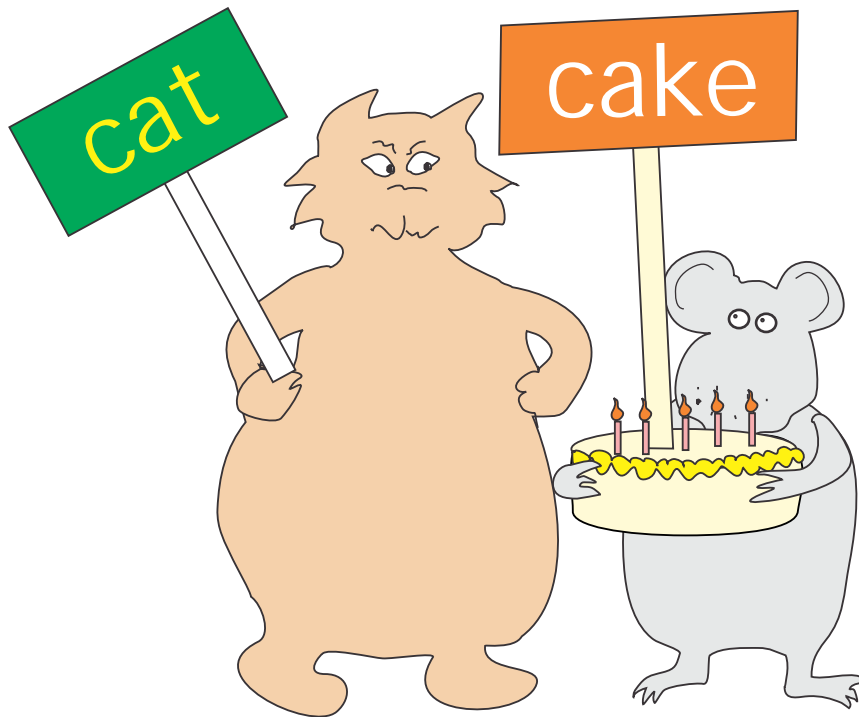


Intermediate
Book 12

vowels
Silent
E

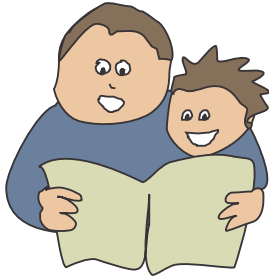


Miz Katz N. Ratz

A Progressive Phonics™ book

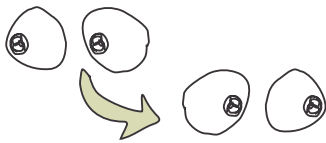
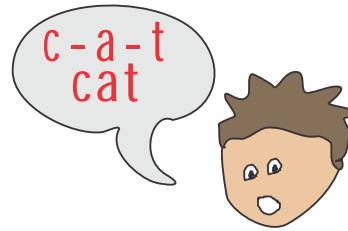
Copyright (c) 2004–2008 by Miz Katz N. Ratz, patent pending

Quick Start Guide



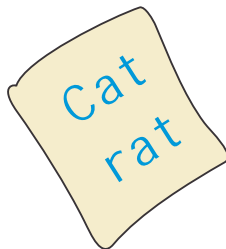
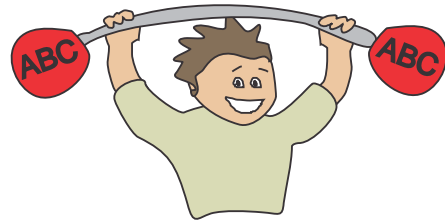
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



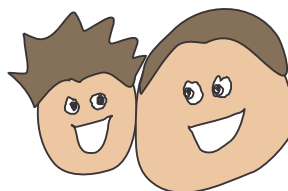
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 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.

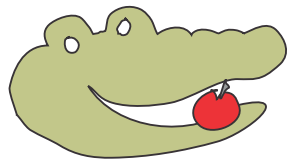
- - - - -

Pete, these.



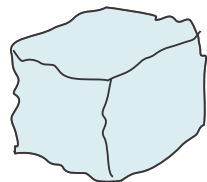
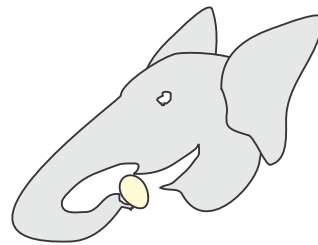
Note! Pages like this are read TO your child.

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



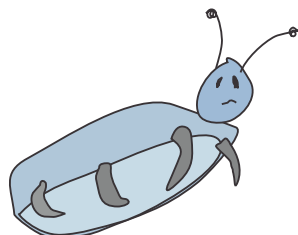
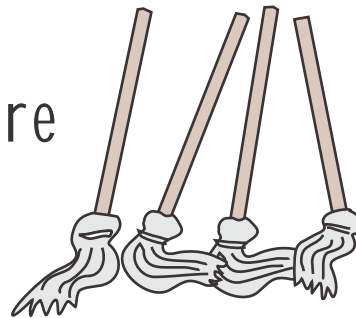
An alligator ate an awful apple.

