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

Book 1, page 1
pad pat quack rat ran
tag rap sap sad Sam
tan tap tag van wag yak
ax tax wax am an at
Ann lass mass pass zag
[a]

Sam, a cat

Sam sat. Sam and Nan
sat. Nan can pat Sam.
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
bib bin bit bill big dim dip fib fit fin hit hip him hill hid jig kiss kid kill lip lid miss mill mix nip pit

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

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

Book 3, page 1
A Mop

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

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

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

Answer these questions:

1. What can a bug hug?
2. Have you ever heard a bug hum?
3. Would you hug a bug?
4. What do you call a little bear?

Spell these words: bug, but, bud, gun, jug, fuss, fun, cup, hum, duck, muff, nut, tub, lug.

Book 4, page 3
A Wet Hen

Book 5, Unit 5

běll  beg  bet  bed  dell
den  fed  fell  get  hen  jet
let  leg  less  men  met  net
A Wet Hen

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

Book 7, page 1
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 zip-za 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

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 1

Book 8, page 2
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.
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
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.
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
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.
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

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

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.
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.

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

Book 13 page 1
wing king thing gong long
song hung lung rung sung

Sing a Song

Sing a sad song; sing a long, sad song. Nan sang a sad song. The king can bang a gong. The gong will sing a long gong song.
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
The Tank

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

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.
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!

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
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
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!
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 flock

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.)

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 your ever played a prank on anyone?

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

Book 17, page 1
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.

The Hilltop

Book 20, Unit 15

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

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

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.
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

Book 22, page 1
flame plane stake glade snake chase safe paste gave case fake haste flake save blaze vase taste waste brave brake crate crave craze drape grape grave trade ate

Cakes

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

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.
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

Book 23, page 1
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.
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.

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.”
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
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.
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!

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 3

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 gong. We will not fold. We will not scold. Just go, just go, just go.

Book 27, page 2

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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

Book 28, page 1
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

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]

Book 30, page 1
The World

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

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 2

Book 30, page 3
Can I be?

Book 31, Unit 21

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

Book 31, page 1
Can I be?

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

Answer these questions:

1. What was the bee going on?
2. On what was the bee lying?
3. What will the bee do if it gets cold?
4. Do you like honey?

Spell these words: bee, see, seed, feel, feet, keep, free, three, weed, meet, seen, need.
The Sea

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

Book 34, page 1
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 breath dead death health
instead read threat tread wealth weather

steak break great bear

Book 35, page 1
The Bead 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
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

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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
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 dandily, 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

by cry dry fly my myself

ply sly try sky shy why

Book 39, page 1
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

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

Book 40, page 1
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

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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

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.

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.
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.

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.
A Mouse

Book 43, Unit 29

cloud found ground house loud
mound out our mouse pound round
sound shout scout

you country young soul

Book 43, page 1
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]

Book 44, page 1
Boys

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

Answer these questions:

1. What do most boys like?
2. I like oysters. Do you like them?
3. What is a game that you play on the soil?
4. What is another word for soil?

Spell these words: boy, joy, toy, boys, toys, boil, coin, join, oil, point, toil.
Loose Stoop

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
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.
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
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.
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
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.
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

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.
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
tlew threw dew few mew new
news pew stew

blue clue flue glue true due hue
Sue

---

**Stew**

I smell stew. Yum, yum! But I must wait and let it brew. Any news yet on my stew? I cannot wait to chew and chew, I hope it will not taste like glue. Sue calls out, “Time for stew!” It’s true blue food, not yucky goo. Yippee, stew!

---
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.

Asleep

Book 50, Unit 36
Divide between 2 words, my-self
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.
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.
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

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The Circus

Book 52, Unit 38
cent cell cease center civil cinder cyclone circus cinch cigar acid cistern ace brace chance decide dance dunce face fleece fence France hence ice lace mice nice

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.

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.
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
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!
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

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.
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.
knee kneel knelt knight knife knit knot
know known knock

chasten glisten hasten listen often soften

wreath wretch write wrist wring wrote wreck wrong answer sword

comb climb debt doubt dumb lamb limb thumb.
calf half walk
The Knight

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

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

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?”
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.

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.
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
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.
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
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.
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
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.
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
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
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.

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.
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.

