brain fail gain grain jail
maid mail paid aid pain rail rain
sail tail train wait wail

bay clay day gay gray hay jay lay
may pay pray ray say sway way

Book 32, page 1

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

Book 32, page 2

A Fine Day

Answer these questions:

1. What had 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

Book 32, page 3

A Bee

Book 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

Book 33, page 1

see seed seen seem sleep sleeve
sleet sweep sweet sheep meet
need wee weed week weep three
queen

Book 33, page 2

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.

Book 33, page 3

A Bee

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.

Book 33, page 4

The Sea

Book 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 each near

The Sea

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

Book 34, page 2

The Sea

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.

Book 34, page 3

Bread of Life

Book 35, Unit 24

bread breath dead death health
instead read threat tread wealth
weather

steak break great bear

Book 35, page 1

The Bread of Life

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

Book 35, page 2

The Bread of Life

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.

Book 35, page 3

Pie

Book 36, Unit 25

cried cries dried dries fried fries lie
lies lied pie pies spies tie tied tried

Book 36, page 1

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.

Book 36, page 2

Pie

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.

Book 36, page 3

The Chief Priest

Book 37, Unit 25

brief chief grief field priest relief
believe yield belief [give]

Book 37, page 1

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.

Book 37, page 2

The Chief Priest

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.

Book 37, page 3

Sunny Day

Book 38, Unit 26

army candy cubby daddy dolly
dusty funny gummy party happy
handy hilly healthy fairly fifty
messy penny puppy rainy sunny
sleepy thirty twenty silly wealthy
pretty [are]

The Sunny Day

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

Book 38, page 2

The Sunny Day

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.

Book 38, page 3

The Fly

Book 39, Unit 26

by cry dry fly my myself

ply sly try sky shy why

The Fly

“Do not cry, my shy fly,” I cried.

“But,” spoke the fly, “I can not stay dry, so much water in the sky.”

“Why,” replied I, “A fly can stay dry, just try; find a spot under a pig sty.” The fly tried, and he got dry, by and by.

Book 39, page 2

The Fly

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.

Book 39, page 3

Goat and Toad

Book 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.

Book 40, page 2

Goat and Toad

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.

Book 40, page 3

The Fish Bowl

Book 41, Unit 28

bow bowl blow crow glow grow grown
growth flow low row slow tow throw
show shown snow fellow follow pillow
willow yellow own

The Fish Bowl

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

Book 41, page 2

The Fish Bowl

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.

Book 41, page 3

Brown Cow

Book 42, Unit 29

cow crowd clown crown brown drown
frown flower gown growl howl power
powder row now town bow down

Book 42, page 1

The Brown Cow

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

Book 42, page 2

Brown Cow

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.

Book 42, page 3

A Mouse

Book 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.

Book 43, page 2

A Mouse

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.

Book 43, page 3

Boys

Book 44, Unit 30

boy boys joy joys toy toys oyster
oysters

boil coin join joint oil soil spoil
point toil loin [do]

Boys

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

Book 44, page 2

Boys

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.

Book 44, page 3

Loose Stoop

Book 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

Book 45, page 1

too tool tooth troop coolness zoo
cooler foolish smooth teaspoon
noonday toothbrush scooter papoose
tooting school pool fool

Book 45, page 2

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.

Book 45, page 3

The Loose Stoop

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.

Book 45, page 4

A Good Book

Book 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

Book 46, page 1

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.

Book 46, page 2

A Good Book

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.

Book 46, page 3

Dawn

Book 47, Unit 33

crawl crawling drawn fawn hawk jaw
law pawn paw saw shawl thaw yawn
draw

cause clause faun haul fault pause

Book 47, page 1

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.

Book 47, page 2

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.

Book 47, page 3

A Ball

Book 48, Unit 34

already almost also bald false halt
malt salt ball call mall wall fall small
tall mall stall

Book 48, page 1

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.

Book 48, page 2

A 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.

Book 48, page 3

Stew

Book 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

Book 49, page 1

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!

Book 49, page 2

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.

Book 49, page 3

Asleep

Book 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

Book 50, page 1

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!

Book 50, page 2

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.

