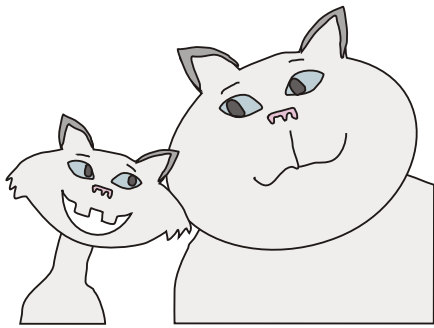


Alphabetti Book 3-1

tim and tom



Miz Katz N. Ratz

A Progressive PhonicsTM book

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Alphabetti box:

t | l | i | f | r | v | w | y | x | k | j | q

(This book introduces the letter "t")

Words used in this book:

tim

in

tom

on

ten

big

pop

am

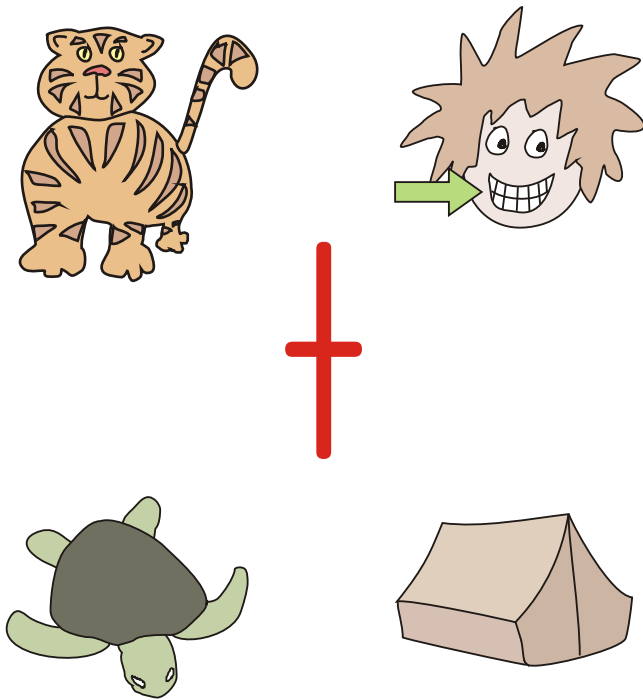
Letters learned in the first series:

d o g b a i p

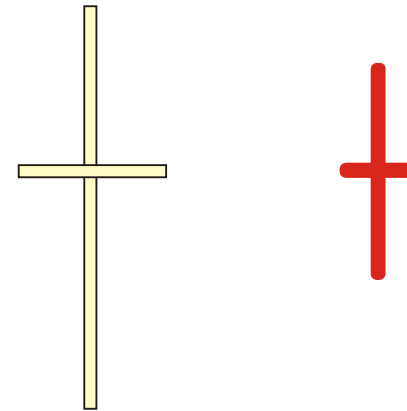
Letters learned in the second series:

s m n h c u e

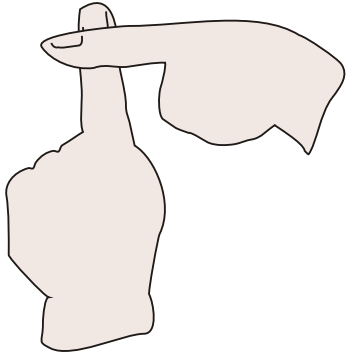
This is the letter "t." The letter "t" says "-t-" as in tiger, teeth, tent and turtle.



The letter "t" looks like a stick of spaghetti with another little stick lying sideways across it.



We need two hands to make the letter "t" with our hands:



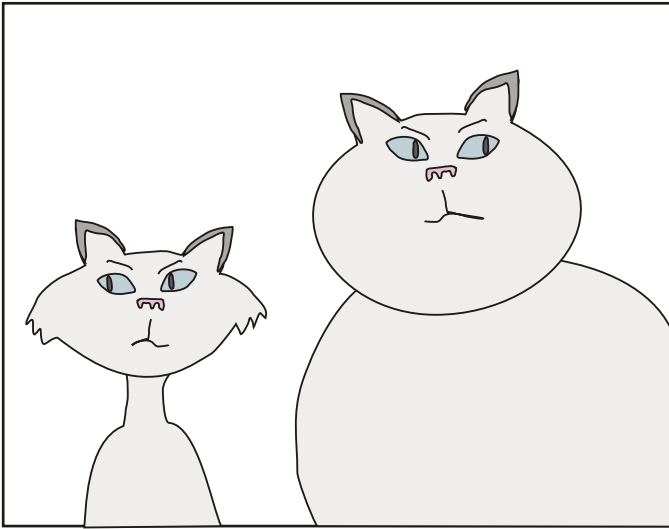
And what does the letter "t" say?
(Have the child make the letter "t" sound several times.)

