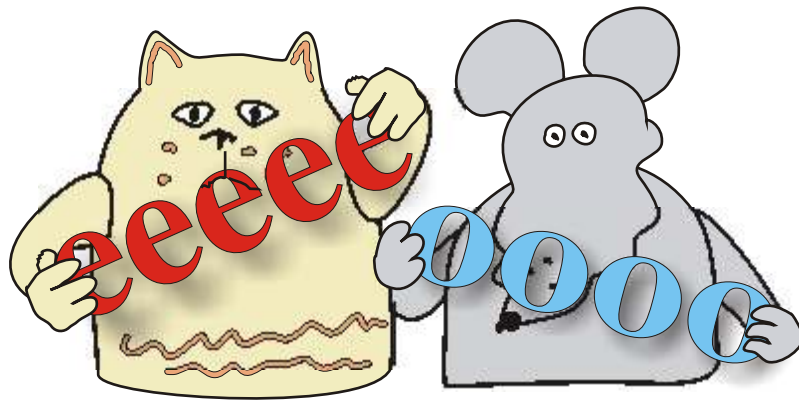


Book Seven

Intro to Long aeiou Vowels



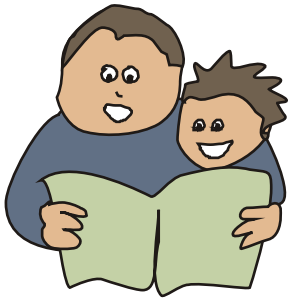
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

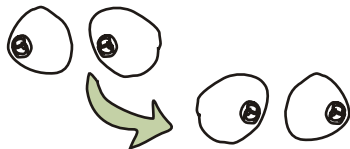
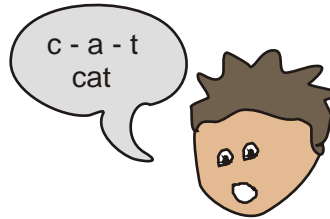
Copyright (c) 2004, 2005 by Miz Katz N. Ratz, patent pending

Quick Start Guide



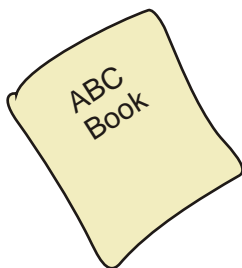
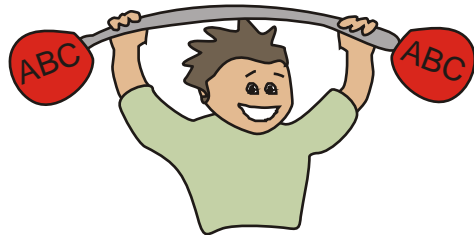
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



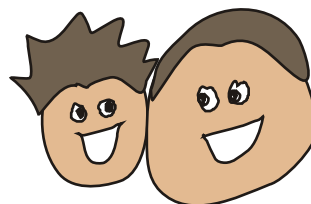
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Body builders don't train in a day, neither does a child.



If your child is having difficulty, he/she might need more practice with the alphabet. Get a fun book about the alphabet and read that lots of times. Then come back to Progressive Phonics.

And most important of all, **HAVE FUN!**

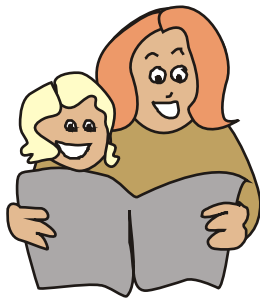


Additional instructions for Book 7 Intro to Long Vowels



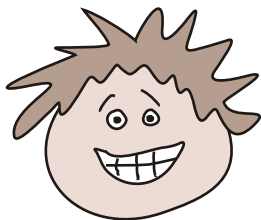
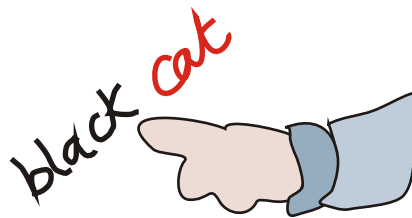
Repetition is important!
That's why each "poem" is included
twice...

Once to focus on the
word(s) being learned

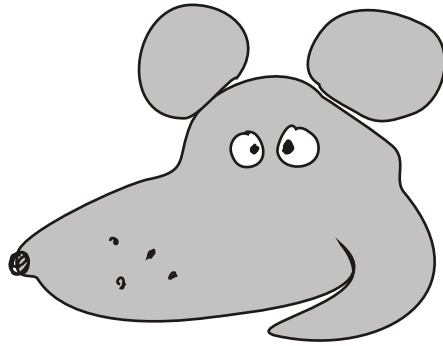


The second time to practice the word(s)
along with other words learned so far
in Progressive Phonics.

If your child wants to– and
is able to– read the "black"
words, go ahead and let
him/her



But don't force your child to read
the "black" words – these words
are coming up soon in the next few
Progressive Phonics books!



One more thing...

To relieve the “boredom” of reading each “poem” twice, each “second” picture has **THREE** changes from the original.

Let your child have fun locating each of the changes.

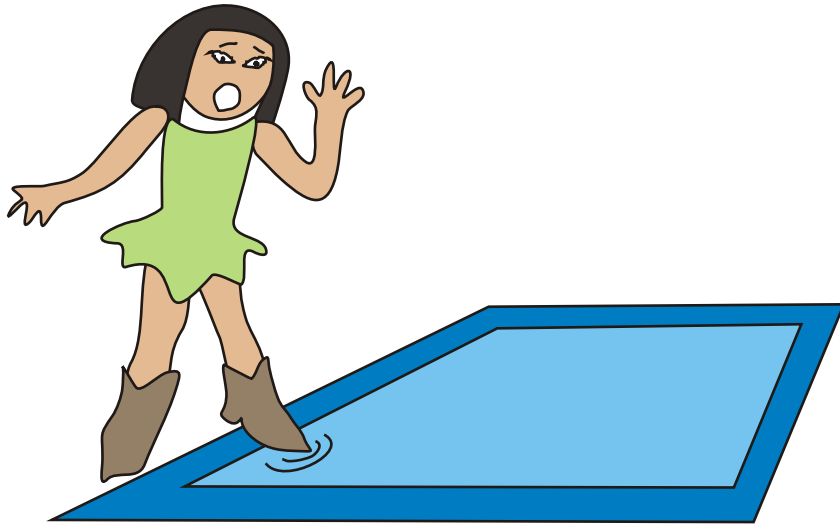
When you see two O's together,
they sound like "ooooo" – like in
boo and **hoop**. Let's practice...