Book 50, page 3

The Bush

Book 51, Unit 37

careful pull bull full push bush
fullback fulfill put

Book 51, page 1

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.

Book 51, page 2

The 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.

Book 51, page 3

The Circus

Book 52, Unit 38

cent cell cease center civil cinder
cyclone circus cinch cigar acid
cistern ace brace chance decide
dance duncce face fleece fence
France hence ice lace mice nice

Book 52, page 1

niece pace place peace piece prance
prince pencil price race rice space
slice spice since twice thence choice
voice

special sugar

Book 52, page 2

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.

Book 52, page 3

The Circus

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.

Book 52, page 4

The Stage

Book 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

Book 53, page 1

edge fudge hedge lodge nudge
pledge ledge judge ridge smudge
wedge ginger giraffe gist gibleet gyp
gypsy gymnast garage

Book 53, page 2

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!

Book 53, page 3

The Stage

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.

Book 53, page 4

The Flight

Book 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

Book 54, page 1

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 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.

Book 54, page 2

The Flight

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.

Book 54, page 3

The Knight

Book 55, Unit 41

Divide before 1 consonant, syllables ending in a vowel are long, dra-gon

knee kneel knelt knight knife knit knot
know known knock

chasten glisten hasten listen often
soften

Book 55, page 1

wreath wretch write wrist wring wrote
wreck wrong answer sword

comb climb debt doubt dumb lamb
limb thumb.

calf half walk

Book 55, page 2

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.

Book 55, page 3

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.

Book 55, page 4

The Knight

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.

Book 55, page 5

Cheese, Please!

Book 56, Unit 42

choose chose cheese ease because
noise nose pause pose praise please
rose rise tease these those wise as
has is

Book 56, page 1

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?”

Book 56, page 2

Cheese, Please!

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.

Book 56, page 3

The Elephant

Book 57, Unit 43

elephant nephew orphan prophet
pamphlet photograph phonograph
phone telephone telegraph alphabet
phonics

Book 57, page 1

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.

Book 57, page 2

The Elephant

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.

Book 57, page 3

My Mission

Book 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

Book 58, page 1

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.

Book 58, page 2

My Mission

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.

Book 58, page 3

Almost Finished

Book 59, Unit 45

ed with short ě

added acted counted crowded ended
folded landed lighted painted planted
printed rested waited

Book 59, page 1

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]

Book 59, page 2

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.

Book 59, page 3

Almost Finished

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.

Book 59, page 4

The Slimy Spider

Book 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 tin

Book 60, page 1

oval grocery oral open bony pony
donor solar holy clover focal local
vocal total sober over tulip lunar
mural rural lucid Lucy tyrant tyro

Book 60, page 2

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.

Book 60, page 3

The Slimy Spider

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, solar, lunar, rural, shady, tiger.

Book 60, page 4

The Giant Ruin

Book 61, Unit 46

dial giant trial vial pliant crier brief
drier poem poet poem cruel duel fuel
gruel ruin

Book 61, page 1

The Giant Ruin

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

Book 61, page 2

The Giant Ruin

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.

Book 61, page 3

The 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.

Book 61, page 4

Buried Treasure

Book 62, Unit 47

do to today together who into come
done does some once of from again
said could would any many only are
carry eight have give their they very
where every been buy don't your

measure pleasure treasure

Book 62, Page 1

Buried Treasure

Jim and Terry met together 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.

Book 62, page 2

Buried Treasure

Mark said he was very sure the treasure had been put into one deep hole 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

Book 62, page 3

Buried Treasure

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.

Book 62, page 4

Buried Treasure

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, where, were, every, been, buy, don’t, your, treasure.

Book 62, Page 5

Note from Internet Publisher: Donald L. Potter

October 26, 2011

I would like to thank Mrs. Elizabeth Brown for writing these little decodable stories to go with Hazel Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade*. Mrs. Brown sent me the stories back in February of 2010 to use with my *Blend Phonics* students. I added the questions and spelling words on December 19, 2011.

The stories add spice and interest to the task of learning to read with phonics-first. Since it is crucial for student to learn to decode BEFORE reading from connected text in order to avoid development of the whole-word reading reflex, Mrs. Brown has wisely included the phonics lessons just BEFORE the stories. This makes the program is completely self-contained in this document.