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

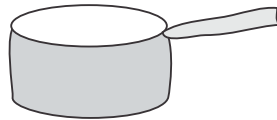
We know that in three-letter words, the vowel usually makes its “short sound” —



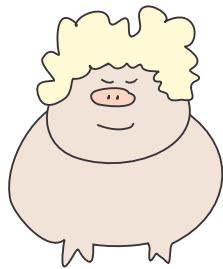
bat



jet



pot

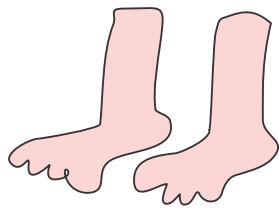


wig on a pig

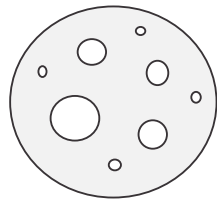


cup

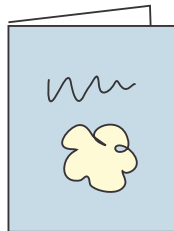
We know that when you see two of the same vowel sitting together, the vowel calls out its name or makes a different sound –



feet

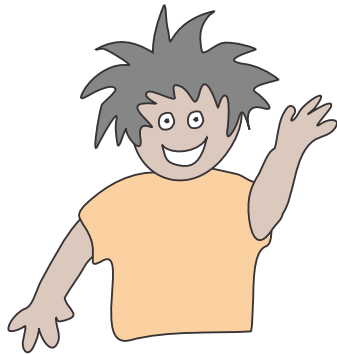


moon

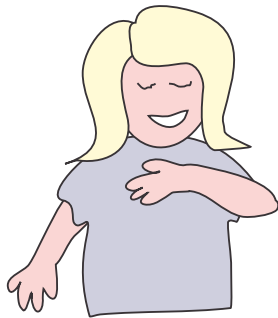


book

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

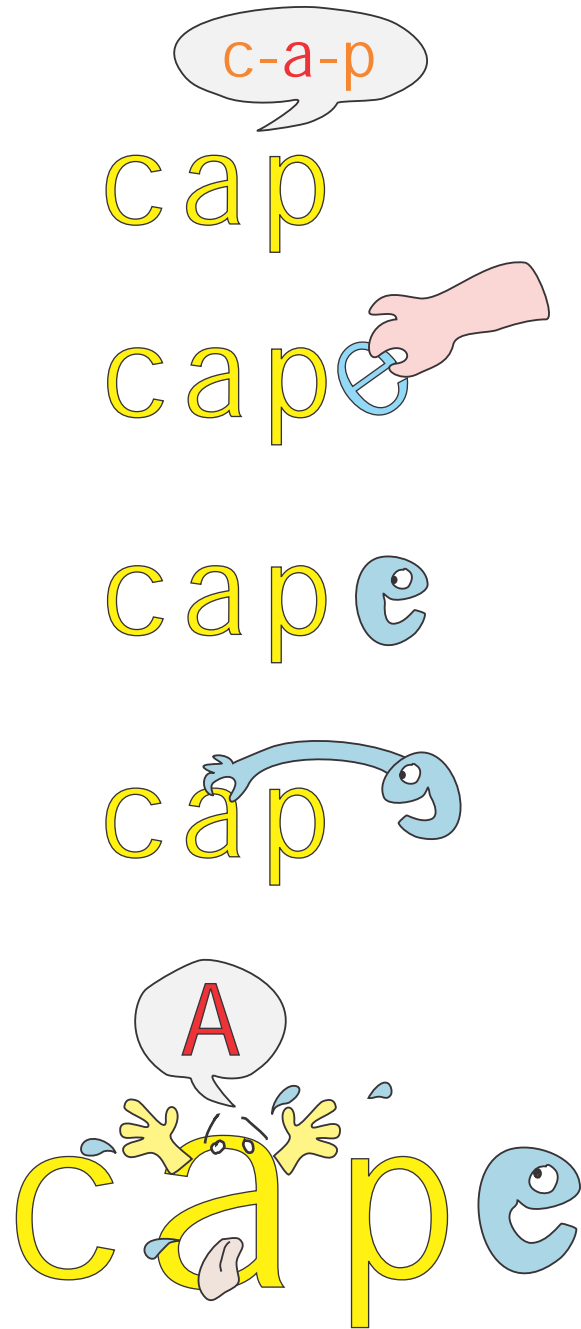
We are now going to learn a new way to know when a vowel is supposed to call out its name.

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 

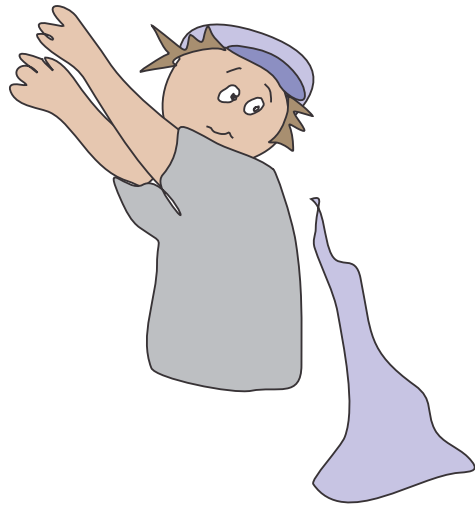
Sam same 

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 its name:

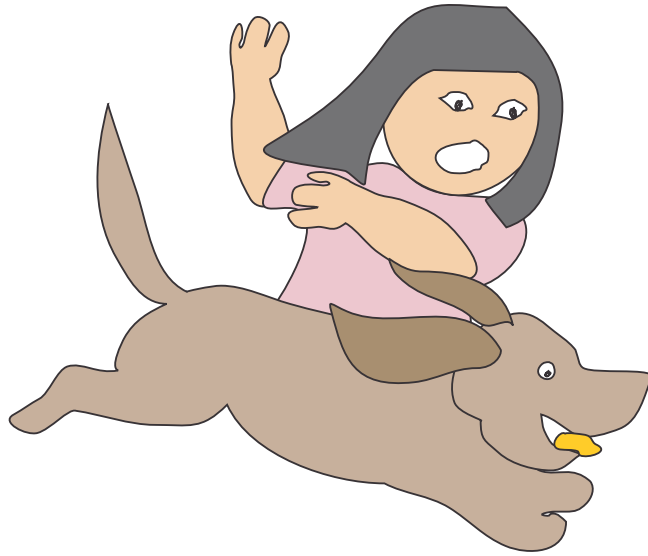


And the naughty "e" is silent because he doesn't want to get into trouble. "Silent" means to say nothing and to make no noise.

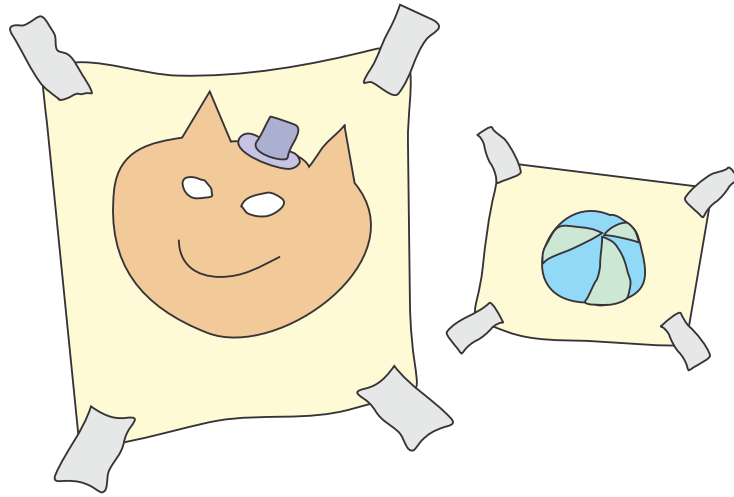




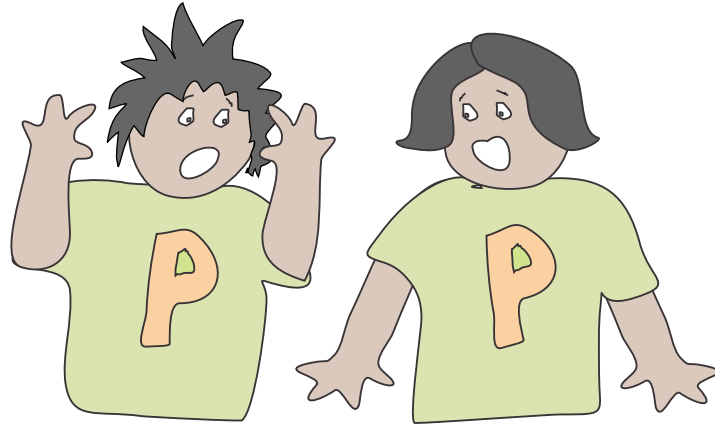
I am a superhero — see
my **cap** and my **cape**.
My **cap** and my **cape** are
as purple as a **grape**.
My **cap** and my **cape**
are supposed to help me fly,
but my **cape** falls off
every time I try to fly.



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.

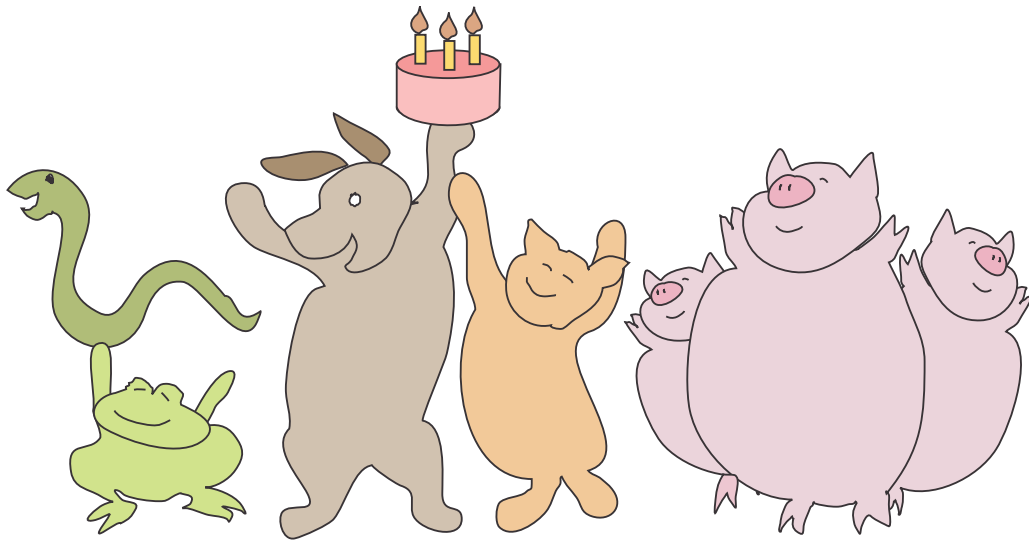


I **made** a picture of a cat,
and I **made** the cat a hat.
I was **mad** at the cat,
so I **made** his hat too small.
But then I was sorry,
so I **made** the cat a ball.



