

Intermediate
Book 12

vowels
Silent
E

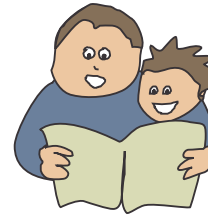


Miz Katz N. Ratz

A Progressive Phonics™ book

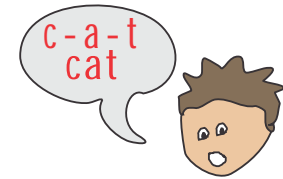
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Quick Start Guide



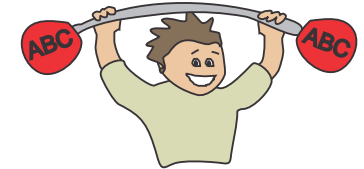
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



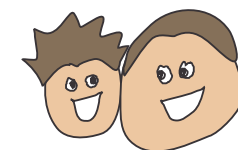
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 simple short vowel words. Read or re-read the Progressive Phonics Beginner Books a few times, and then try this book again.

And most important of all, HAVE FUN!



Words that a child should be able to read by now are printed with BLUE ink – if your child can't read them easily, go back and review the earlier books.

The new words being learned are "big, red words".



Is my **clock** **sick**?

It only says **tick**.



Words or grammatical constructions that a child has not learned yet are written in black ink.

These words are supposed to be read by the parent/teacher. **

** Your child can try to read them, but don't worry too much about them. They are taught later, either in later Progressive Phonics books, or in spelling or grammar at school.

Words taught in this book:

ate, brave, cake, came, cape, cave, Dave, gave, grape, have, made, make, name, plate, same, save, snake, take.

- - - - -

five, ice, like, mice, mile, mine, nine, ride, side, slide, smile, time, twice, wife.

- - - - -

bone, hole, home, hope, pole, stole, those.

- - - - -

cute, tube, use.

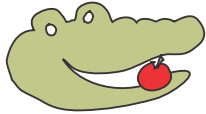
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Pete, these.



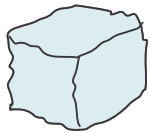
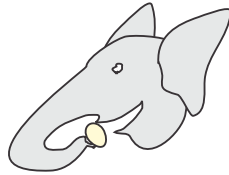
Note! Pages like this are read TO your child.

There are five vowels, and each vowel can make different sounds – listen:



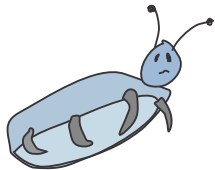
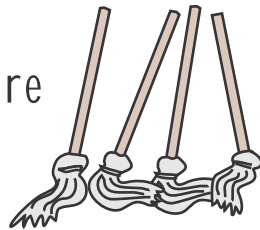
An alligator ate an awful apple.

Every elephant eats eggs.



It is ice.

Oh, no, not more mops.



Blue bug.

Part of learning how to read is learning the different sounds that vowels make.

Let's start with this – each vowel has a name, which is its "long sound," and each vowel also makes a "short sound."

Say the name...

A

E

I

O

U

Say the short sound...

c-a-t

p-e-t

p-i-g

d-o-g

b-u-g

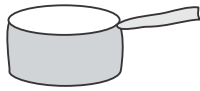
We know that in three-letter words, the vowel usually makes its "short sound" –



bat



jet



pot

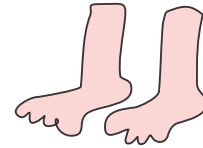


wig on a pig

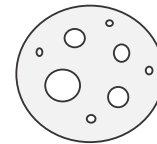


cup

We know that when you see two of the same vowel sitting together, the vowel calls out its name or makes a different sound –



feet

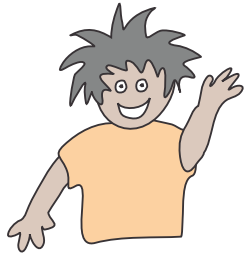


moon



book

We know that when a vowel is all alone at the end of a very small word, it can call out its name –



hi



me



no

We are now going to learn a new way to know when a vowel is supposed to call out its name.