There are three words in this book that use the letter "t" — can you read them?

tim

tom

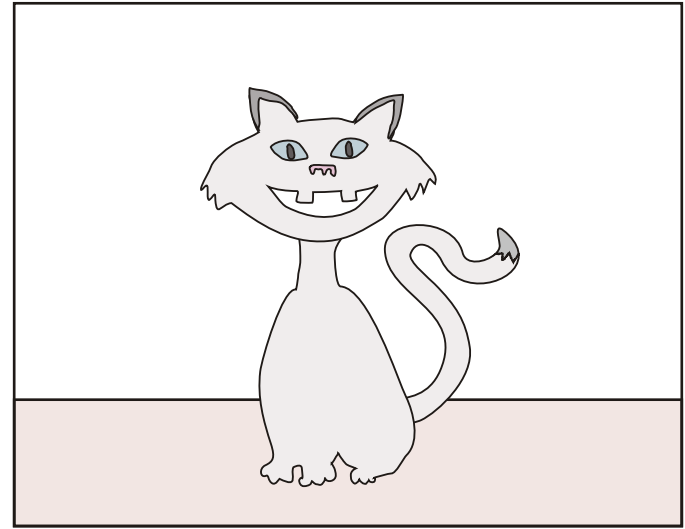
ten



tim and tom are

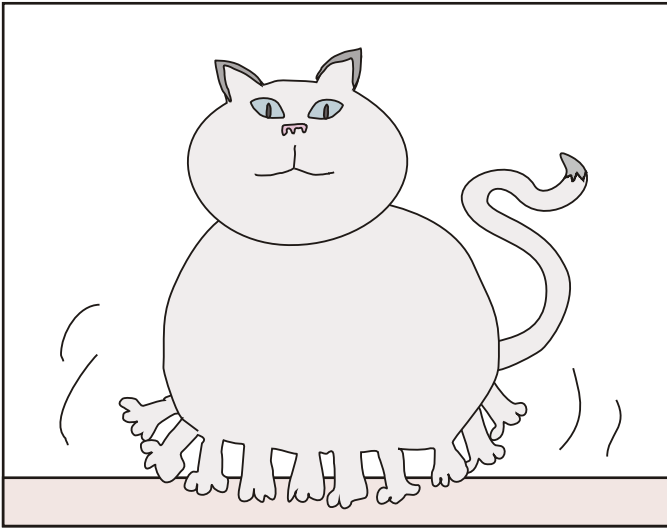
twins although they don't

look like twins.

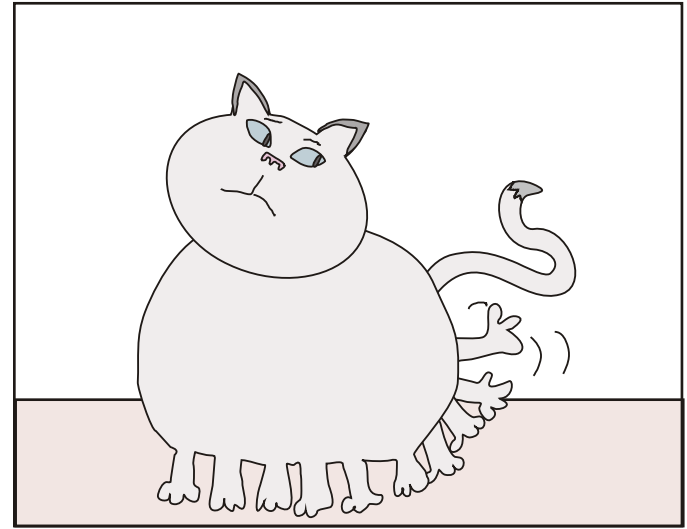


tim is tiny and only has

two teeth.



tom is very big,
and he has ten feet.