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**.

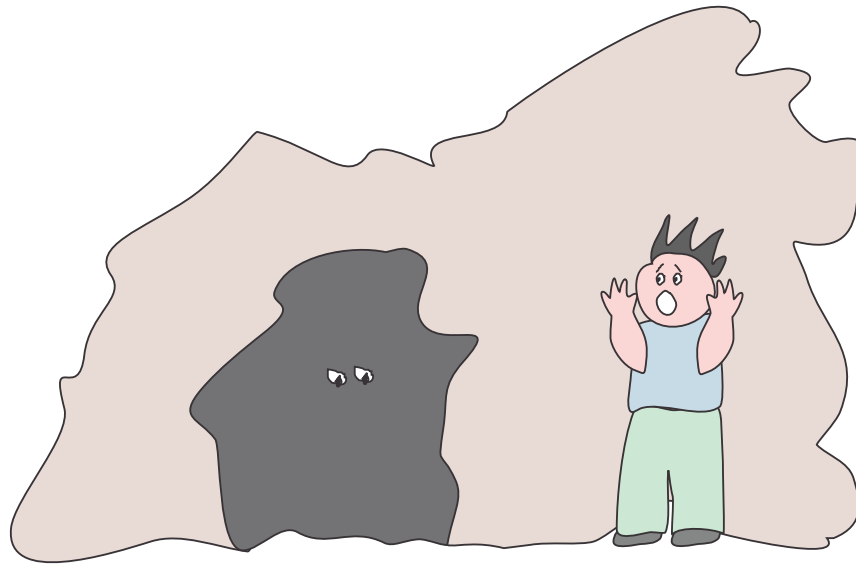


Mother, may I **make** a
cake? **A cake** is what
I want **to make**. I will not
take long, and I will not
make a mess. So may
I **make** a **cake**?

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,

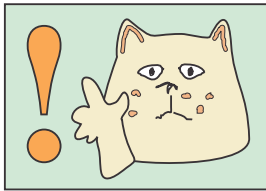
if you are very brave.

Save me, save me...

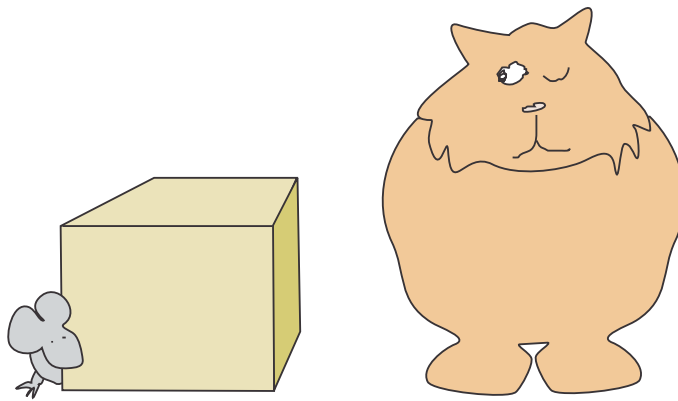
oh... it is just my brother,

Dave.

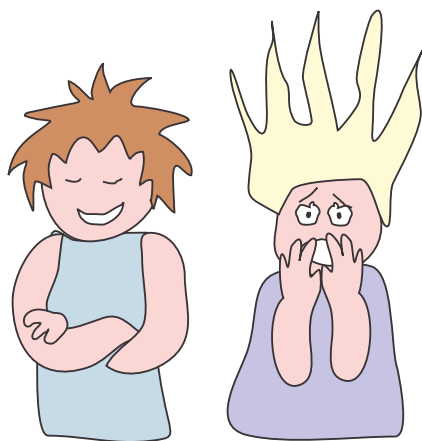
Note! Comments by Miz Katz
are read TO your child.



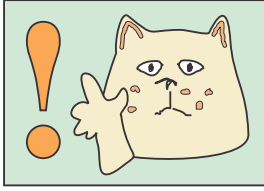
In the word "have," the naughty
"e" doesn't do anything, so the
word "have" sounds a lot like "has."



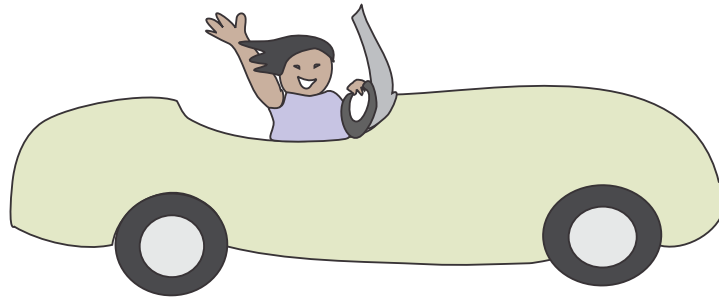
I **have** a cat, and
she **has** a rat.