You see, there's something called a silent "e" – this is an "e" that you sometimes see at the end of a word –

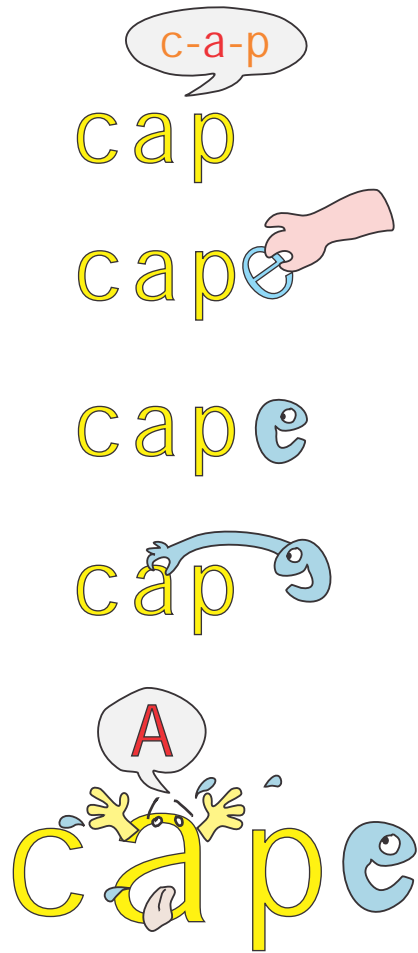
Tim time



Sam same

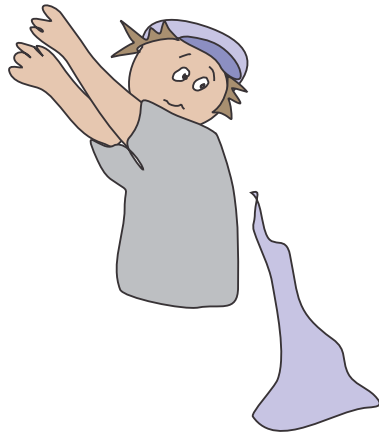


When you add an "e" to the end of a word, the naughty little "e" reaches around and PINCHES the vowel, making it call out it's name:

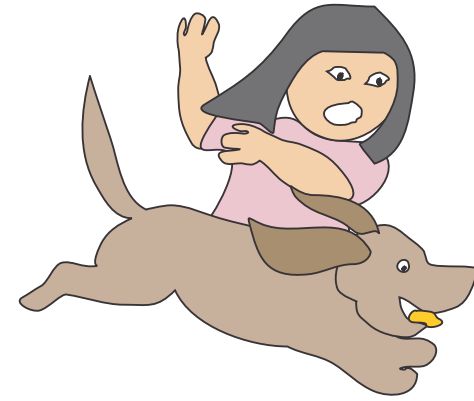


And the naughty "e" is silent because he doesn't want to get into trouble. "Silent" means to say nothing and to make no noise.

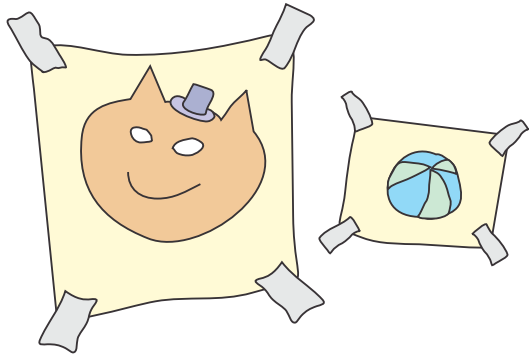




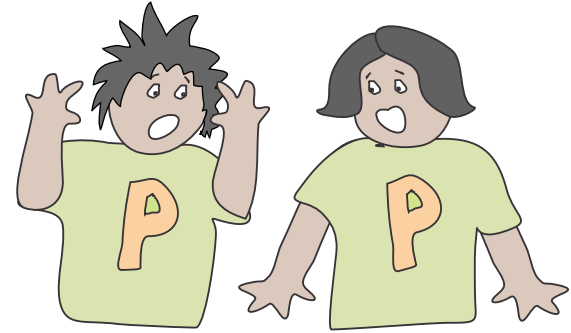
I am a superhero – see
 my **cap** and my **cape**.
 My **cap** and my **cape** are
 as purple as a **grape**.
 My **cap** and my **cape**
 are supposed to help me fly,
 but my **cape** falls off
 every time I try to fly.