I noticed that there were no long vowels in open syllable spelling patterns in the original *Blend Phonics*, so I added Unit 46. It is interesting that many beginning phonics programs do not teach this pattern. I believe this will strengthen this already good program. Unit 47 was added in the interest of assuring that all 220 Dolch List words are included in the program.

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

For valuable information on teaching reading with phonics visit www.blendphonics.org

Hazel Loring's original *Reading Made Easy with Blend Phonics for First Grade* is available on Amazon and Barnes & Noble. I have also published *Blend Phonics Stories and Lessons* in a 6 x 9 paperback. *Beyond Blend Phonics: English Morphology Made Easy* teaches the Anglo-Saxon, Romance (Latin & French) Levels of English, Greek Combining Forms, and Homonyms.

My *Blend Phonics Timed Fluency Drills* is a special supplemented designed to help students who need to increase their word identification fluency. While all students can benefit from the techniques in this book, it is specially designed for students with serious issues with dyslexia.

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

Last edited 4/4/12, 6/14/2016, 9/6/2019.

Student Progress Chart

Blend Phonics Lessons & Stories with Phoneme-to-Grapheme Correspondences

Student _____ School _____ Teacher _____

1. Sam, a cat Unit 1: Step 1 All single letter consonants & ck and short a	2. A Tin Can Unit 2 Short i	3. A Mop Unit 3 Short o	4. A Bug Unit 4 Short u	5. A Wet Hen Unit 5 Short e	6. A Pug Unit 5 Short Vowel Review
7. A Fox Unit 5 Short Vowel Review	8. A Lamp Unit 6: Step 2 Cons. Blends No new sounds	9. Ship on 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 ee, i-e	24. Pine Cones Unit 16 o-e
25. The Rude Dude Unit 16 u-e	26. The Cold Unit 17 old, olt, ost, oll, ild, ind	27. Go! Unit 18 -o (rose), - e (tree)	28. The Car Unit 19: Step 4 ar	29. Morning on the Farm Unit 20 or	30. The World Unit 21 er/ir/ur/or
31. Can I be? Unit 21 er, or (fur) at end of 2-syllable words	32. A Fine Day Unit 22 Step 5 ai, ay	33. A Bee Unit 23 ee	34. The Sea Unit 24 ea	35. Bread of Life Unit 24 ea, eā	36. Pie Unit 25 ie
37. The Chief Priest Unit 25 ie	38. Sunny Day Unit 26 --y	39. The Fly Unit 26 -y	40. Goat and Toad Unit 27 oa	41. The Fish Bowl Unit 28 ow	42. Brown Cow Unit 29 ow
43. A Mouse Unit 29 ou	44. Boys Unit 30 oy/oi	45. Loose Stoop Unit 31 oo	46. A Good Book Unit 32 oo	47. Dawn Unit 33 aw	48. A Ball Unit 34 all
49. Stew Unit 35 ew	50. Asleep Unit 36: Step 6 a--	51. The Bush Unit 37 u	52. The Circus Unit 38 c = s	53. The Stage Unit 39 g = j	54. The Flight Unit 40 igh
55. The Knight Unit 41 Silent letters, No new sounds.	56. Cheese Please! Unit 42 se = z	57. The Elephant Unit 43 ph = f	58. My Mission Unit 44 tion/sion	59. Finished Unit 45 Past tense ending -ed. No new sound	60. Slimy Spider Unit 46 Long vowel open Syllables No new sounds.
61. Giant Ruin Unit 46 Long vowel open Syllables No new sounds.	62. Buried Treasure Unit 47 Tricky Dolch Words No new sounds.	Six Steps to Reading Success:			
		Step-One: Short vowels and Consonants; Step-Two: Cons. Blends and Cons. Digraphs Step-Three: Long Vowel (VCE)		Step-Four: R-Controlled Vowels Step-Five: Vowel Digraphs and Diphthongs Step-Six: Advanced Spellings	

Record the date you finish reading a story in the square for the story. Remember Mr. Potter's Secret of Reading, "Look at all the letters the right way, and no guessing."

Chart by Donald L. Potter, 2/21/10: www.donpotter.net Last revision 8/6/19.