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.

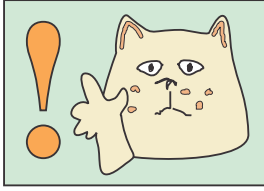


When I was three, I **had**
a trike. Now I am six,
I **have** a bike. When I
grow up, I will **have** a car;
I want to **have** a car, so I
can drive it very far.

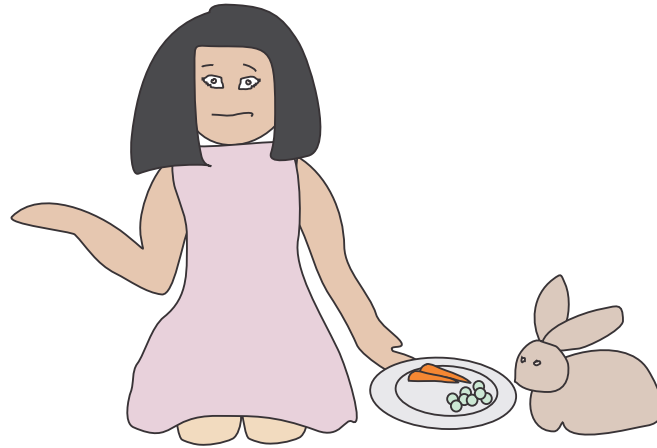
Note: A trike is a tricycle.



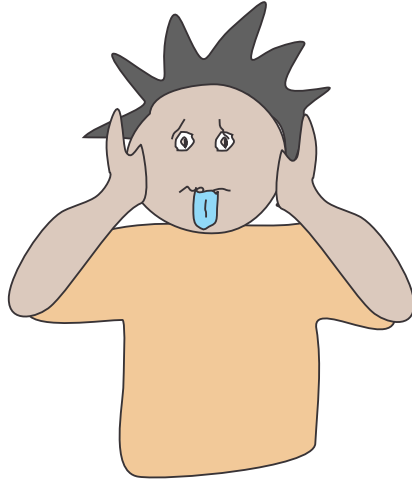
Yesterday **I had** a ham sandwich for **my lunch**. Today **I have** a ham sandwich for **my lunch**. Tomorrow **I will have** a ham sandwich for **my lunch** – does anybody want a ham sandwich **for lunch**?



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

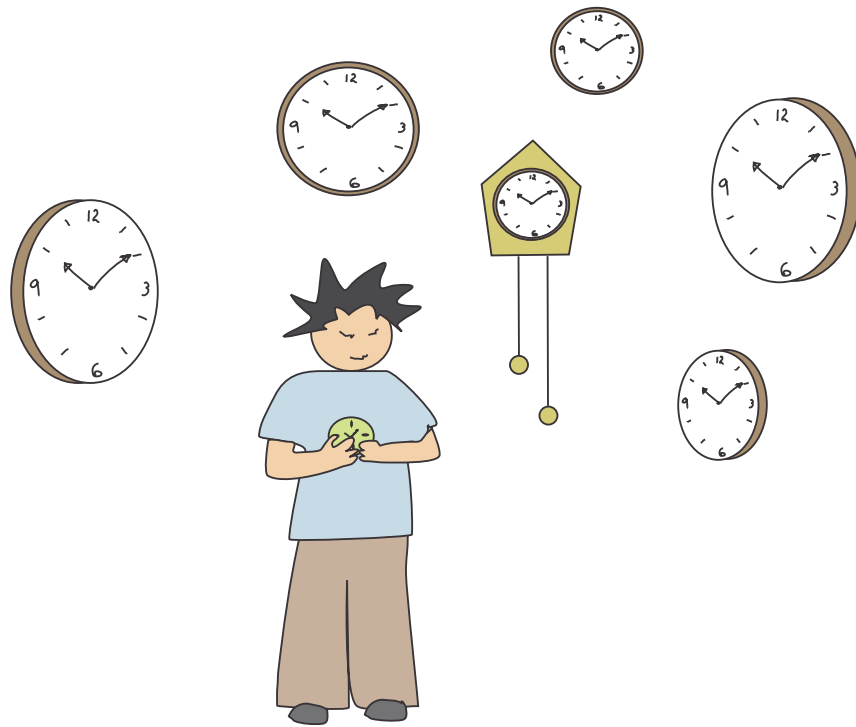


Why do I **have to**
eat **my** peas? **I have** a
bunny rabbit; **he will** eat **them**,
please? **And** why do I
have to wash **my** plate —
do I have to use soap, or
can my bunny **lick** the plate?



When I **had** a cold,
I **had to** stay in bed;
I **had to** blow my nose,
and my nose got red.

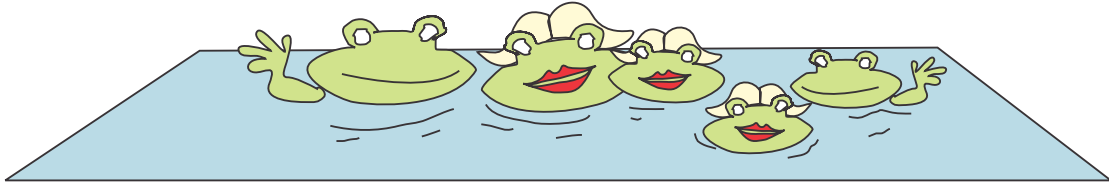
Today I **have** a headache,
and my tongue is blue;
I think I **have** a fever —
do I **have to** go to school?