**Student Progress Chart**

*Blend Phonics Lessons & Stories*

with Phoneme-to-Grapheme Correspondences

Student ___________  School ___________  Teacher ___________

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<tbody>
<tr>
<td>1. Sam, a cat Unit 1: Step 1 All single letter consonants &amp; ck and short a</td>
<td>2. A Tin Can Unit 2 Short i</td>
<td>3. A Mop Unit 3 Short o</td>
<td>4. A Bug Unit 4 Short u</td>
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<td>25. The Rude Dude Unit 16 u-e</td>
<td>26. The Cold Unit 17 old, old, est, oll, ill, ind</td>
<td>27. Go! Unit 18 -o (rose), -e (tree)</td>
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<td>31. Can I be? Unit 21 er, or (fur) at end of 2-syllable words</td>
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<td>37. The Chief Priest Unit 25 ie</td>
<td>38. Sunny Day Unit 26 --y</td>
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<td>41. The Fish Bowl Unit 28 ow</td>
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<td>43. A Mouse Unit 29 ou</td>
<td>44. Boys Unit 30 oy/oi</td>
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<td>48. A Ball Unit 34 all</td>
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<td>49. Stew Unit 35 ew</td>
<td>50. Asleep Unit 36: Step 6 a--</td>
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<td>54. The Flight Unit 40 igh</td>
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<td>55. The Knight Unit 41 Silent letters, No new sounds.</td>
<td>56. Cheese Please! Unit 42 se = z</td>
<td>57. The Elephant Unit 43 ph = f</td>
<td>58. My Mission Unit 44 tion/sion</td>
<td>59. Finished Unit 45 Past tense ending -ed. No new sound</td>
<td>60. Stylin Spider Unit 46 Long vowel open Syllables No new sounds.</td>
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<td>61. Grant Run Unit 46 Long vowel open Syllables No new sounds.</td>
<td>62. Buried Treasure Unit 47 Tricky Dolch Words No new sounds.</td>
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**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](http://www.donpotter.net)  Last revision 8/6/19.
# Blend Phonics Stories Ladder of Decoding Skills

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## Step 6
Advanced Spellings

- 37 Dolch Lists Words and 3 /zh/ Words
- Long Vowels in Open Syllables
- ed with short e; ed sounds like ‘d; ed sounds like ‘t
- Final le, tion, sion
- ph sounds like f
- se sounds like z
- Silent k, w, t, b, and l
- Silent gh (igh, augh/ough) and gh like f
- Soft sound of g in dge & sometimes before e, i, y.
- Soft sound of c (before e, i, & y); s like sh (sugar)
- Phonograms: ul, ull, ush (u sound like short oo)
- Unaccented a at beginning of words & a

## Step 5
Vowel Digraphs & Diphthongs

- Diagraphs ew, ue
- Phonograms: al, all
- Vowel Digraphs aw, au
- Short sound of oo
- Long sound of oo
- Diphthong: oy, oi
- Diphthong ou; Digraph ou, often Irregular
- Digraph: öw, Diphthong: ow
- Vowel Digraph: oa, oe (like long ö)
- Final Vowel y (ë); Long ï in single syllable words
- Vowel Digraph ie (long ï and long ë)
- Vowel Digraph ea (long ë, short ñ, long à)
- Vowel Digraph: ee

## Step 4
R-Cont. Vowels

- Phonogram er, ir, ur, and sometimes or
- Phonogram: or
- Phonogram: ar

## Step 3
Long Vowels

- Short words ending in long vowels: be, go, he, me, etc.
- VCE (long vowels) a-e, e-e, i-e, o-e, u-e

## Step 2
Consonant Blends & Digraphs

- Initial Consonant Blends: br, cr, dr, fr, gr, pr, tr
- Initial Consonant Blends: bl, cl, fl, gl, pl, sc, sk, sm, sl
- nk (ank, ink, onk, unk)
- ng (ang, ing, ong, unng)
- Consonant Digraph: wh
- Consonant Digraphs: ch, tch (ch = k)
- Consonant Digraphs: th (voiced); th (unvoiced)
- Consonant Digraph: sh
- Final Consonant Blends

## Step 1
Short Vowels & Consonants

- Short vowel ê
- Short vowel ü
- Short vowel ò
- Short vowel i
- Short vowel ä
  - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z, e, k
# Blend Phonics Lessons & Stories

## Student Progress Chart

Student __________  School __________  Teacher __________


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.”