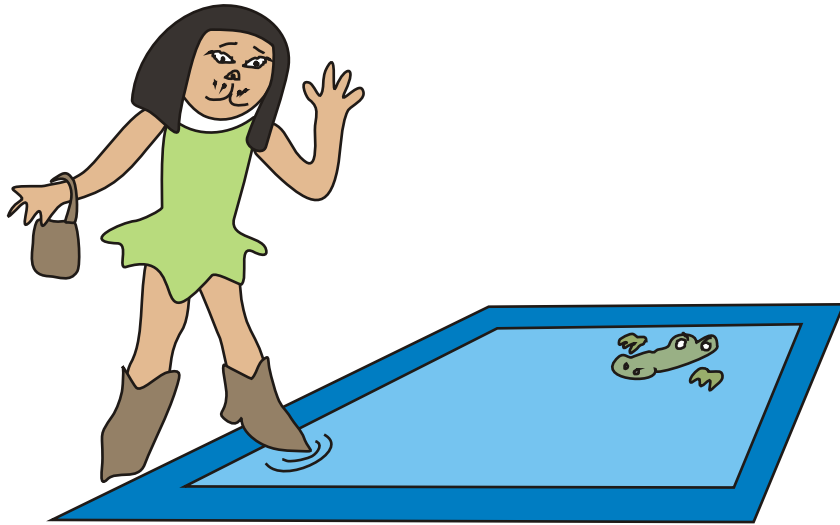
My dog wants to **hop** through a **hoop**
But he doesn't know how to **hop** through a **hoop**
I showed him how to **hop** through a **hoop**
But the **hoop** was too small
I couldn't **hop** through
I got really stuck and I cried
Boo hoo



My **dog** wants to **hop** through **a hoop**
But he doesn't know how to **hop** through **a hoop**
I showed him how to **hop** through **a hoop**
But the hoop was too small
I couldn't **hop** through
I got really stuck and **I** cried
Boo hoo



I wanted to swim in the **pool**
If the water was **cool**
But the water was **hot**
I let out a **hoot**
I am glad I was wearing a **boot**



I wanted to **swim in the pool**
If the water was **cool**
But the water was **hot**
I let out **a hoot**
I am glad I was wearing **a boot**

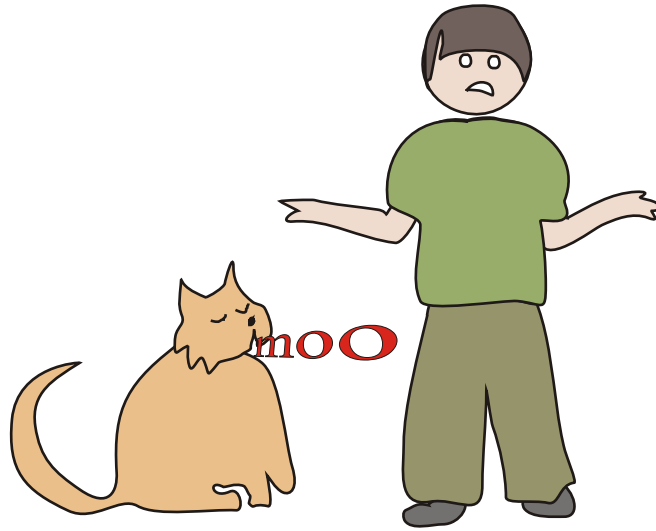
Sometimes, the “**oo**” sound is spelled with
only one letter “o” – like in the words “do” and “to”
Let’s practice...



Someone broke my mother’s **spoon**
I want **to** fix it, yes I **do**
But I don’t know how **to** fix the **spoon**
My mother’s coming home real **soon**
Oh, what am I going **to do**?



Someone broke my mother's **spoon**
I want **to fix it, yes I do**
But I don't know how **to fix the spoon**
My mother's coming home real **soon**
Oh, what **am I** going **to do?**

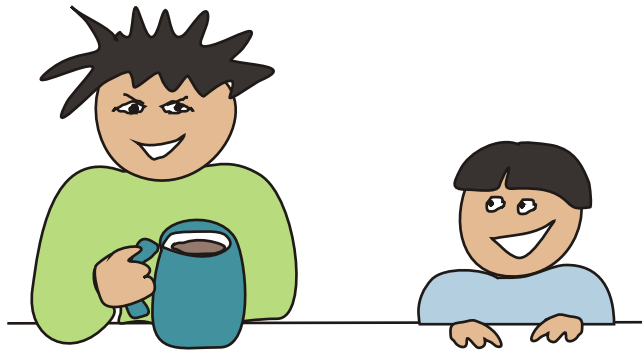


Oh dear, what shall I **do**?
This cat is saying **moo**
Do I take it **to** Dr. Meow
Or **do** I call this cat a cow?

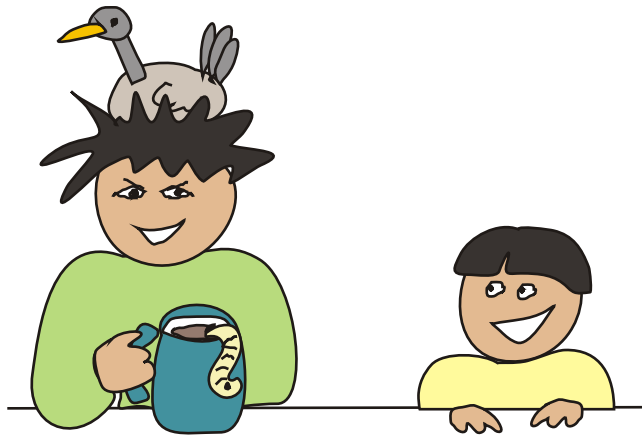


Oh dear, what shall **I do**?
This cat is saying **moo**
Do I take **it to** Dr. Meow
Or **do I** call **this cat a** cow?

“**To**” and “**too**” sound the same, but they are different words. “Too” means “also” like in “me too.” Let’s practice...



My brother always wants **to do**
Everything I **do**
If I play cars
He says me **too**
If I run **to** the shop
He says me **too**
If I like a bug
He says me **too**
So...
I say I like **to** drink a lot of mud
And my brother says me **too**
And I say, you **do**?



My brother always wants **to do**

Everything **I do**

If I play cars

He says me **too**

If I run to the shop

He says me **too**

If I like a bug

He says me **too**

So...

I say I like to drink a lot of mud

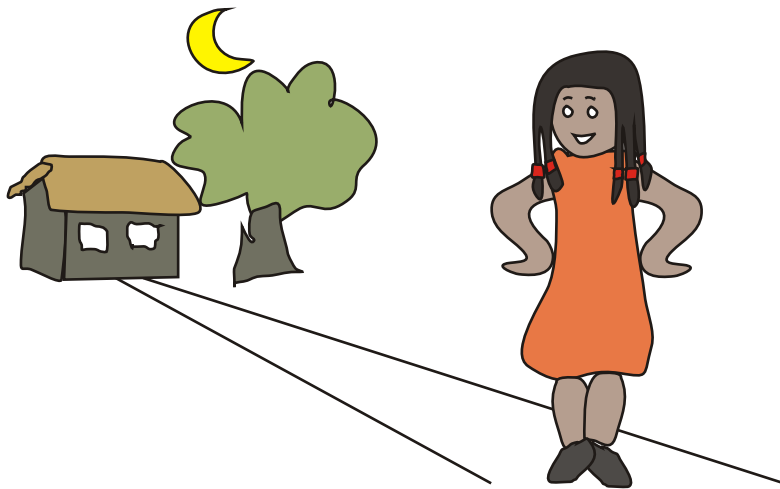
And my brother says me **too**

And **I say, you do?**

Too can also mean **too** much.

Like **too** big or **too** little.

Let's practice...



It's **too** late **to** run

To the park

My feet are **too** tired

The night is **too** dark

Maybe I will go

To my friend's house instead

It is **too** early

To just go **to** bed



It's **too** late **to run**

To the park

My feet are **too** tired

The night **is too** dark

Maybe **I** will go

To my friend's house instead

It is too early

To just go **to bed**

Some words look just like “**do**” and “**to**”
but they sound different – they sound like “oh”
Like the words “**no**” and “**go**” and “**so**”

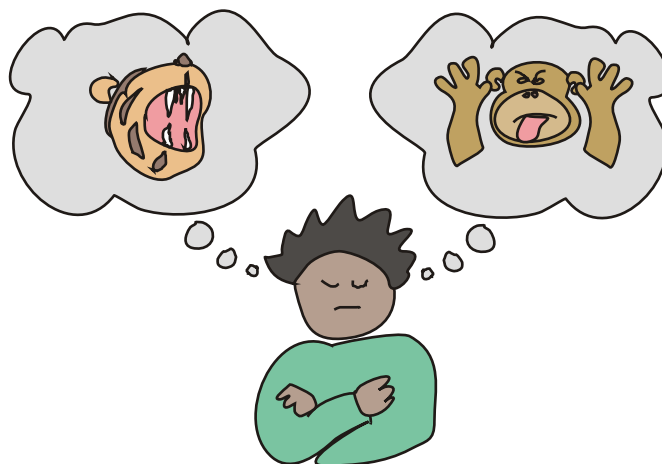
Ho ho
ho



I like **to** run
Go, go, go
I like **to** laugh
Ho, ho, ho
But if I run
Or laugh **too** much
My mother says
No, no, no



I like **to** run
Go, go, go
I like **to** laugh
Ho, ho, ho
But if I run
Or laugh **too** much
My mother says
No, no, no



Do I want **to go to** the **zoo**?