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

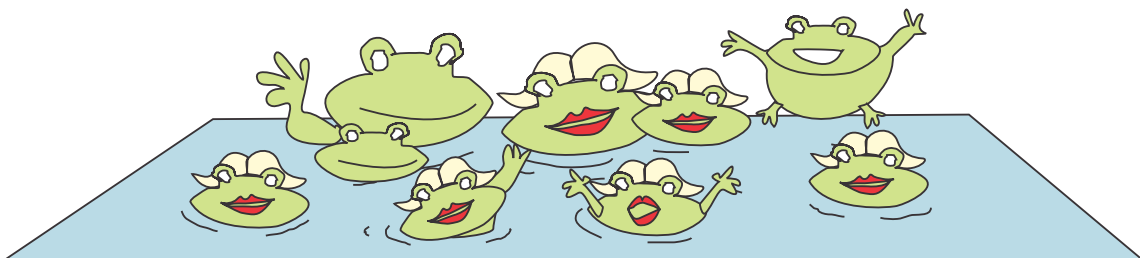
be in the water. But if the

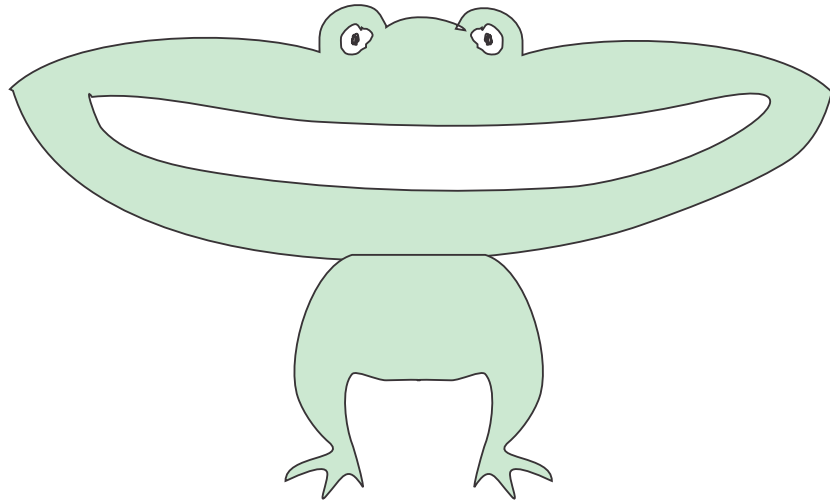
frog and his wife have two

sons and five daughters,

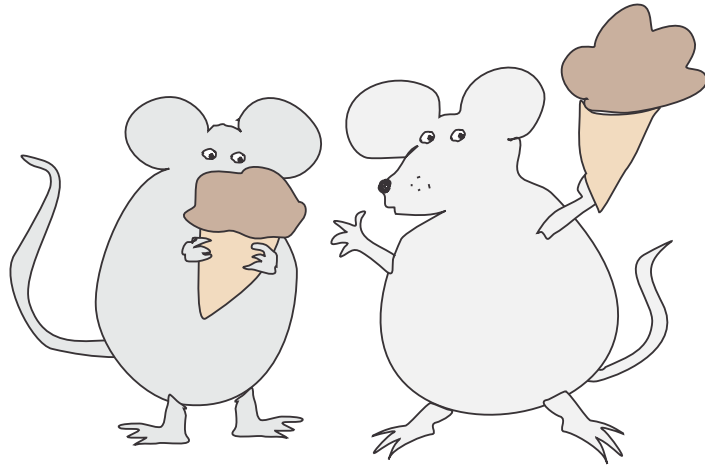
then nine little frogs would

be in the water.

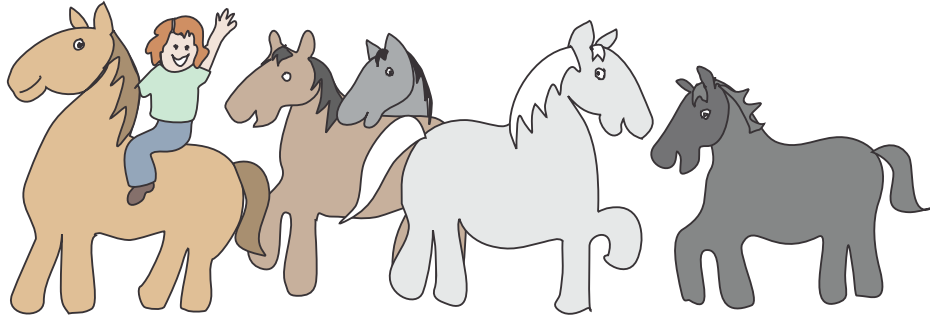




If a frog had
a big, **BIG** mouth,
would his **smile**
be as **wide**
as a **mile**?