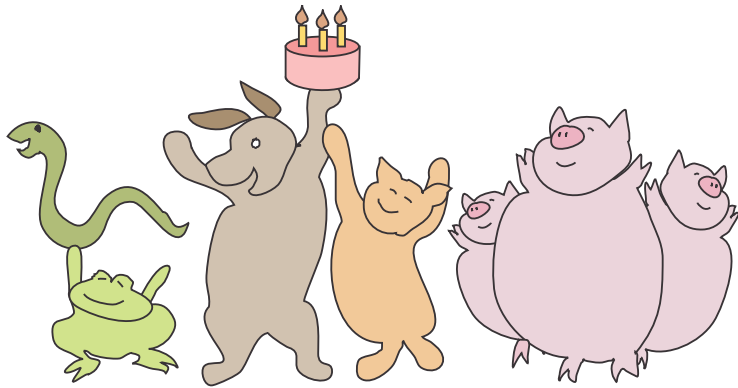
I sat **at** the table
 and **ate** a big cookie,
 but as I **ate** the last
 little bite, my dog
ate it first – he was
so impolite.



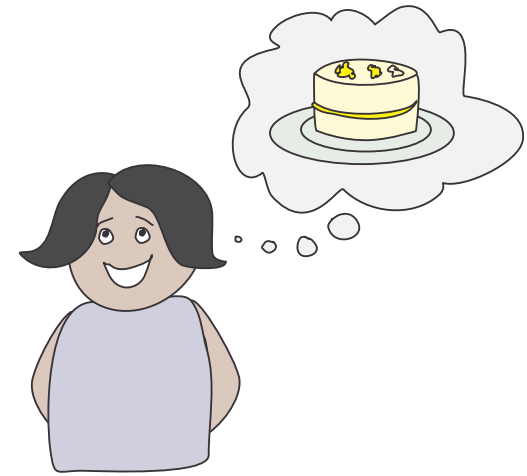
I **made** a picture of a cat,
 and I **made** the cat a hat.
 I was **mad** at the cat,
 so I **made** his hat too small.
 But then I was sorry,
 so I **made** the cat a ball.



Sam is the **same** age
 as me. **Sam** goes to the
same school too.
 But my **name** is Pam,
 which starts with a "P,"
 so **Sam** shouldn't wear
 the **same** shirt as me.



My cat had a party, and everybody **came** – a dog, a frog and a pig with no **name**. The dog **came** with a **cake**. The frog **came** with a **snake**. The pig **came late** with his cousins, **Jack** and **Jake**.

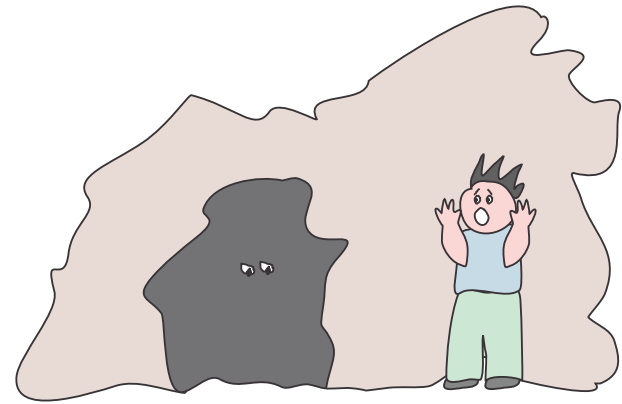


Mother, may I **make** a **cake**? A **cake** is what I want to **make**. I will not **take** long, and I will not **make** a mess. So may I **make** a **cake**?