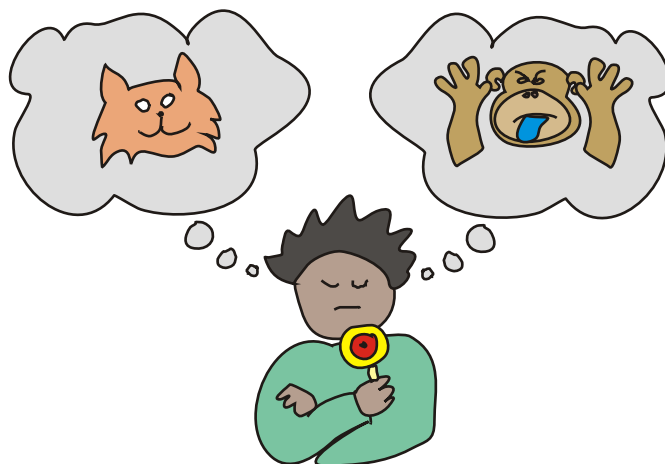
No, I **do** not want **to go**

Tigers might eat me at the **zoo**

Monkeys might spit and cover me with **goo**

So, no, I **do** not want **to go**

So, that is my answer, **no, no, no**



Do I want **to go to the zoo?**

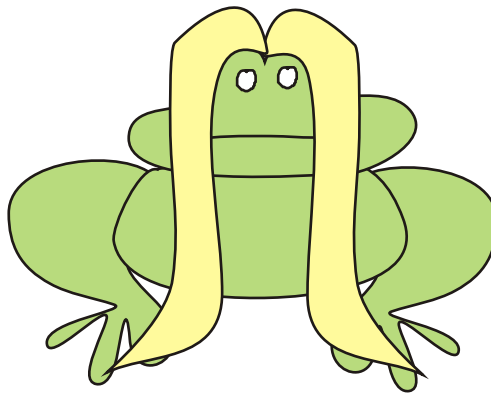
No, I do not want **to go**

Tigers might eat me **at the zoo**

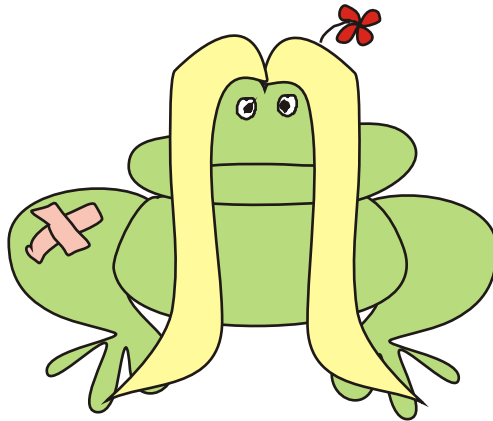
Monkeys might **spit** and cover me with **goo**

So, no, I do not want **to go**

So, that is my answer, **no, no, no**

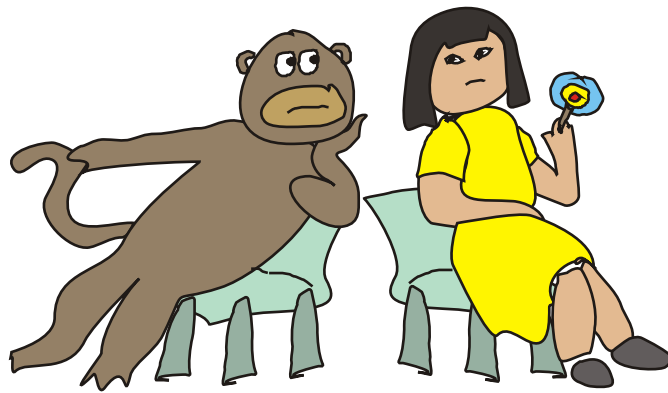


Fred the Frog is very bald
He has **no** hair on his head
Fred the Frog wants long, blond hair
“I am going **to** get a wig!” he said
But the wig was **too** long
And the wig was **too** blond
So Fred the Frog got a hat instead

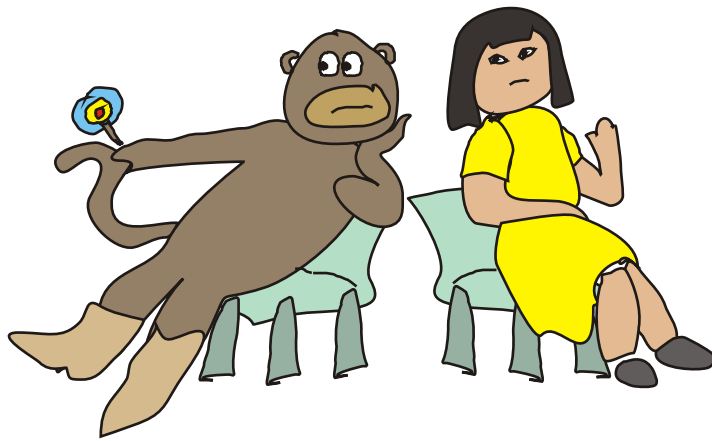


Fred the Frog is very bald
He **has no** hair **on his** head
Fred the Frog wants long, blond hair
“**I am** going **to get a wig!**” he said
But the wig was **too** long
And the wig was **too** blond
So Fred the Frog got a hat instead

The word “you” makes the “**oo**” sound
but it is spelled with an “o” and a “u”
Let’s practice....



Do **you** like monkeys?
Do monkeys like **you**?
Do **you** visit with monkeys
When **you** go to the zoo?

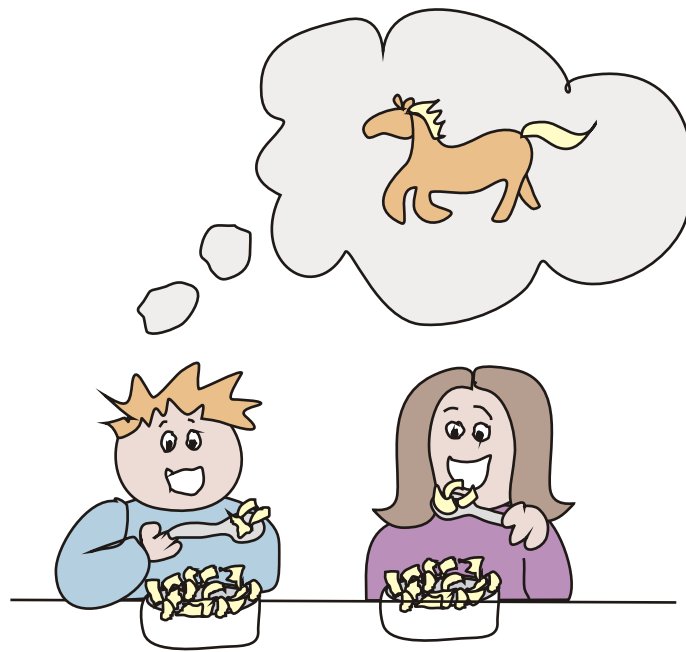


Do you like monkeys?