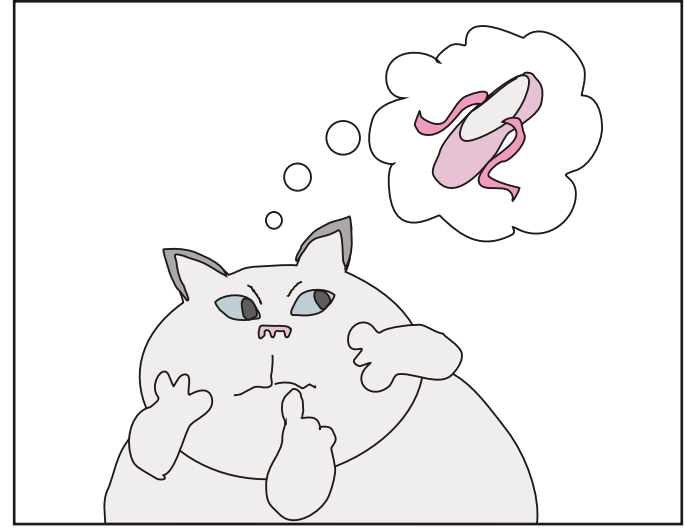


“Oh, dear,” says tom,
looking down at his ten
feet. “Whatever shall
I do with all these feet?”



"Ballet!" says **tim**.

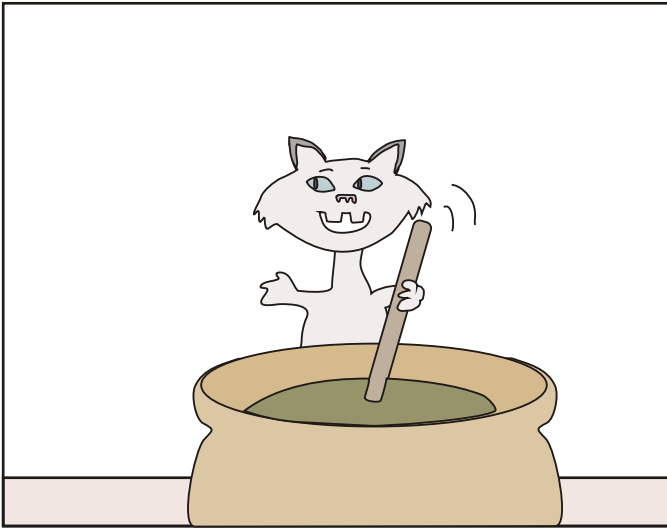
"You know, pink shoes and dancing around **on** your toes."



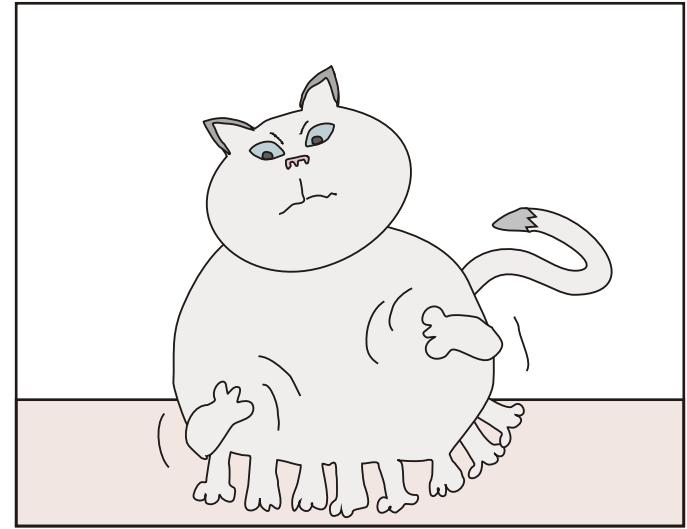
"Do I have to wear pink shoes?" asks **tom**.

"Probably," says **tim**.