Please say, "Yes."

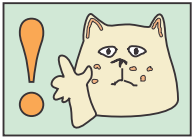


I gave my brother, Dave,
 a big piece of cake; I also
 gave Dave a banana and
 a grape. Dave ate the
 banana. Dave ate the cake
 and grape, and I was surprised
 when Dave ate the plate.

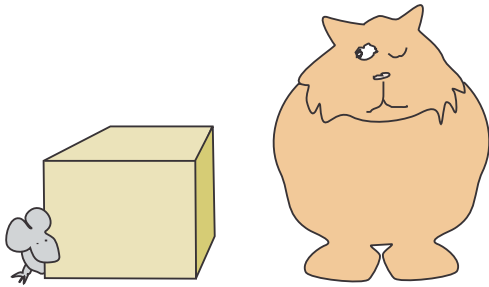


Save me, save me,
 a bear is in the cave.
 Save me, save me,
 if you are very brave.
 Save me, save me...
 oh... it is just my brother,
 Dave.

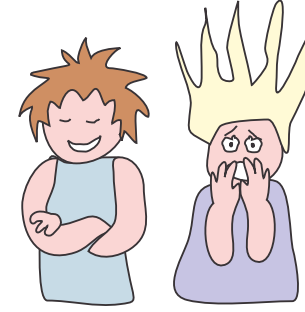
Note! Comments by Miz Katz
are read TO your child.



In the word "have," the naughty
"e" doesn't do anything, so the
word "have" sounds a lot like "has."



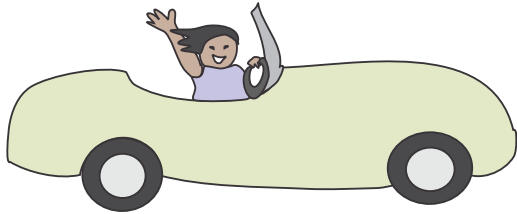
I **have** a cat, and
she **has** a rat.



I **have** a brother, **Dave**.
Dave is brave. **Dave**
is not afraid to go in a **cave**.
I **have** a sister too, she **has**
long yellow hair. **And** when she
is scared, her hair is in the air.



We say "had" when we talk about the past; we say "have" or "has" when we talk about now or the future.

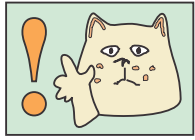


When I was three, I **had** a trike. Now I am six, I **have** a bike. When I grow up, I **will have** a car; I want to **have** a car, so I can drive it very far.

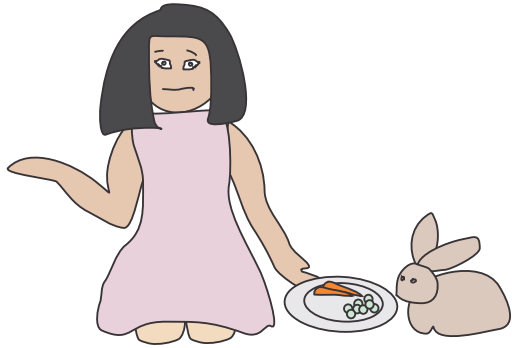
Note: A trike is a tricycle.



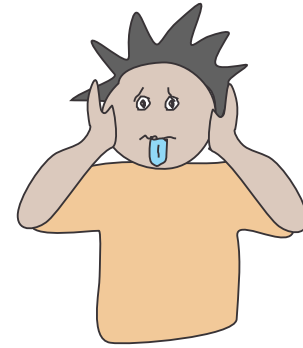
Yesterday I **had** a ham sandwich for my lunch. Today I **have** a ham sandwich for my lunch. Tomorrow I **will have** a ham sandwich for my lunch – does anybody want a ham sandwich for lunch?