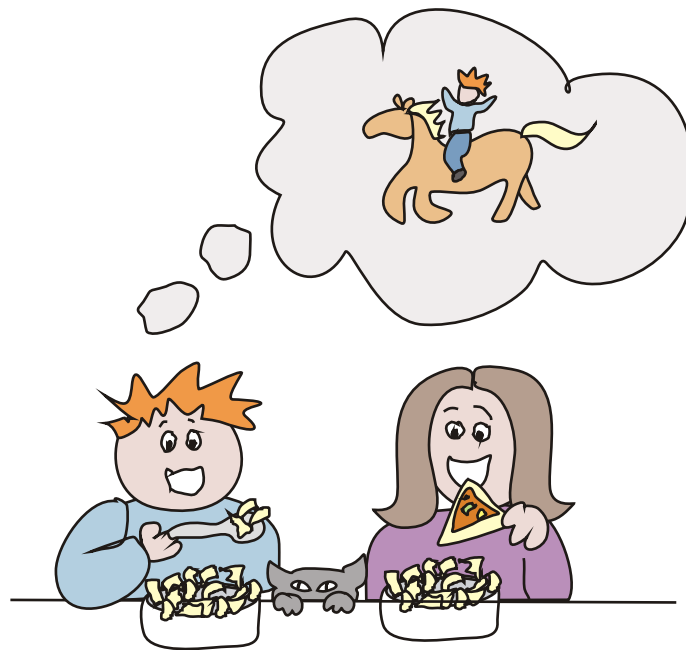
Do monkeys like **you**?

Do you visit with monkeys

When **you go to the zoo**?

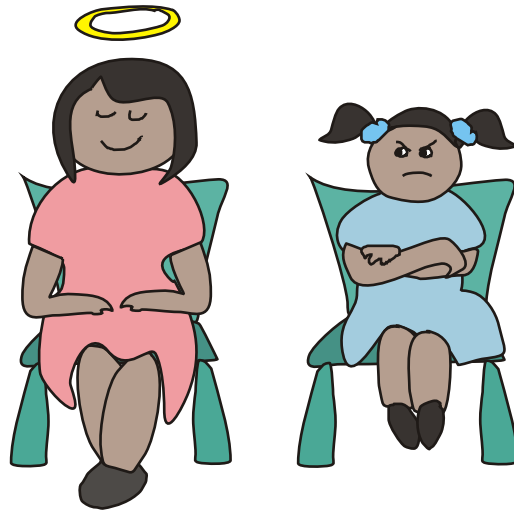


If **you** can run as fast as a pony
You must eat a lot of macaroni
Macaroni is fun
Macaroni is yummy
Some for **you**
And some for my tummy



If you can run as fast as a pony
You must eat **a lot of** macaroni
Macaroni **is fun**
Macaroni **is** yummy
Some for **you**
And some for my tummy

Some words look the same as “**moon**” and
“**soon**” but they sound different – they sound
like “good” and “look” and “book.” Let’s practice...



My sister is **good** at being very **good**
She’s **so good** at being **good** it’s bad
I wish I was **good** at being **so good**
But at being very **good** I’m bad



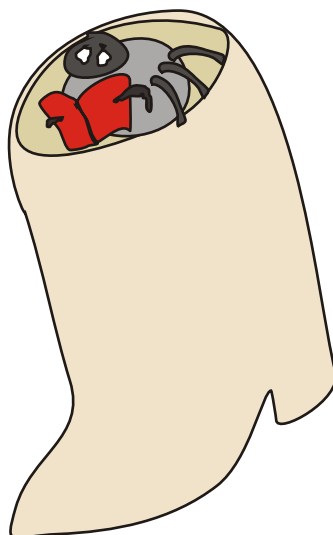
My sister **is good at** being very **good**
She's **so good at** being **good it is bad**
I wish **I** was **good at** being **so good**
But at being very **good I am bad**



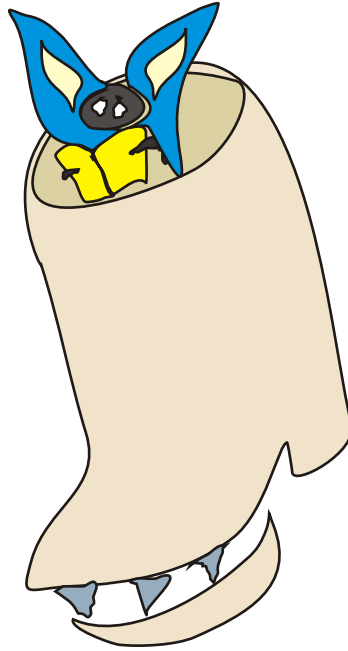
My cat is not a **good cook**
My cat can't **cook** at all
She stands on a **book**
She doesn't even **look**
And depending on her **mood**
She picks up the **food**
And she throws it on the wall



My **cat is not a good cook**
My **cat** can't **cook at** all
She stands **on a book**
She doesn't even **look**
And depending **on her mood**
She picks **up the food**
And she throws **it on the** wall



I put my **foot** inside a **boot**
And from the **boot** I heard a **hoot**
I pulled out my **foot** and **took** a **good look**
I saw a bug, reading a **book**
“This **book** is **good**,” said the bug to me
“But go away , please, I am trying to read.”



I put my **foot** inside **a boot**

And from **the boot I** heard **a hoot**

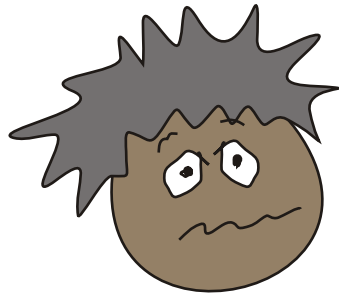
I pulled out my **foot** and **took a good look**

I saw **a bug**, reading **a book**

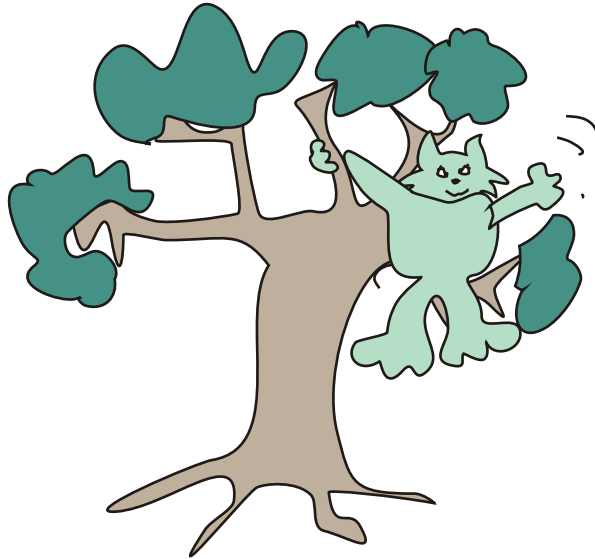
“**This book is good**,” said **the bug to** me

“**But go away**, please, **I am** trying **to** read.”