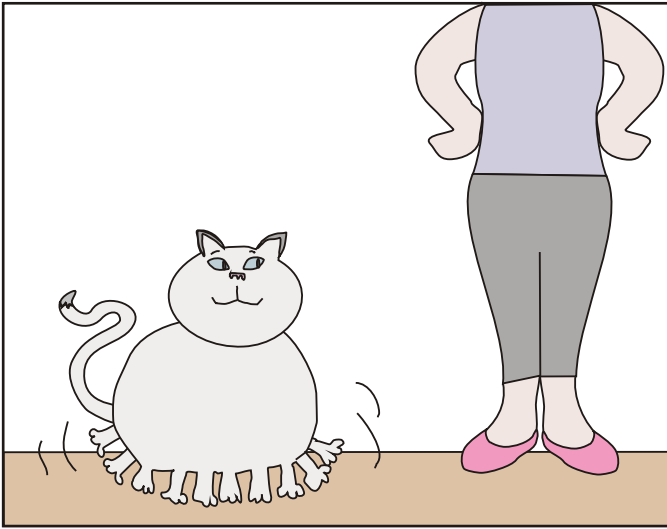
"Oh, dear," says **tom**.



tim, who is cooking
dinner **i**n a large pot,
thinks for a minute and
says, "Ballet – you could
be a ballet dancer."



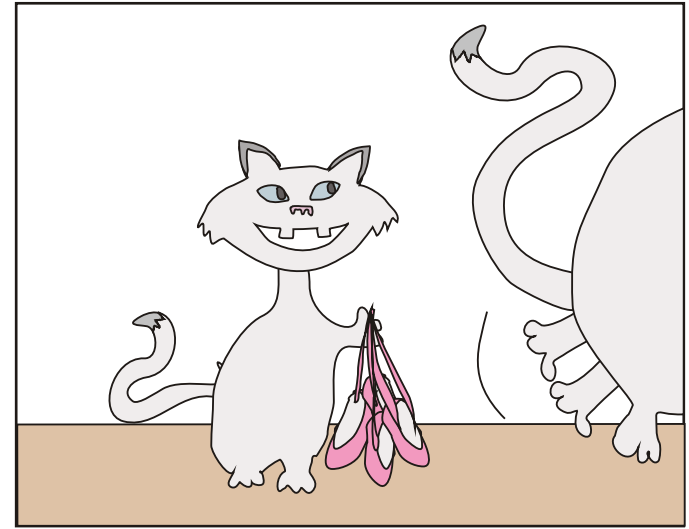
tom pokes his tummy.
"Yes, I know my tummy is
big, but what does belly
dancing have to do with
my feet?"



The next day, **tim** and
tom go to a ballet class.

"I **am** here to dance,"

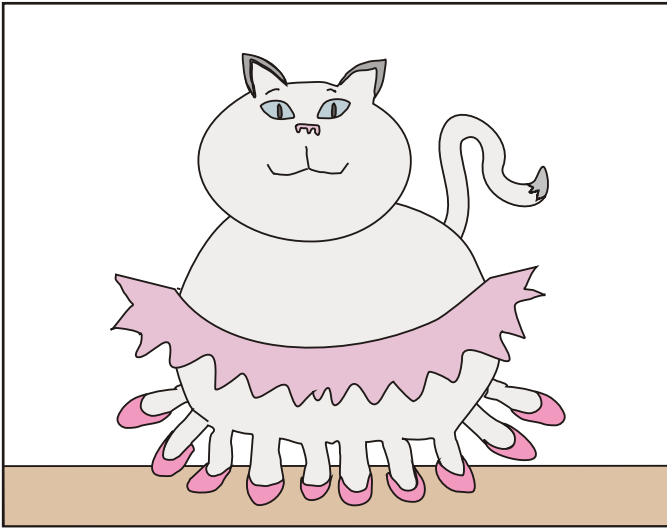
says **tom**.



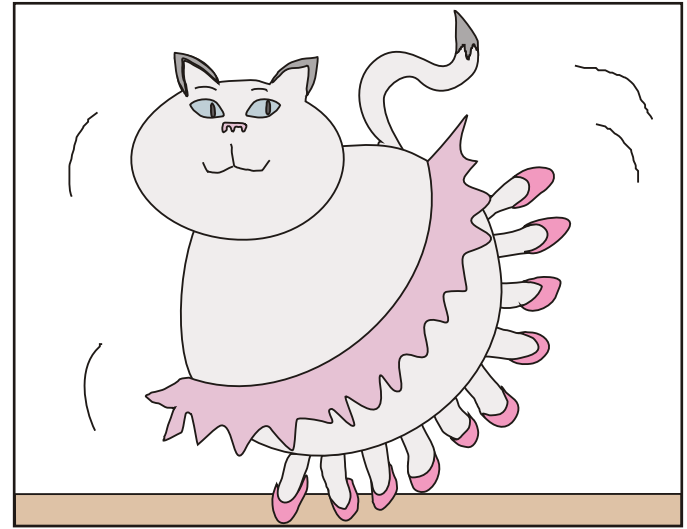
tim smiles, showing his
two tiny teeth. "And I