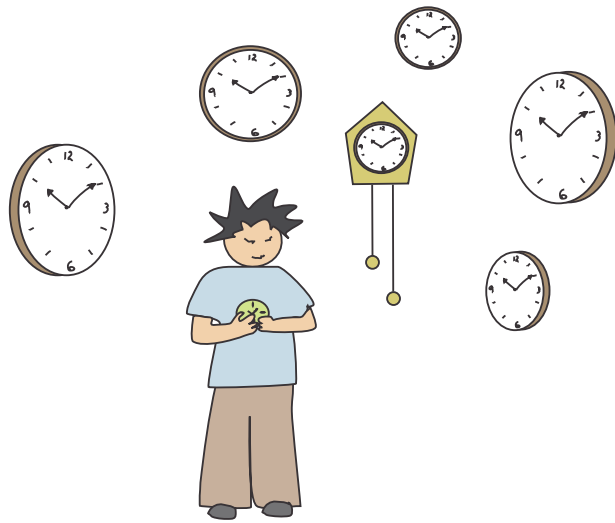
The words, "have to" and "had to" mean you are supposed to.



Why do I **have to** eat **my** peas? I **have** a bunny rabbit; **he will** eat **them**, please? **And** why do I **have to** wash **my** plate — do I **have to** use soap, or can **my** bunny lick the plate?



When I **had** a cold,
I **had to** stay in bed;
I **had to** blow **my** nose,
and **my** nose got red.
Today I **have** a headache,
and **my** tongue is blue;
I think I **have** a fever —
do I **have to** go to school?



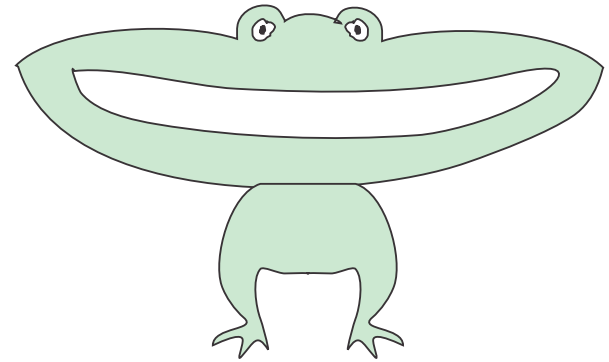
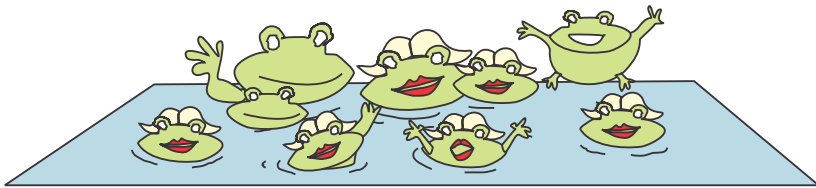
Tim has a clock on every wall, so Tim can see the time. Tim can see when the time is six, and Tim can see when the time is nine.



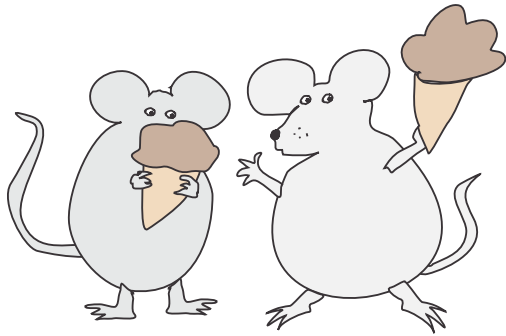
Sid slid down the slide. He slid down the slide a lot. Then his brother said, "Sid, you are a little kid, so be careful not to fall." But when Sid held tight to the side of the slide, he did not slide at all.



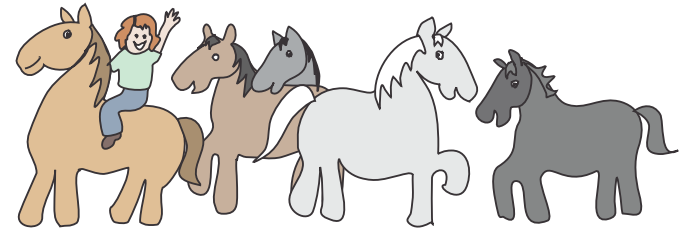
If a frog and his wife
 have a son and two daughters,
 then **five** little frogs would
 be in the water. But **if** the
 frog and his wife have two
 sons and **five** daughters,
 then **nine** little frogs would
 be in the water.