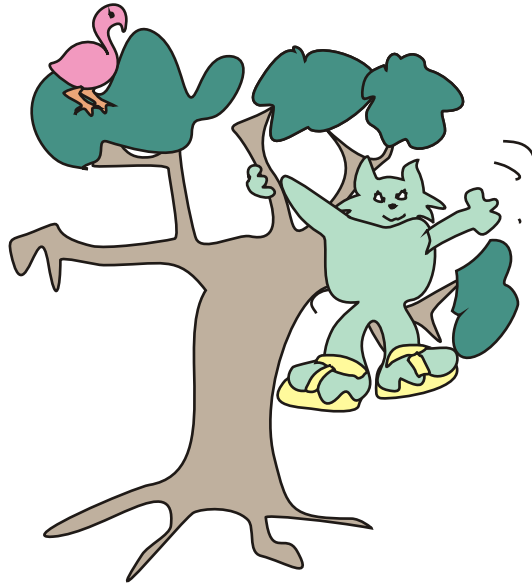
Eeeeeek!



When you see too “e’s” together, it
sounds like “eee” like in see and seen
Let ‘s practice...

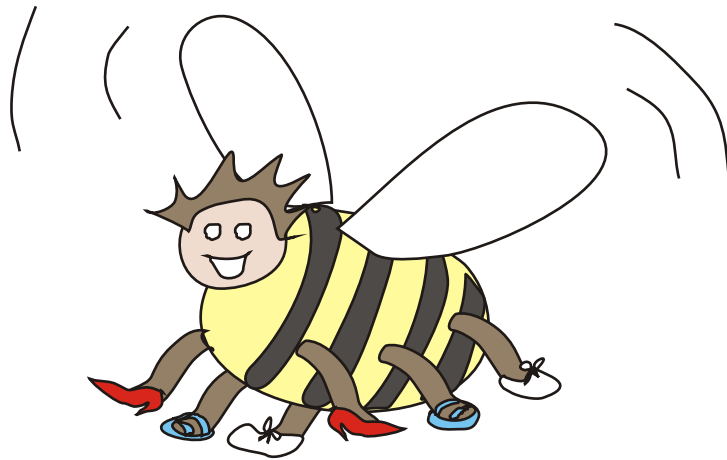


There’s a cat up in that **tree, tree, tree**
If you look, look, look you can **see, see, see**
The cat is too, too **green, green, green**
The biggest cat I have **seen, seen, seen**
I hope I do not **meet, meet, meet**
A cat with such big **feet, feet, feet**

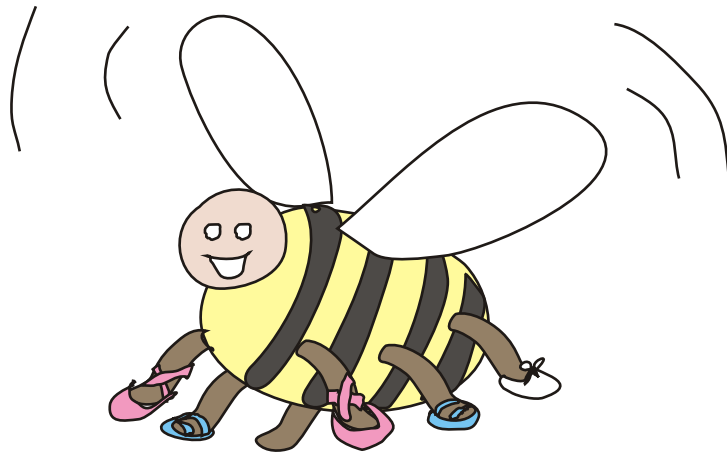


There's **a cat up in that tree, tree, tree**
If you look, look, look
You can see, see, see
The cat is too, too green, green, green
The biggest cat I have seen, seen, seen
I hope I do not meet, meet, meet
A cat with such big feet, feet, feet

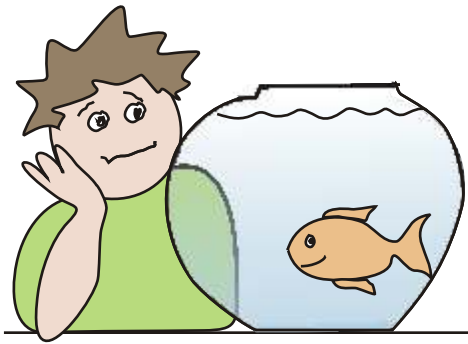
Sometimes the “**ee**” sound is spelled with only one letter “e” – like in the words, “me” and “be”
Let’s practice...



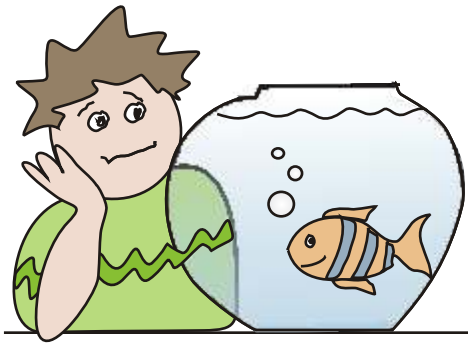
Sometimes I want to **be** a **bee**
To **be** a **bee** would **be** **sweet**
If I was a **bee** I would **be** so glad
To have six little shoes for my **feet**



Sometimes **I** want **to be a bee**
To be a bee would **be sweet**
If I was **a bee I** would **be so glad**
To have **six** little shoes for my **feet**



My dog is a boy
So **he** is a **he**
My cat is a girl
So **she** is a **she**
But is my fish
A **he** or a **she**?



My **dog is a** boy

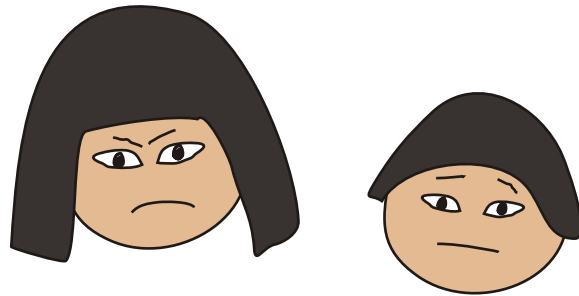
So he is a he

My **cat is a** girl

So she is a she

But is my fish

A he or **a she**?



Me and my brother

We can count to **three**

Me and my brother

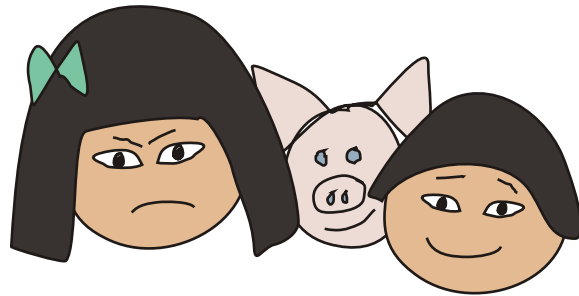
We know our A B C

I can write my name

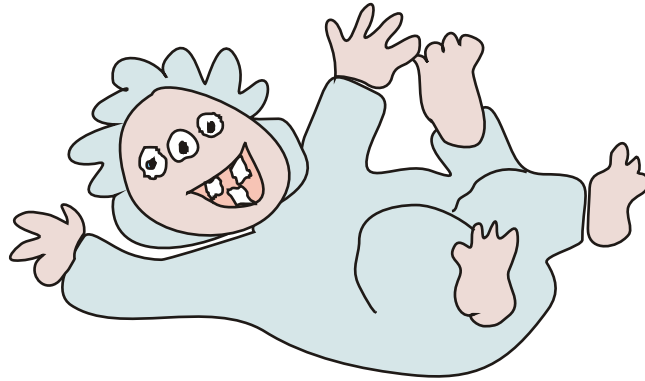
And **he** can too

So why do **we**

Have to go to school?



Me and my brother
We can count **to three**
Me and my brother
We know our **A B C**
I can write my name
And **he can too**
So why **do we**
Have **to go to** school?



