

Blend Phonics Decodable Stories

These stories are designed to supplement
Mrs. Hazel Loring's free 1980 Phonics Program
Reading Made Easy with Blend Phonics for First Grade

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

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1. Sam, a cat
Unit 1

Sam sat. Sam & Nan sat. Nan can
pat Sam.

2. The Tin

Unit 2

Fill the tin. Dip the lid. Mix the fig in
the tin. Win the tin.

3. The Mop
Unit 3

Hop on the mop, not on top. The
mop cannot sob. The mop got off the
box.

4. A Bug
Unit 4

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

5. The Wet Hen
Unit 5

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

6. The Pug
Unit 6

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

7. The Fox
Unit 6

The fox can fix the fax & the box. The fox wed a dog. The fox & the dog will sit in a den.

8. The Lamp
Unit 6

Will max mend the lamp? The lamp will sit in the silk tent. Pick up the lamp quick. Lift it off the slick pump.

9. Sink the Ship
Unit 7

The ship can sink. Shall it sink? The ship sat on the sand shelf. It did not sink.

10. The Thump
Unit 8

Did that thump? Shad felt a big thump. THUMP! Not a bump, but a big, but thump. Thus, this is a thump. A thump, a big thud!

11. The Chick
Unit 9

The rich chick sat in a ditch. The chick got such a shock—a pitch got in the ditch, a big pitch. The chick cannot catch the pitch.

12. The Whisk
Unit 10

The whisk can whisk up water, just watch. Who wants to watch the whisk? What a fast whisk that was, it went whip, whip.

13. Sing a Song
Unit 11

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

14. The Tank
Unit 12

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

15. The Flag
Unit 13

The flag sat flat in the club. It did not flap and flit in the sun. The flag was sad. In a blink, Skip flung the flag in the sun. The flag was glad. Thanks, Skip!

16. The Sled
Unit 13

The sled slid and spun—it was stuck, bad luck. Stan went to 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!

17. Yum and Yuck
Unit 13

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

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.

18. The Hilltop
Unit 13

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

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

19. Handstands
Unit 13

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

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

20. **Cakes**
Unit 14

Shane can bake a lame cake. It shakes and quakes. It tastes yum, but it has no fame.

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

21. **The Kite**
Unit 14

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

22. Pine Cones
Unit 14

These pinecones fell at Mike's home. A man stole nine pinecones 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 pinecones back. With a smile, he spoke, "Here, have a tote. Put the pine cones in a tote and do not mope."

23. The Rude Duke
Unit 14

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

24. **The Cold**
Unit 15

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

25. **Go!**
Unit 16

He can go. She can go. We can go. Go fast, so fast, just go, go, go! No, do not fold, do not scold, just go, just go, just go.

26. **The Brass Band**
Unit 17

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

Crack! Bang! Crash!

The drum went bang. Crash! Bang!

27. The Frog
Unit 17

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

28. The Car
Unit 18

The dark car sat parked on a farm. It had spark plugs that did not go, so the car did not run.

With a spark plug fix, it will run like a charm.

29. Morning on the Farm
Unit 19

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.

30. The World
Unit 20

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

31. Can I be?
Unit 20

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

32. A Fine Day
Unit 21

I say, what a fine day! A jay 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.

33. A Bee
Unit 22

I see a bee go on the breeze. It lay on a green weed. Then, it went to greet a reed. If it gets cold, the bee will hide in a hive and keep warm.

34. The Sea
Unit 23

[Divide between 2 consonants, in-deed]

I dream and think by the sea. I can eat tea on the beach. I just have tea and a peach, but I dream that I eat a feast. A feast on the beach by the sea – nice indeed!

35. Bread of Life
Unit 23

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

36. Pie
Unit 24

She makes nice pies. He who lies or cries will not get pie. She made fried pies; at least she tried.

“Flies, do not eat the pies!” she cried.

37. The Chief Priest
Unit 24

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

38. Sunny Day
Unit 25

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

39. **The Fly**
Unit 25

Do not cry, my shy small fly.

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

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

40. **Goat and Toad**
Unit 26

A goat and a toad hoed a big garden. It was hot, hard work to hoe in the sun.

“Woe, woe,” moaned the toad.

“Woe, woe, hoe, hoe,” moaned the goat.

They sat in the shade and drank water. The water felt sweet and wet on the throat.

41. The Fish Bowl
Unit 27

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

42. Brown Cow
Unit 27

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

43. A Mouse
Unit 28

You may not want to see a mouse. A child may shout out "Eek!" with a loud shout at a mouse. We hope we will not see a mouse in the house.

44. Boys
Unit 29

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

45. Loose Stoop
Unit 30

We had a loose stoop, which tried to doom us. But, do not gloom; we fixed it with a tool. Now, it's safe to roost on the stoop and rest and stay cool.

46. A Good Book
Unit 31

A good book can teach you how to cook, how to chop wood, or how to fish in a brook. I like a good book, it can help you better look at the world.