If a frog had
 a big, **BIG** mouth,
 would his **smile**
 be as **wide**
 as a **mile**?

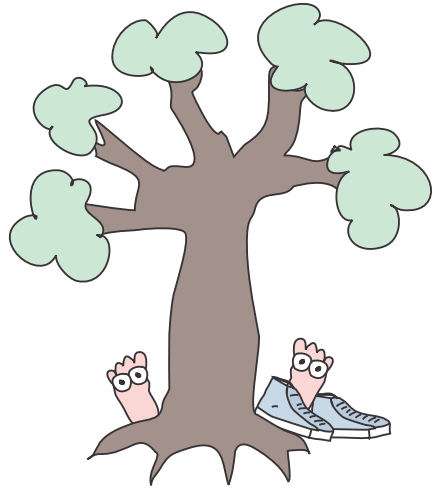


I like ice cream; ice cream is nice. I like ice cream, and so do my mice, so may I have ice cream for me and my mice.



If I had five ponies, I would ride them to the zoo.

If I had five ponies, you could ride them too.



I **hope** you can **hop**

as fast as can be.

I **hope** you can **hop**

over to that tree because

your shoes **ran** away

with your feet, feet, feet.



My dog wrote his name

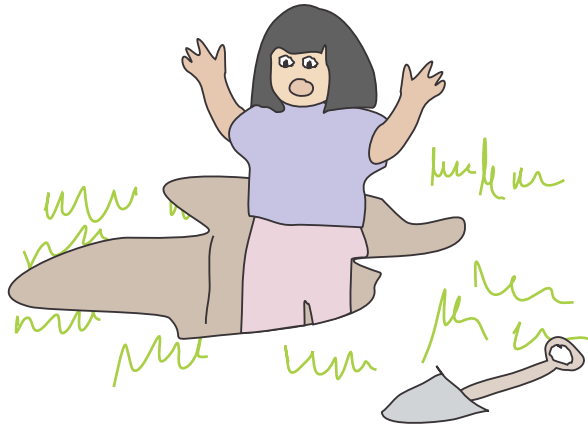
on a **bone**, and then

he gave the **bone** to me.

I was not surprised that he

could write, but that he gave

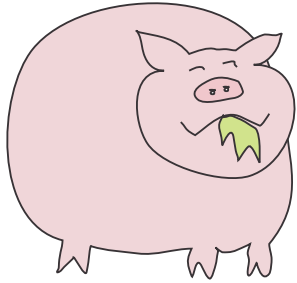
his **bone** to me.



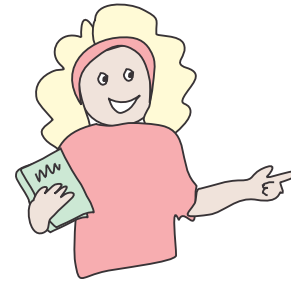
I dug a **hole** so deep
 that I could not see my
 feet. I put a **pole** inside
 the **hole**, and the **hole**
stole the **pole**. Yes,
 the **pole** disappeared —
 how weird!



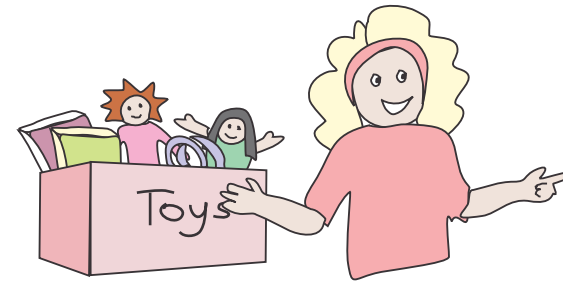
My dog dug a **hole**
 for his **bone, bone,**
bone, so his **bone**
 would have a **home,**
home, home, but
 then he forgot which
hole was the **home**.