My baby brother has **three** little **teeth**
He likes to chew his **three** little **feet**
He has **three** little eyes so **he** can **see**
Mom and Dad and **me, me, me**



My baby brother **has three** little **teeth**
He likes **to** chew **his three** little **feet**
He has three little eyes **so he can see**
Mom and **Dad** and **me, me, me**

The word “**been**” looks like “**green**”
and “**seen**,” but it sounds different.
Let’s practice...



I asked my cat
Where she had **been**
She said she had **been** out
But that now she was in

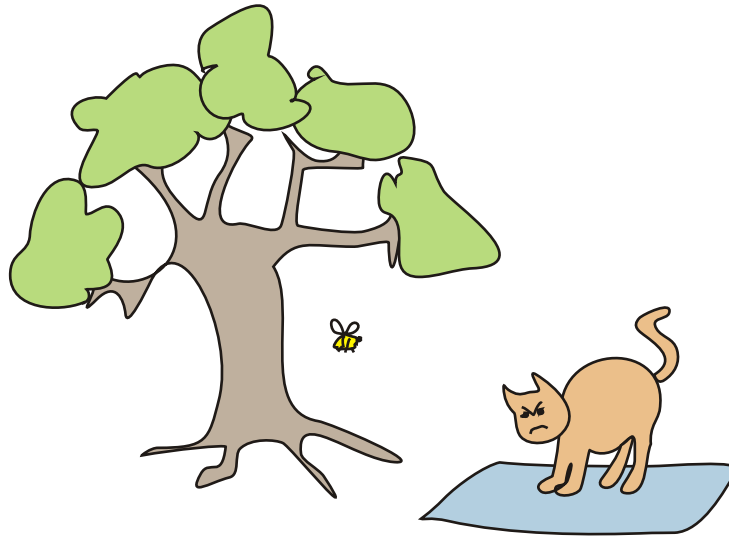
She said she had **been** good
She had caught a rat
The rat had **been** bad
He had stolen her hat



I asked my **cat**
Where **she had been**
She said **she had been** out
But that now **she** was **in**

She said **she had been good**
She had caught **a rat**
The rat had been bad
He had stolen her **hat**

Remember the word “**the**”? It looks the same as **he** and **she**, but it sounds different. Let’s practice...



Can you **see the bee** ?

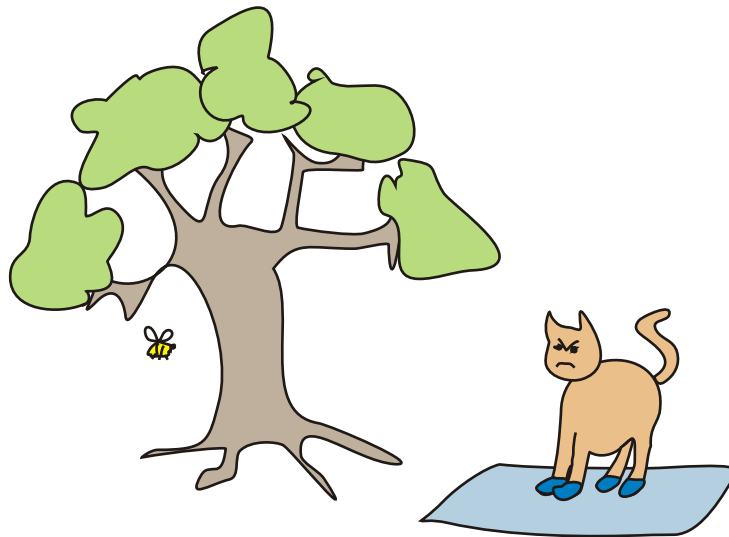
He is flying by **the tree**

And can you **see** the cat?

She is standing on the mat

She is very angry at **the bee**

I don’t know why, so don’t ask **me**



Can you see the bee ?

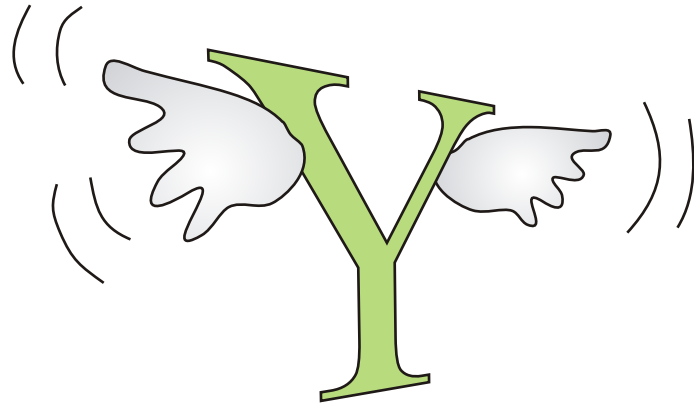
He is flying by **the tree**

And **can you see the cat ?**

She is standing **on the mat**

She is very angry **at the bee**

I don't know why, **so** don't ask **me**



A little word that ends in “**y**”
Sounds like my and fly and cry
Let’s practice....



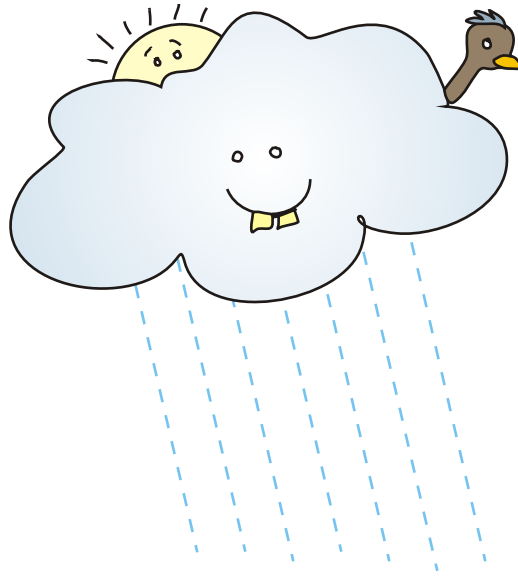
Do you want to **fly**?
Do you want to touch the **sky**?
Me too but when I **try**
I fall down but I don't **cry**



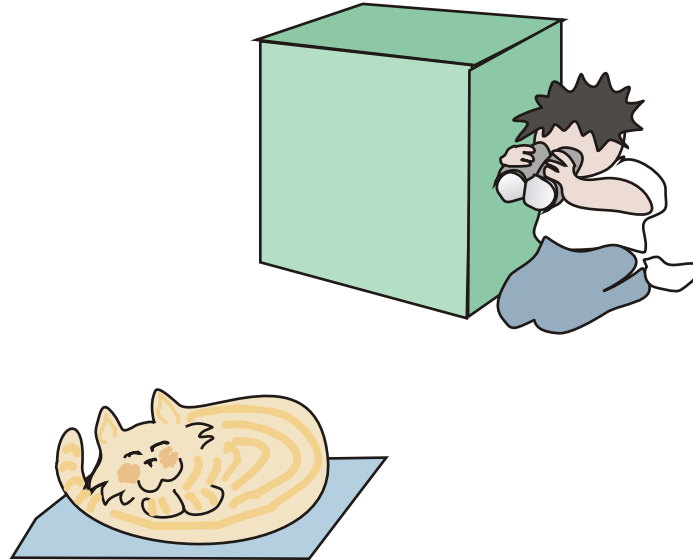
Do you want **to fly**?
Do you want **to** touch **the sky**?
Me too but when **I try**
I fall down **but I** don't **cry**