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	Diagraphs ew, ue	49
	34	Phonograms: al, all	48
	33	Vowel Digraphs aw, au	47
	32	Short sound of oo	46
	31	Long sound of oo	45
	30	Diphthong: oy, oi	44
	29	Diphthong ou; Digraph ōu, often Irregular	42, 43
	28	Digraph: ōw, Diphthong: ow	41
	27	Vowel Digraph: oa, oe (like long ō)	40
	26	Final Vowel y (ē); Long ī in single syllable words	38, 39
	25	Vowel Digraph ie (long ī and long ē)	36, 37
	24	Vowel Digraph ea (long ē, short ě, long ā)	34, 35
Step 4 R-Cont. Vowels	23	Vowel Digraph: ee	33
	22	Vowel Digraph: ai, ay	32
	21	Phonogram er, ir, ur, and sometimes or	30, 31
Step 3 Long Vowels	20	Phonogram: or	29
	19	Phonogram: ar	28
	18	Short words ending in long vowels: be, go, he, me, etc.	27
Step 2 Consonant Blends & Digraphs	17	Phonograms - Long Vowels:	26
	16	VCE (long vowels) a-e, e-e, i-e, o-e, u-e	22, 23, 24, 25
	15	Short Vowel Compound Words	19, 20, 21
	14	Initial Consonant Blends: br, cr, dr, fr, gr, pr, tr	17, 18
	13	Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sm, sl	15, 16
	12	nk (ank, ink, onk, unk)	14
	11	ng (ang, ing, ong, ung)	13
	10	Consonant Digraph: wh	12
	9	Consonant Digraphs: ch, tch (ch = k)	11
	8	Consonant Digraphs: th (voiced); th (unvoiced)	10
Step 1 Short Vowels & Consonants	7	Consonant Digraph: sh	9
	6	Final Consonant Blends	8
	5	Short vowel ě	5, 6, 7
	4	Short vowel ŭ	4
	3	Short vowel ō	3
	2	Short vowel ĭ	2
	1	Short vowel 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 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 14	18. The Frog Unit 14
19. Yum and Yuck Unit 15	20. The Hilltop Unit 15	21. Handstands Unit 15	22. Cakes Unit 16: Step 3	23. The Kite Unit 16	24. Pine Cones Unit 16
25. The Rude Dude Unit 16	26. The Cold Unit 17	27. Go! Unit 18	28. The Car Unit 19: Step 4	29. Morning on the Farm Unit 20	30. The World Unit 21
31. Can I be? Unit 21	32. A Fine Day Unit 22 Step 5	33. A Bee Unit 23	34. The Sea Unit 24	35. Bread of Life Unit 24	36. Pie Unit 25
37. The Chief Priest Unit 25	38. Sunny Day Unit 26	39. The Fly Unit 26	40. Goat and Toad Unit 27	41. The Fish Bowl Unit 28	42. Brown Cow Unit 29
43. A Mouse Unit 29	44. Boys Unit 30	45. Loose Stoop Unit 31	46. A Good Book Unit 32	47. Dawn Unit 33	48. A Ball Unit 34
49. Stew Unit 35	50. Asleep Unit 36: Step 6	51. The Bush Unit 37	52. The Circus Unit 38	53. The Stage Unit 39	54. The Flight Unit 40
55. The Knight Unit 41	56. Cheese Please! Unit 42	57. The Elephant Unit 43	58. My Mission Unit 44	59. Finished Unit 45	60. Slimy Spider Unit 46
61. Giant Ruin Unit 46	62. Buried Treasure 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, 2/21/10: www.donpotter.net Last revision 9/6/2019.