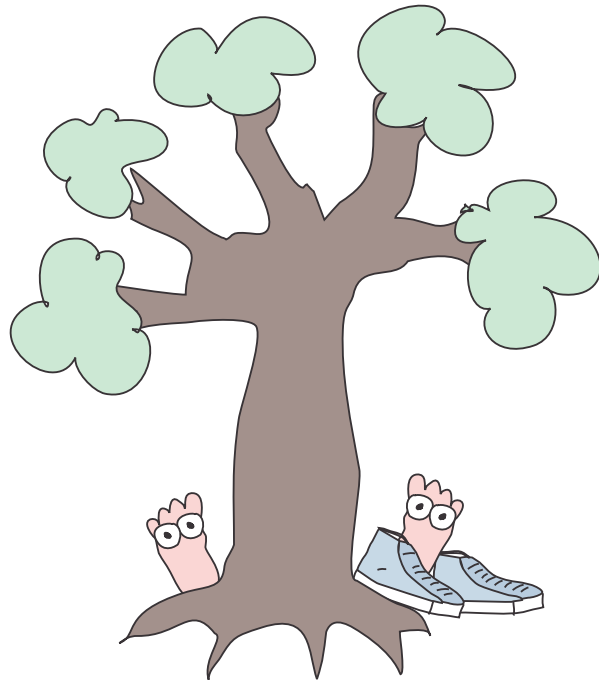


I like ice cream; ice
cream is nice. I like
ice cream, and so do my
mice, so may I have
ice cream for me and
my mice.



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

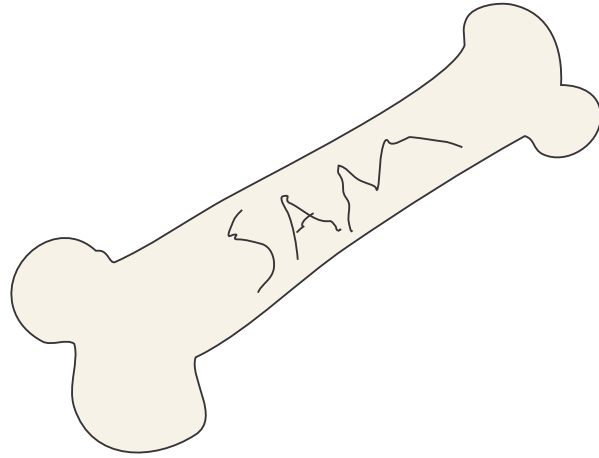
as fast as can be.

I hope you can hop

over to that tree because

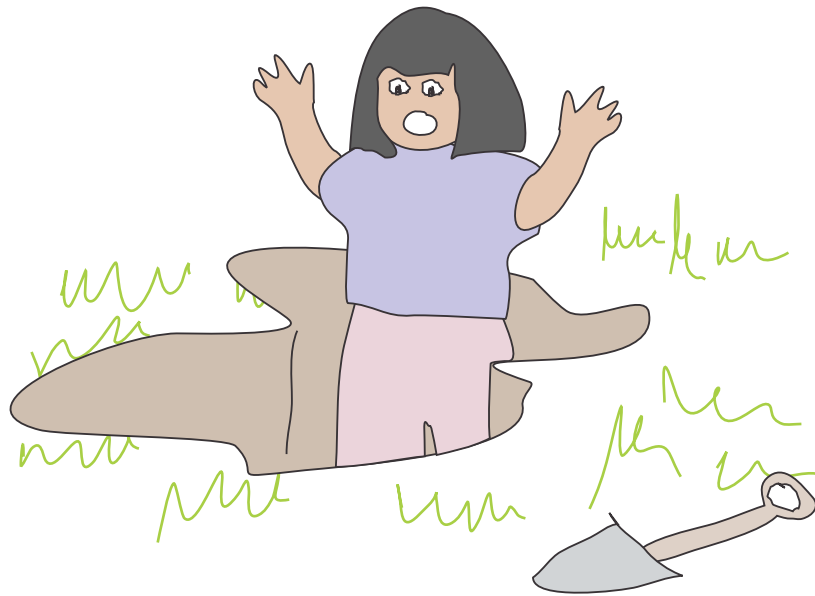
your shoes ran away

with your feet, feet, feet.



My dog wrote his name
on a **bone**, and then
he gave the **bone** to me.

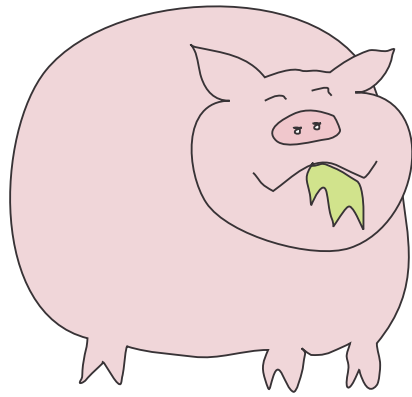
I was not surprised that he
could write, **but** that he gave
his **bone** to me.