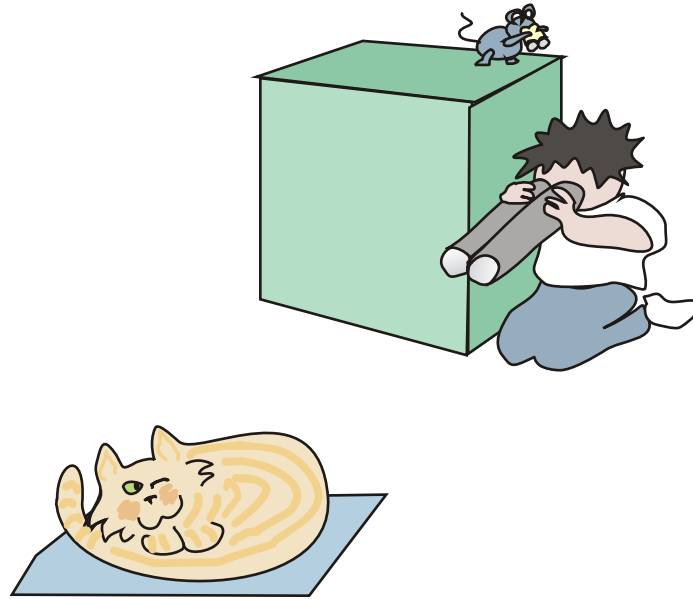
I **cry** when I am happy, I **cry** when I am sad
I **cry** when I am bored, I **cry** when I am mad
Sometimes I **cry** at nothing at all
I am the rain in the **sky** and my job is to fall



I cry when **I am** happy, **I cry** when **I am sad**
I cry when **I am** bored, **I cry** when **I am mad**
Sometimes **I cry at** nothing **at** all
I am the rain **in the sky**
And **my job is to** fall



I wanted to **spy** on **my** cat
As she went to sleep on the mat
I snuck up in **my** socks
And I hid **by** a box
And I watched **my** cat nap on that mat



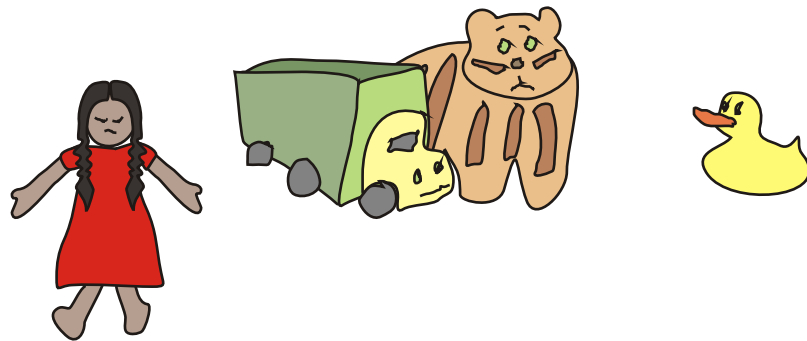
I wanted **to spy on my cat**
As she went **to sleep on the mat**
I snuck **up in my** socks
And **I hid by a box**
And **I** watched **my cat nap on that mat**



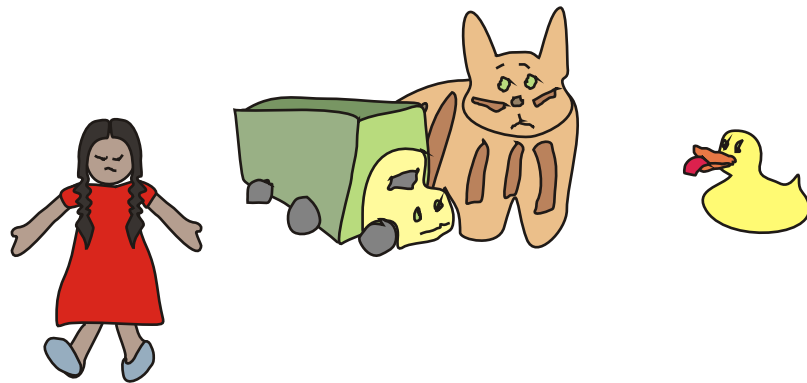
I did not want to sleep **by** myself
So I took **my** dolls down from the shelf
I piled them up, on top of **my** bed
Then I slept on the floor instead



I did not want to sleep by myself
So I took my dolls down from **the** shelf
I piled them up, on top of my bed
Then I slept **on the** floor instead



I put **my** duck **by my** doll
But they don't like to talk
My doll stood up
And started to walk
She walked **by** the tiger
She walked **by** the truck
Then she sat **by** the wall
Far away from the duck



I put my duck **by my** doll

But they don't like **to** talk

My doll **stood up**

And started **to** walk

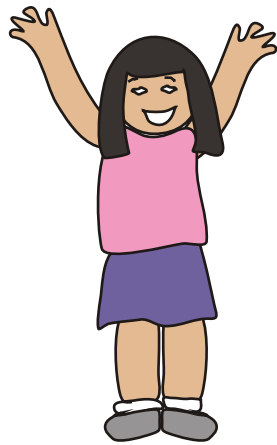
She walked **by the** tiger

She walked **by the** truck

Then she sat by the wall

Far away from **the** duck

ay



“**a**” and “**y**” together sound
like “ay” – like in day and
play and say. Let’s practice...



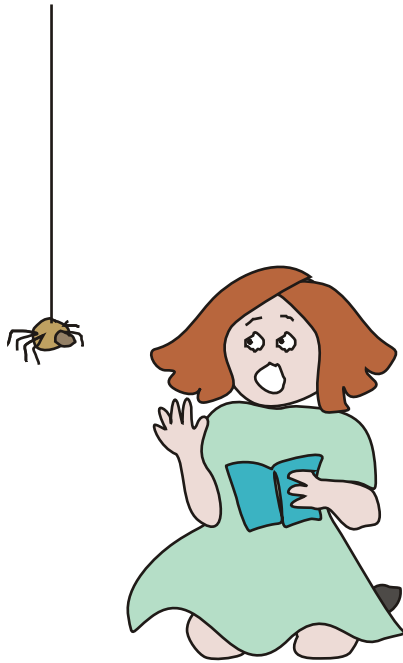
I **play** all **day**
In mud and dirt
I **play** so hard
It’s just like work

I **play** with trucks
I **play** with cars
I **play** all **day**
Out in the yard



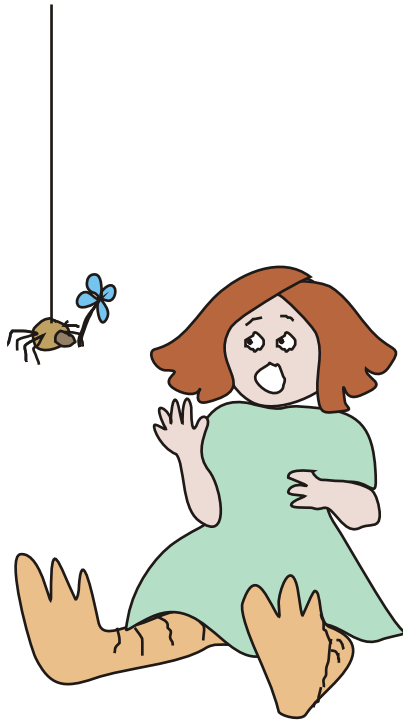
I play all **day**
In mud and dirt
I play so hard
It is just like work

I play with trucks
I play with cars
I play all **day**
Out **in the** yard



What did she **say**
At the end of the **day**
When a spider
Sat beside her?

Did she **say**, “Go **away**”?
Did she say, “Let’s **play**”?
Or did she scream
And run **away**?



What **did she say**
At the end **of the day**

When **a** spider
Sat beside her?

Did she say, “**Go away**”?