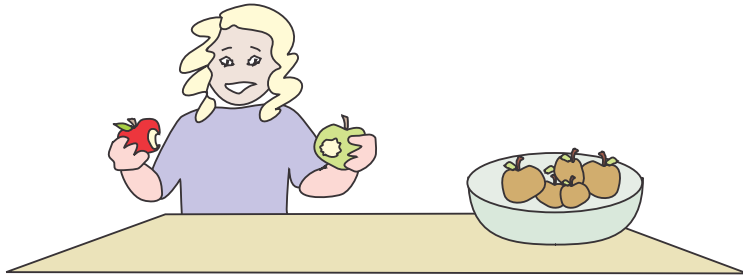
My **pet** pig, **Pete**,
 has only **three** feet.
 And my **pet** pig, **Pete**,
 likes **to** eat, eat, eat.



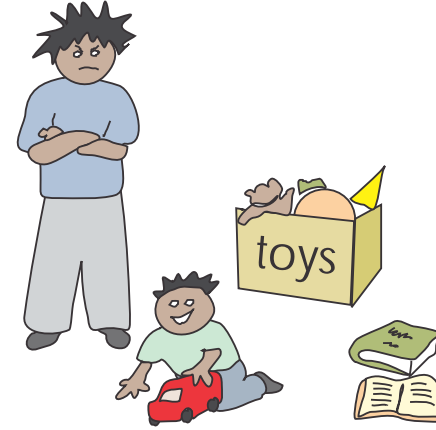
This is a book,
 and **that**
 is a bike.



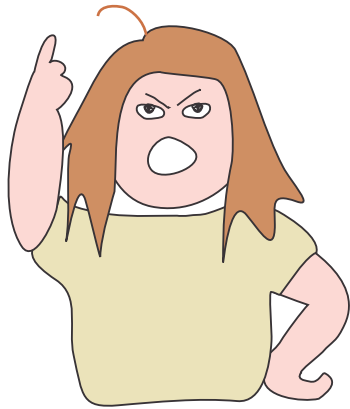
These are **my** toys, and
those belong **to** Mike.



I like **these** apples;
these apples are nice.
These apples are so nice
 that I bit them twice. But
those apples over there
 do not taste good because
those apples over there
 are made of wood.



See **those** toys over
 there? **Those** toys are
 mine. And **those** books
 over there? **Those** books
 are mine, but my brother
 plays with my stuff all
 the time.



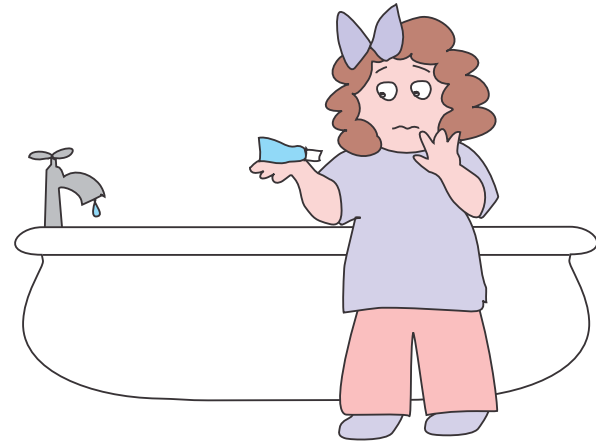
I want to look **cute**, so
 I need a **cute** hair **cut**.
 But when they **cut** my hair,
 it was not very **cute** –
 they only **cut** one hair...
 the hair right there.



My teacher told **us**
 to **use** good manners
 on the **bus**. She also
 told **us** to **use** umbrellas
 in the rain, so we do not
 get water **on** our brains.



How do you **USE** a hammer? How do you **USE** a nail? Each time I **USE** a hammer, I hit my finger, not the nail.



If I use a **tube** of toothpaste to clean the bath **tub**, how long will I have to rub-a-dub-dub? And if the **tub** is big, and the **tube** is small, will I need a bigger **tube** to clean it all?

THE END