Blend Phonics Decodable Stories

Phonovisual Charts Correlation

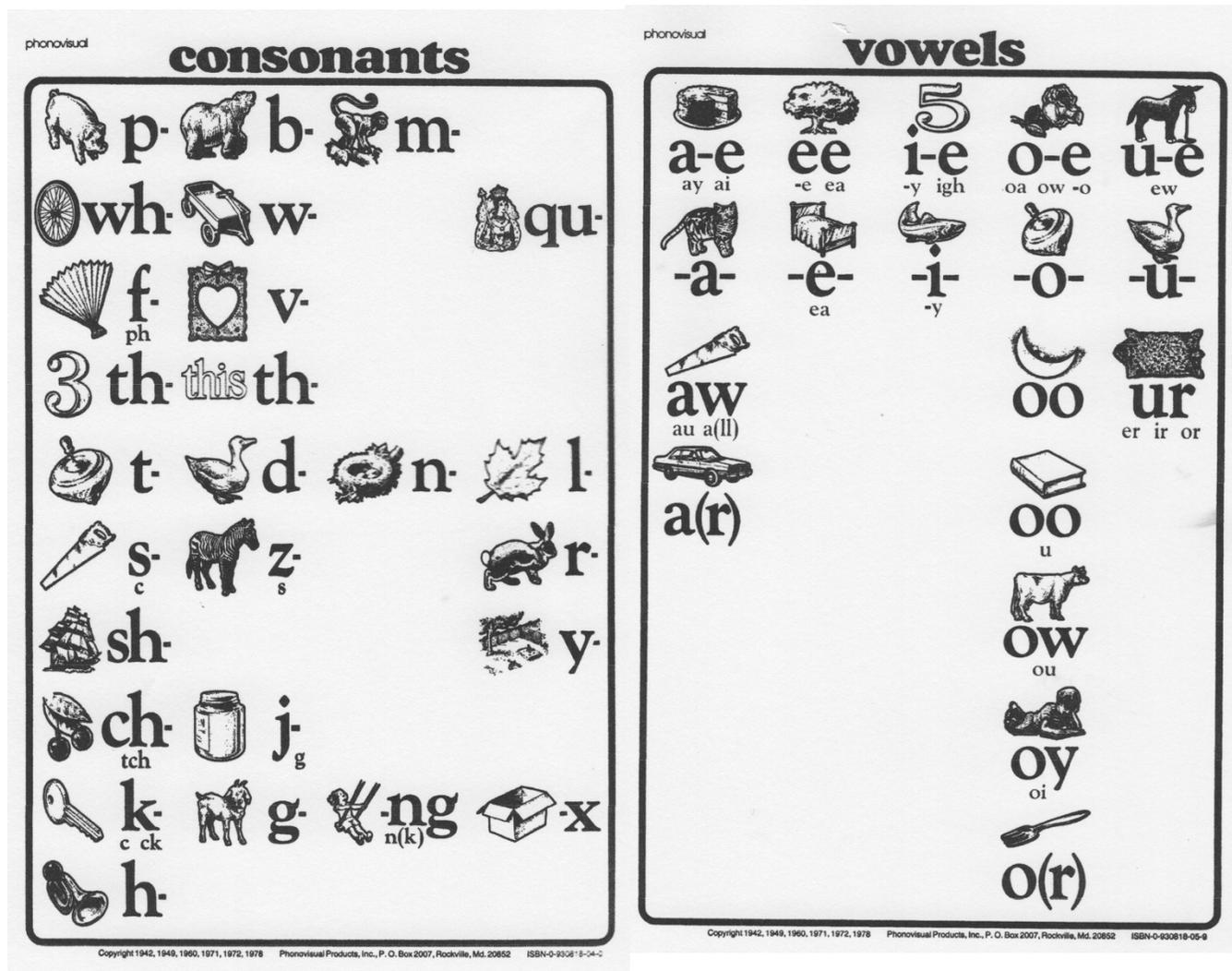
1. Sam, a cat Unit 1: Step 1 All Single Letter Consonants, qu, ck, and Short a (cat)	2. A Tin Can Unit 2 Short i (fish)	3. A Mop Unit 3 Short o (top)	4. A Bug Unit 4 Short u (duck)	5. A Wet Hen Unit 5 Short e (bed)	6. A Pug Unit 5 Short Vowel Review
7. A Fox Unit 5 Short Vowel Review	8. A Lamp Unit 6: 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 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	

Prepared by Donald L. Potter on 10/18/2012. Revised on 9/6/2019.

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 (Quiet Cousins). The second column (b, w, v, th, d, z, j, g) represents voiced consonants (Noisy 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 vowel spellings. Second row are short vowel spellings. The vowels below the short vowel row are called "other vowels." The small print represents secondary spellings.

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