am here to help **tom**

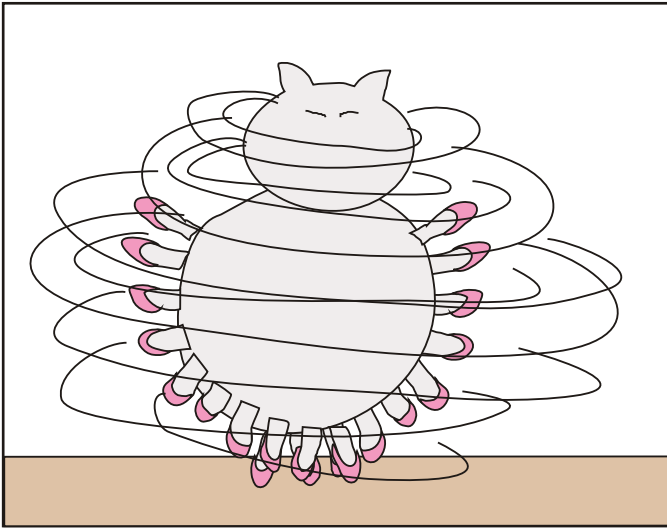
put **on** his ballet shoes."



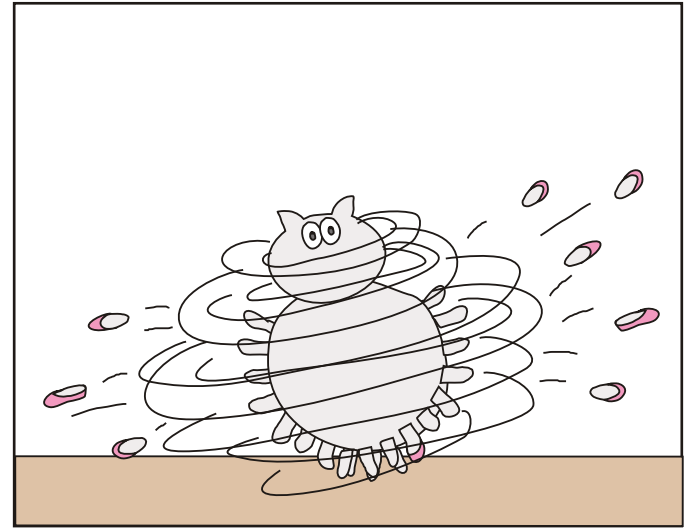
tom puts on a tutu
and ten pink ballet
shoes.



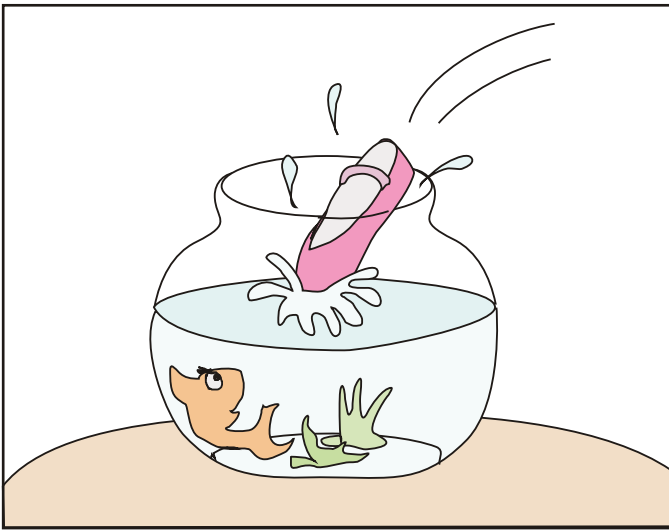
tom learns how to
point his toes (all fifty of
them) and how to move
to the music.