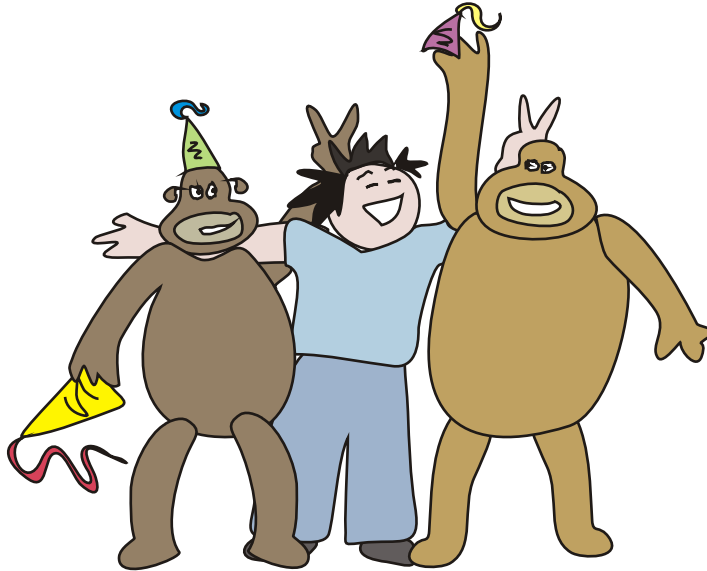
Did she say, “Let’s **play**”?

Or **did she** scream

And **run away**?



Mother, **may** I **stay** at the zoo
May I **stay** at the zoo tonight?
The monkeys asked me if I **may**
Stay with them tonight
Stay for peanuts
Stay for fun
May I **stay** with them tonight?



Mother, **may I stay at the zoo**
May I stay at the zoo tonight?
The monkeys asked **me if I may**
Stay with **them** tonight
Stay for peanuts
Stay for **fun**
May I stay with **them** tonight?



Do you know what **day** it is?

It is a special **day**

Today is my birthday

Today is fine

Today is the **day**

That's mine, all mine

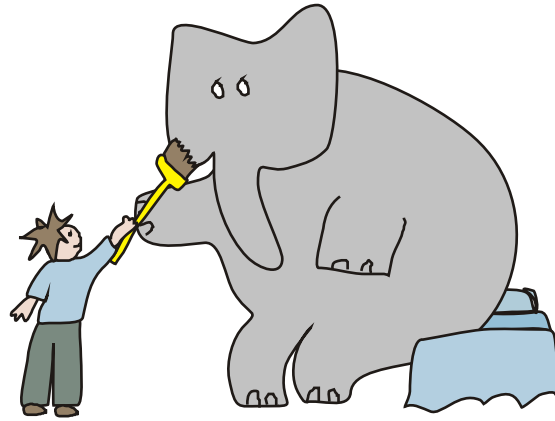


Do you know what **day it is** ?
It is a special **day**
Today is my birthday
Today is fine
Today is the day
That is mine, all mine

Practice time!

The following six “poems” don’t introduce any new concepts.

They just help your child practice reading the words he/she has learned so far.

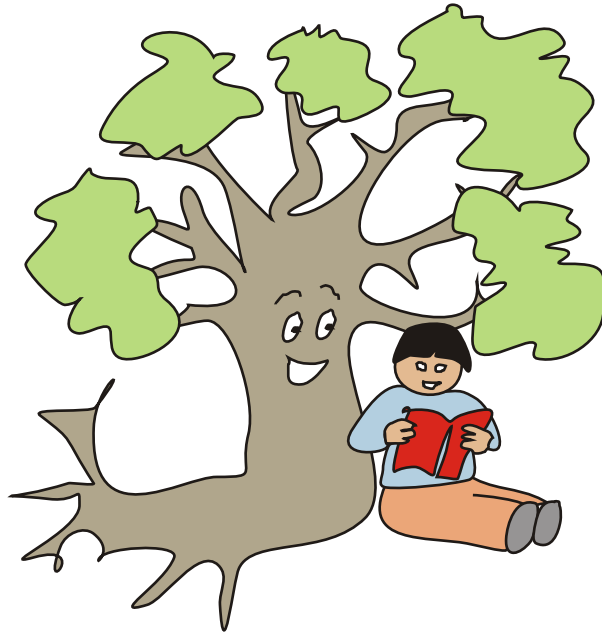


If you had an elephant

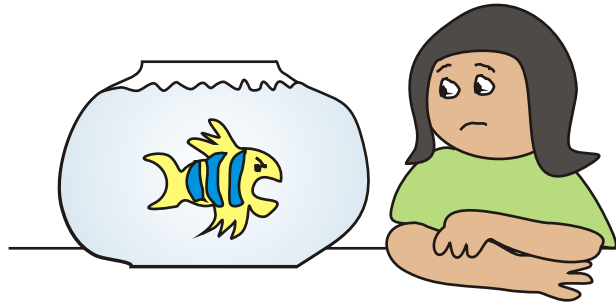
Would **you keep him in your room**

Would **you feed him a lot of** peanuts

Would **you** clean **him with a broom?**



I sat by a tree to read **a book**
Then the tree sat down **by me**
I never knew **that a tree could sit**
Nor **that a tree** could read



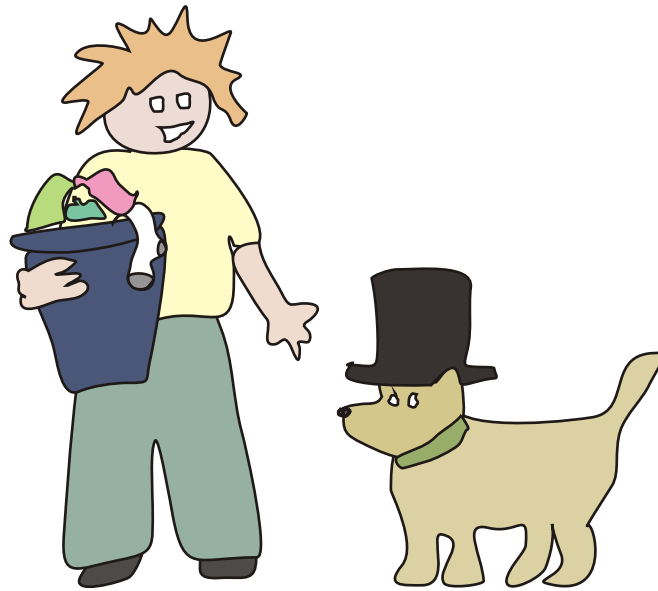
My dog is good
My cat is too
But my fish is always
In a bad mood

I can see him swim in circles
I can see him snap his teeth
I keep my fingers out **of his** bowl
So that he can't bite **me**



I need to feed my cat
I need to feed him soon
I have a can of food
But I cannot find the spoon

I cannot use my hand
To scoop the cat his food
The food is way too icky-poo
Oh dear, what **do I do?**



On the way to the laundromat
I met a dog in a big black **hat**
He asked **me if I** knew **the way**
To the park because **he** wanted **to play**

So I showed **him the way**, **we** played all **day**
Until **the moon** said, "**Go away**"
I did not get the laundry done
But the dog and **I had a lot of fun**



I really want **to go to sleep**
But my head **is** full **of** silly **sheep**
I tell **them**, **no**, **do not play**
I tell **them**, please, just **go away**
But no, those mean, old silly **sheep**
Never want **to go to sleep**

The end

Don't forget!

If you have a moment (and if you are willing), email us with your comments. Thanks!

Feedback@ProgressivePhonics.com

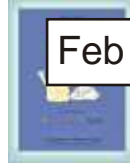
Coming soon

Feb 4, 2006



Book 8:
Ending consonant
blends and plurals

Feb 23, 2006



Book 9:
Intermediate
long vowels

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