47. Dawn
Unit 32

Dawn broke. I saw a fawn crawl out of the woods. Up in the sky, I saw a hawk fly by. I paused and yawned, my jaw just had to yawn. Dawn is nice, but it is hard not to yawn at dawn.

48. A Ball
Unit 33

You can throw a ball at a wall or a goal. It's hard to halt a fastball. In many ball games, it helps to be tall. Also, it helps not to fall unless you fall and grab the ball.

49. **Stew**
Unit 34

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

50. **Asleep**
Unit 35

[Divide between 2 words, my-self]

The house sleeps. I alone am awake, not a thing, not a mouse astir. I look around and see a door ajar, but still not a mouse astir. I amuse myself awhile, and then go to bed. At last, asleep!

51. The Bush
Unit 36

I put a bush in our yard, but now it's too big. I must pull the bush out. But, I must be careful not to step on my plants or pull out my back. I wish I had not put in that bush.

52. The Circus
Unit 37

A special circus came to town. They did a dance about France. They also had a silly clown race in the center ring. The price was nice. The last act had mice balance on a fence.

53. The Stage
Unit 38

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!

54. The Flight
Unit 39

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.

55. The Knight
Unit 40

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.

56. Cheese, Please!

Unit 41

What is it you choose to eat?

“Cheese, please,” they replied.

I paused a bit and rose to get closer. “What did you say, there was a lot of noise?”

“Cheese, please!” they shouted in reply.

With a smile, I teased, “Leaves, you say, you can’t eat leaves.”

“No, Cheese, please!” they shouted forth.

“Oh, Cheese, you say, why didn’t you say so before?”

57. The Elephant
Unit 42

I had an elephant. I got him a telephone, but he did not like the cord, so I got him a cell phone. He never called, so I got him a camera. He never took a photograph, so I got him a phonograph. It was quite a sight to see my elephant dance! Maybe I will teach him the alphabet and phonics next; he is a smart pet, even if he never calls.

58. My Mission
Unit 43

My mission is to battle for a good education, one with good attention to phonics and addition. My invitation to you is to take action in this struggle and help restore the true foundation of education.

59. **Finished**
Unit 44

We are finished! But, your education is not ended. We have saved many things you have not yet learned. Spelling, math, grammar, history; an endless list packed with mystery. I wish you well on your quest to learn and change and reach your best.

Blend Phonics Decodable Stories Progress Chart

Student's Name: _____ Teacher: _____

School: _____ Begin Date _____ Ending Date _____

1. Sam, a cat Unit 1: Step 1	2. The Tin Unit 2	3. The Mop Unit 3	4. A Bug Unit 4	5. The Wet Hen Unit 5	6. The Pug Unit 6: Step 2
7. The Fox Unit 6	8. The Lamp Unit 6	9. Sink the Ship 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. Yum and Yuck Unit 13	18. The Hilltop Unit 13:
19. Handstands Unit 13	20. Cakes Unit 14: Step 3	21. The Kite Unit 14	22. Pine Cones Unit 14	23. The Rude Dude Unit 14	24. The Cold Unit 15
25. Go! Unit 16	26. The Brass Band Unit 17	27. The Frog Unit 17	28. The Car Unit 18: Step 4	29. Morning on the Farm Unit 20	30. The World Unit 20
31. Can I be? Unit 20	32. A Fine Day Unit 21	33. A Bee Unit 22	34. The Sea Unit 23	35. Bread of Life Unit 23: Step 5	36. Pie Unit 24
37. The Chief Priest Unit 24	38. Sunny Day Unit 25	39. The Fly Unit 25	40. Goat and Toad Unit 26	41. The Fish Bowl Unit 27	42. Brown Cow Unit 27
43. A Mouse Unit 28	44. Boys Unit 29	45. Loose Stoop Unit 30	46. A Good Book Unit 31	47. Dawn Unit 32	48. A Ball Unit 33
49. Stew Unit 34	50. Asleep Unit 35: Step 6	51. The Bush Unit 36	52. The Circus Unit 37	53. The Stage Unit 38	54. The Flight Unit 39
56. The Knight Unit 40	56. Cheese Please! Unit 41	57. The Elephant Unit 42	58. My Mission Unit 43	59. Finished Unit 44	Congratulations! You can Read!

Six Steps to Reading Success: Step-One: Short vowels and Consonants; **Step-Two:** Consonant Blends and Digraphs; **Step-Three:** Long Vowel (VCE); **Step-Four:** R-Controlled Vowels; **Step-Five:** Vowel Digraphs and Diphthongs; **Step-Six:** Irregular Spellings

Record the date you finish reading a story in the square for the story. The story should be read AFTER you have studied the Blend Phonics Unit. Remember the Secret of Reading is to look at all the letters the right way, and no guessing.

Chart by Donald L. Potter, 2/21/10: www.donpotter.net Revised 3/9/10

Note from Internet Publisher: Donald L. Potter

February 20, 2010

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

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

They were designed to go with my *Blend Phonics Reader Lite*, which is available on the Education Page of my website, www.donpotter.net.

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

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

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

Revised 3/9/10.