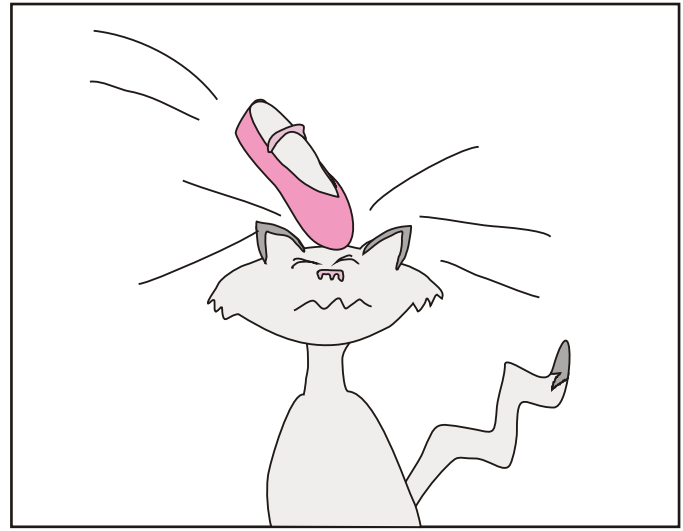
Next, **tom** learns how
to do pirouettes. **tom**
spins around and around
in circles.



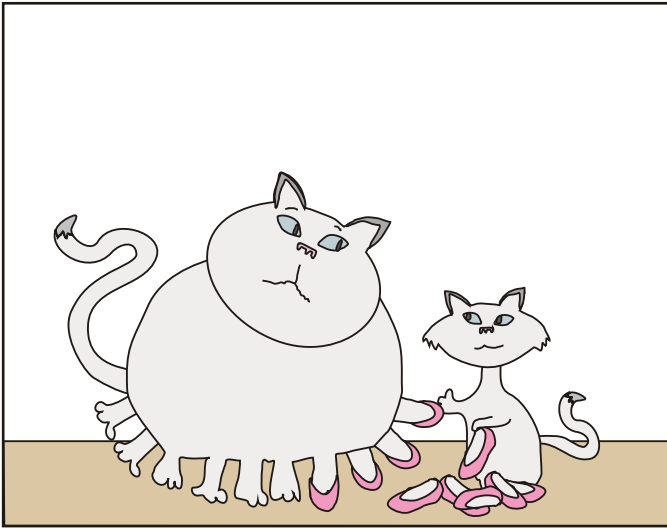
pop, pop, pop!
The shoes of **tom**
fly off his feet.



One shoe lands **in** a fish
bowl.



Another shoe lands **on**
tim.



tim helps tom get
his ballet shoes back on.

"I didn't mean it," says

tom to tim.

"I know," says tim.