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.**

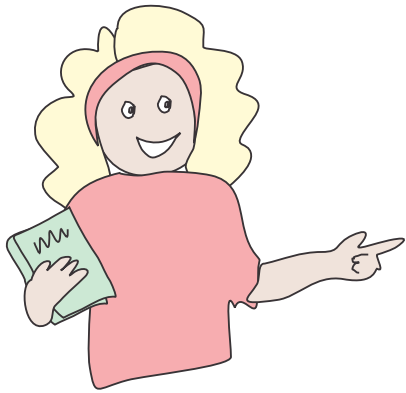


My **pet** pig, **Pete**,

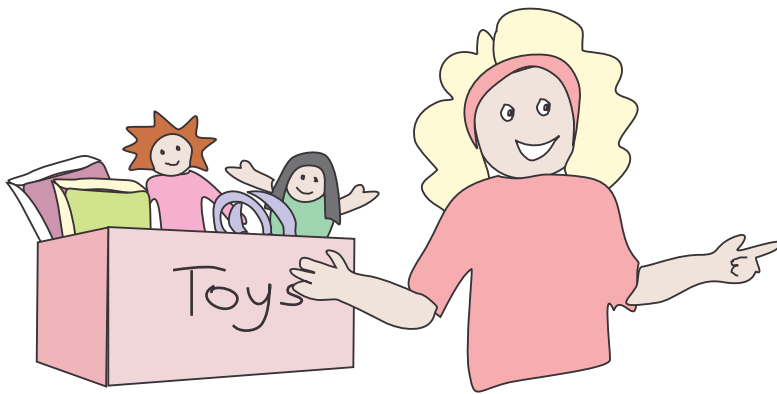
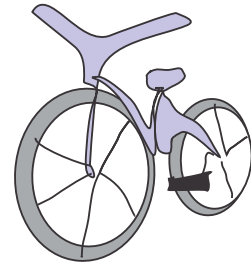
has only **three** feet.

And my **pet** pig, **Pete**,

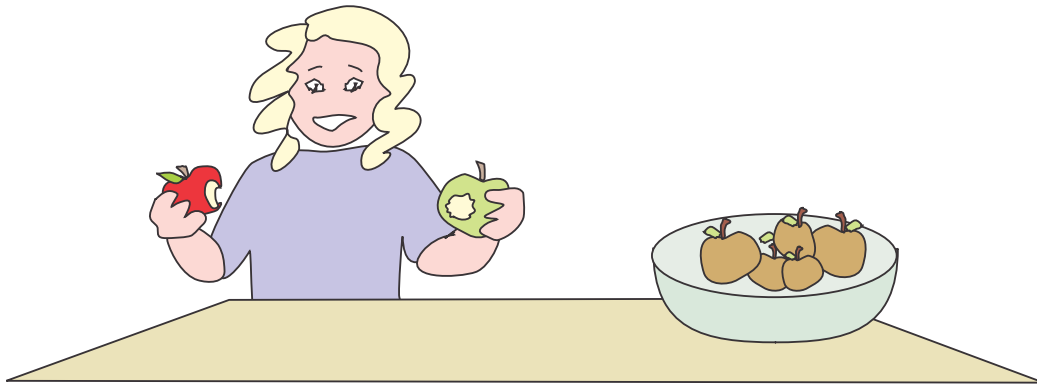
likes **to** eat, eat, eat.



This is a book,
and that
is a bike.



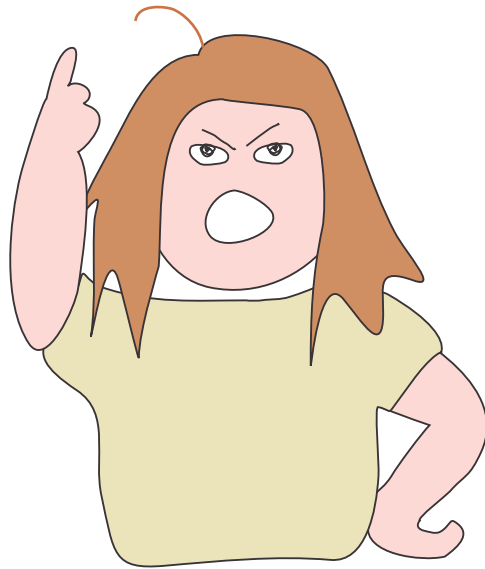
These are my toys, and
those belong to Mike.



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.



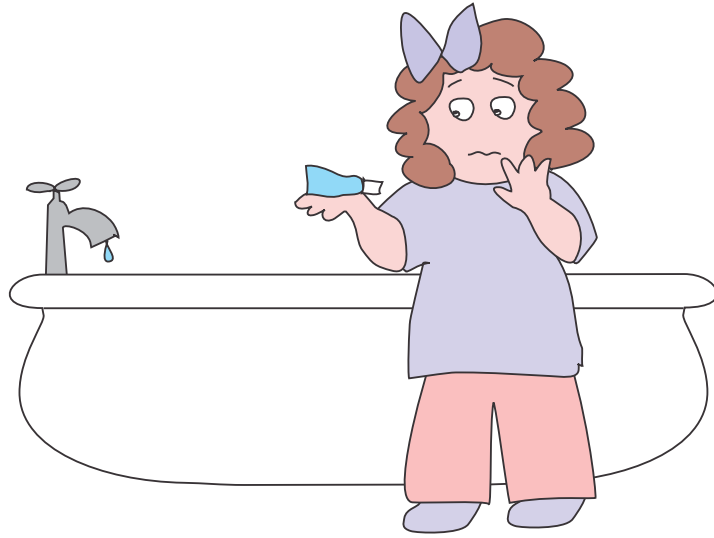
I want to look **cute**, so
I need a **cute** hair **cut**.
But when they **cut** my hair,
it was not very **cute** –
they only **cut** one hair...
the hair right there.



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 tooth-
paste 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