# Blend Phonics Decodable Stories

## Phonovisual Charts Correlation

<table>
<thead>
<tr>
<th>Blend Phonics</th>
<th>Phonovisual Charts</th>
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</thead>
<tbody>
<tr>
<td>1. Sam, a cat Unit 1: <strong>Step 1</strong> All Single Letter Consonants, qu, ck, and Short a (cat)</td>
<td>2. A Tin Can Unit 2 Short i (fish)</td>
</tr>
<tr>
<td>3. A Mop Unit 3 Short o (top)</td>
<td>4. A Bug Unit 4 Short u (duck)</td>
</tr>
<tr>
<td>5. A Wet Hen Unit 5 Short e (bed)</td>
<td>6. A Pug Unit 5 Short Vowel Review</td>
</tr>
<tr>
<td>7. A Fox Unit 5 Short Vowel Review</td>
<td>8. A Lamp Unit 6: <strong>Step 2</strong> Cons. Blends No new sounds</td>
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<tr>
<td>9. Ship on a Shelf Unit 7 sh (ship)</td>
<td>10. The Thump Unit 8 th (three, this)</td>
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<tr>
<td>11. The Chick Unit 9 ch (cherries)</td>
<td>12. The Whisk Unit 10 wh (wheel)</td>
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<tr>
<td>13. Sing a Song Unit 11 ng (swing)</td>
<td>14. The Tank Unit 12: nk (swing)</td>
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<tr>
<td>17. The Brass Band Unit 14 Beg &amp; End Cons. Blends No new sound</td>
<td>18. The Frog Unit 14 Beg &amp; End Cons. Blends No new sound</td>
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<tr>
<td>19. Yum &amp; Yack Unit 15 Compound words No new sounds.</td>
<td>20. The Hilltop Unit 15 Compound words No new sounds.</td>
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<tr>
<td>21. Handsstands Unit 15 Compound words No new sounds.</td>
<td>22. Cakes Unit 16: <strong>Step 3</strong> a-e (cake)</td>
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<td>23. The Kite Unit 16 ee (five)</td>
<td>24. Pine Cones Unit 16 o-e (rose)</td>
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<tr>
<td>25. The Kude Dude - Unit 16 u-e (mule)</td>
<td>26. The Cold Unit 17 old, old, ost, ost, ild, ind (rose &amp; five)</td>
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<tr>
<td>27. Go! Unit 18 -o (rose), - e (tree)</td>
<td>28. The Car Unit 19: <strong>Step 4</strong> ar (car)</td>
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<tr>
<td>29. Morning on the Farm Unit 20 or (fork)</td>
<td>30. The World Unit 21 er/ir/ar/or (fur)</td>
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<tr>
<td>31. Can I be? Unit 21 er, or (fur) at end of 2-syllable words</td>
<td>32. A Fine Day Unit 22 <strong>Step 5</strong> a, ay (cake)</td>
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<td>33. A Bee Unit 23 ee (tree)</td>
<td>34. The Sea Unit 24 ea (tree)</td>
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<tr>
<td>35. Bread of Life Unit 24 ēa (bed) ēa (cake)</td>
<td>36. Pie Unit 25 ic (five)</td>
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<tr>
<td>37. The Chief and the Priest Unit 25 ie (tree)</td>
<td>38. Sunny Day Unit 26 -y (tree or fish)</td>
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<tr>
<td>39. The Fly and the Toad Unit 27 -y (five)</td>
<td>40. Goat and Toad Unit 27 oa (rose)</td>
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<tr>
<td>41. The Fish Bowl Unit 28 ow (rose)</td>
<td>42. Brown Cow Unit 29 ow (cow)</td>
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<tr>
<td>43. A Mouse Unit 29 ou (cow)</td>
<td>44. Boys Unit 30 oy/oi (boy)</td>
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<td>45. Loose Stoop Unit 31 Long oo (moon)</td>
<td>46. A Good Book Unit 32 Short oo (book)</td>
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<td>47. Dawn Unit 33 aw (saw)</td>
<td>48. A Ball Unit 34 all (saw)</td>
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<tr>
<td>49. Stew Unit 35 ew (mule)</td>
<td>50. Asleep Unit 36: <strong>Step 6</strong> a-- (duck)</td>
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<td>51. The Bush Unit 37 u (book)</td>
<td>52. The Circus Unit 38 c = s (saw)</td>
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<tr>
<td>53. The Stage Unit 339 g (jar)</td>
<td>54. The Flight Unit 40 igh (five)</td>
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<td>55. The Knight Unit 41 Silent letters, No new sounds.</td>
<td>56. Cheese Please! Unit 42 se = z (zebra)</td>
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<tr>
<td>57. The Elephant Unit 43 ph (fan) gh (fan)</td>
<td>58. My Mission Unit 44 tion/sion (ship)</td>
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<tr>
<td>59. Finished Unit 45 Past tense ending -ed. No new sound</td>
<td>60. Slimy Spider Unit 46 Long vowel open Syllables No new sounds.</td>
</tr>
</tbody>
</table>

| 61. Giant Run Unit 46 Long vowel open Syllables No new sounds. | 62. Buried Treasure Unit 47, Tricksy 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

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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 (n, n, ng) are nasals (Singing Cousins). The column on the right (qu, l, r, y, x) relates to the consonants to the left according to points of articulation (Neighbors).

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

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