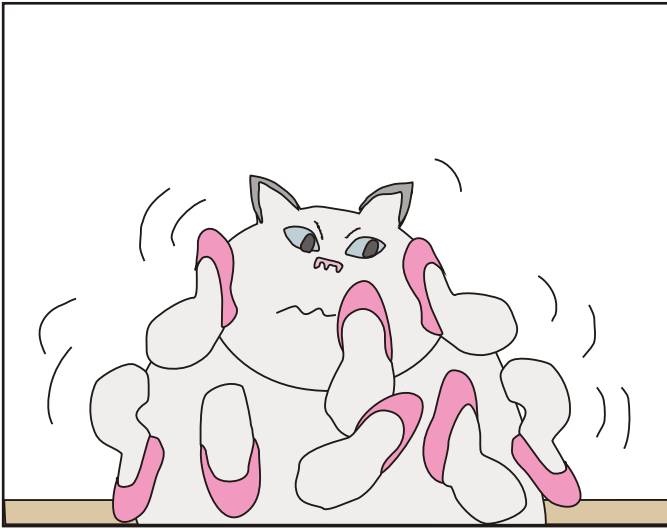


Next, the teacher shows

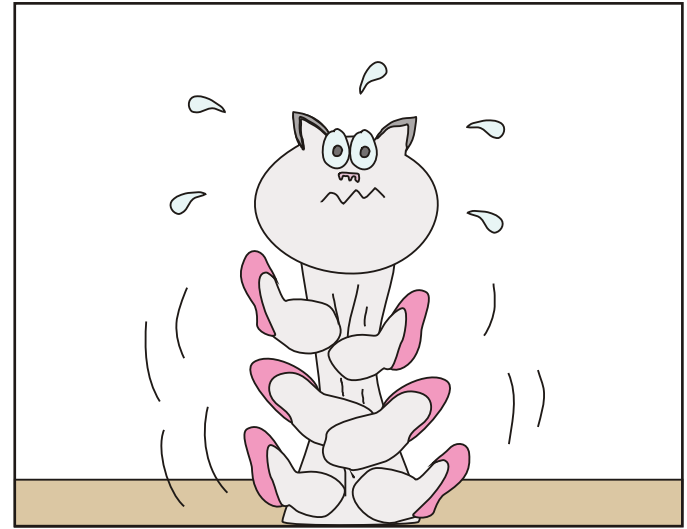
tom how to do a pas-

de-chat, which means "step

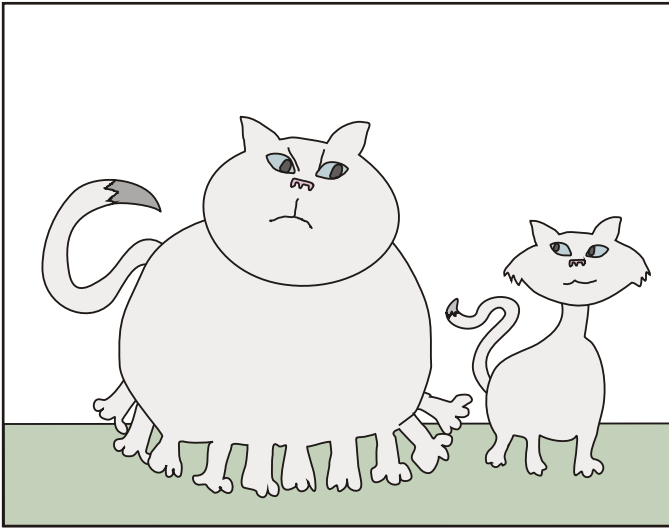
of the cat."



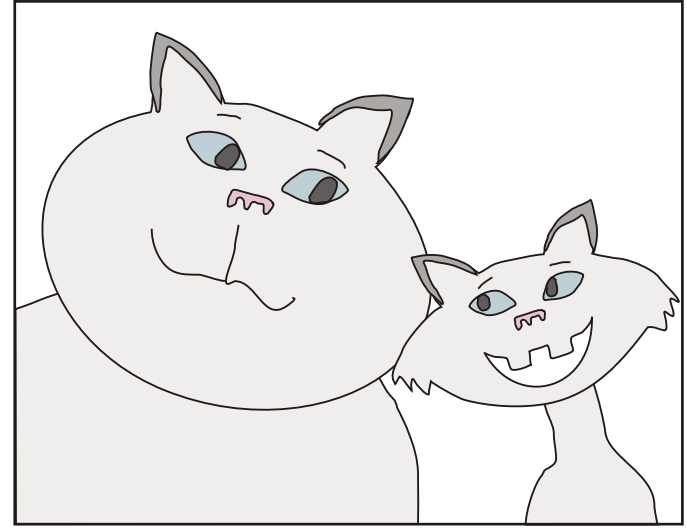
But **tom** thinks the
teacher says, "step **on**
the cat," and so he starts
walking all over himself.



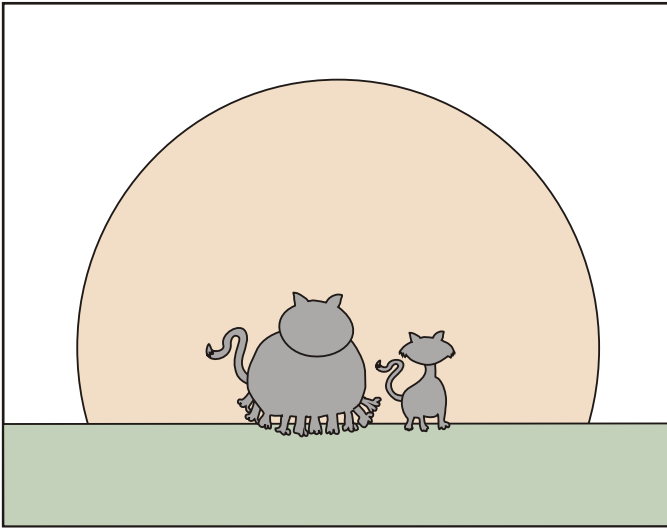
This gets **tom in**
quite a tangle.



After the class, **tim**
and **tom** walk home
together. "I told you
I didn't like pink shoes,"
says **tom**.



"And they made my feet
quite sore. I have **ten**
feet, you know."
"I know," says **tim**. "And
I only have two teeth."



“Tomorrow,” says **tom**,

“let’s do something
different.”

“Different is good,”
says **tim**.

T H E E N D