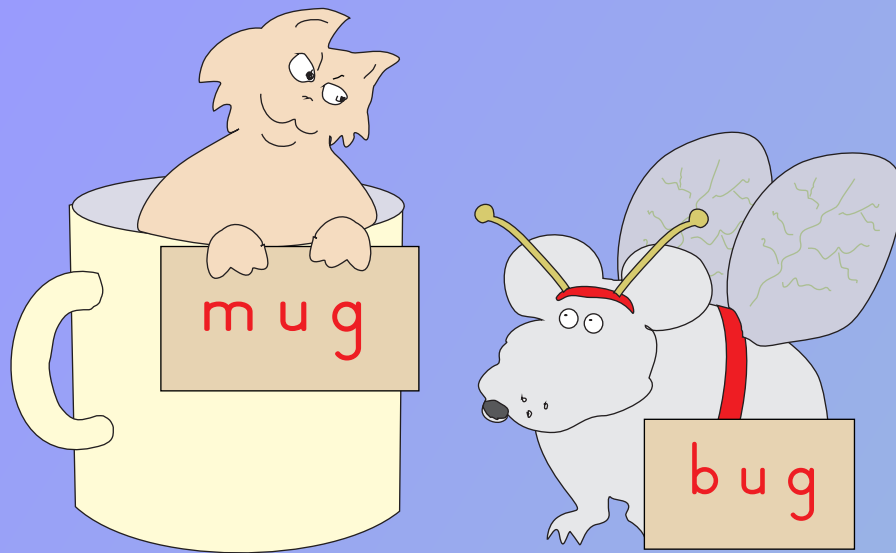


Book Five

Short Vowel  
u



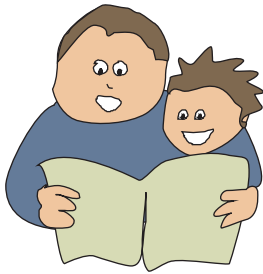
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

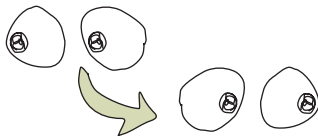
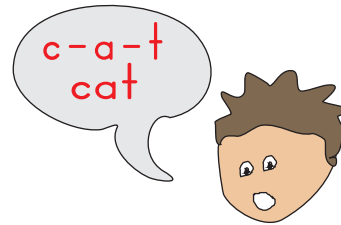
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## Quick Start Guide



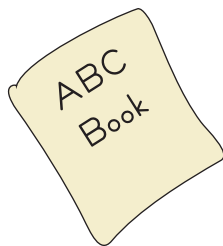
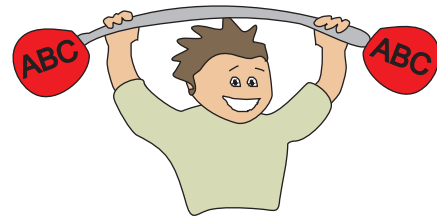
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



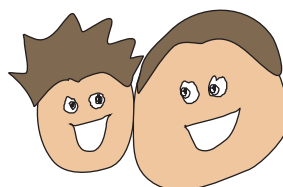
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 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!**



Word list:

bug dug hug mug rug

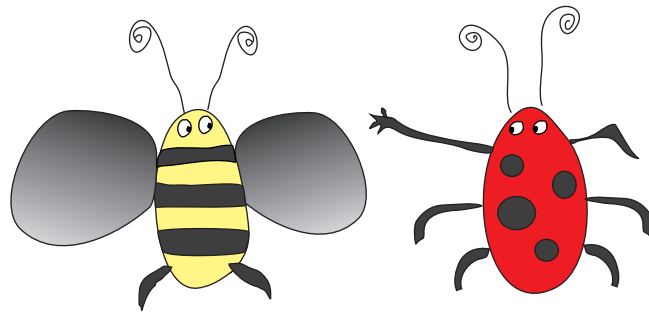
up cup pup

but cut nut

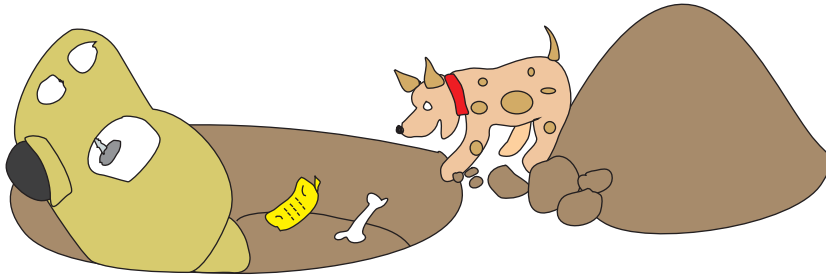
fun gun run sun

gum hum

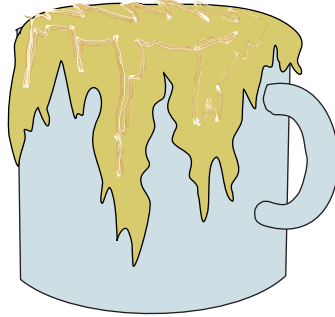
mud bud



How does a **bug** give another **bug** a **hug**? Does a **bug** give a **hug** with a bump of its head? Does a **bug** give a **hug** with an arm or a leg? Or maybe a **bug** jumps up in the air to **hug** another **bug** when they meet on the stair.



My dog **dug** a hole in the  
garden; he wanted to bury  
a bone. But the hole that he  
**dug** was as big as a **rug**,  
so he buried the bone, the car  
and the phone in the very big  
hole that he **dug**.



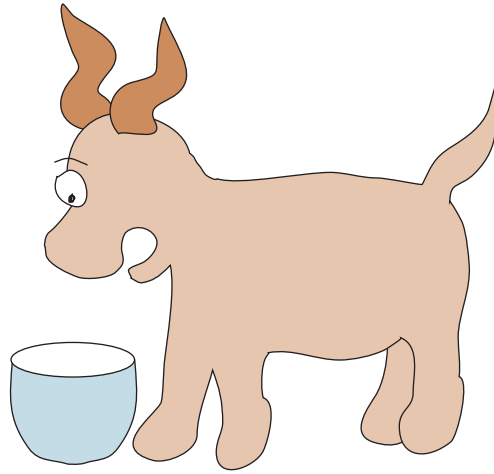
I left some milk in my big,  
blue **mug**, and I left the  
**mug** on the **rug**.

A few days later, I found  
my **mug** – I looked inside,  
and I said, “Ugh!”



There's a cloud **up** there,  
way **up** in the sky, white and  
fluffy and **up** really high.

I wish I could sleep **up** there,  
**up** so high, but first I must  
learn how to fly.

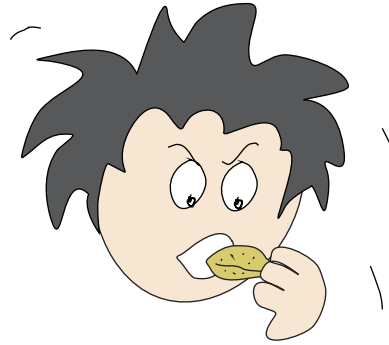


I poured some milk into  
a **cup**, and when the **cup**  
was all filled **up**, I took the  
**cup** to a little **pup**. I told  
the **pup** to drink it **up**, but the  
silly little **pup** just said, "Yuck!"





I want to play trains, **but** my  
brother says no. I want to play  
outside, **but** my brother won't  
go. I want to kick a ball, **but**  
I broke my toe. I guess I will sit  
and pick my.... no I won't, that's  
much too rude!



I want to eat this **nut**, **but**

I cannot seem to chew it.

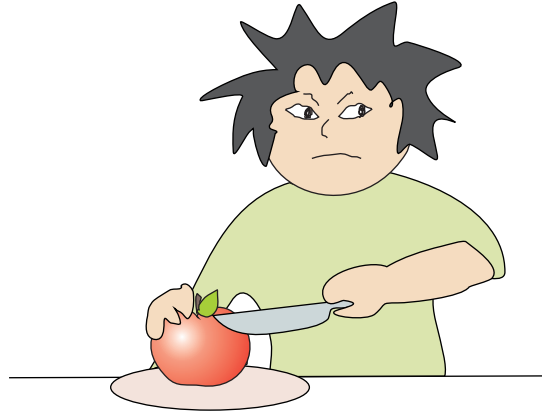
I want to eat this **nut**, **but**

my teeth can't **cut** through it.

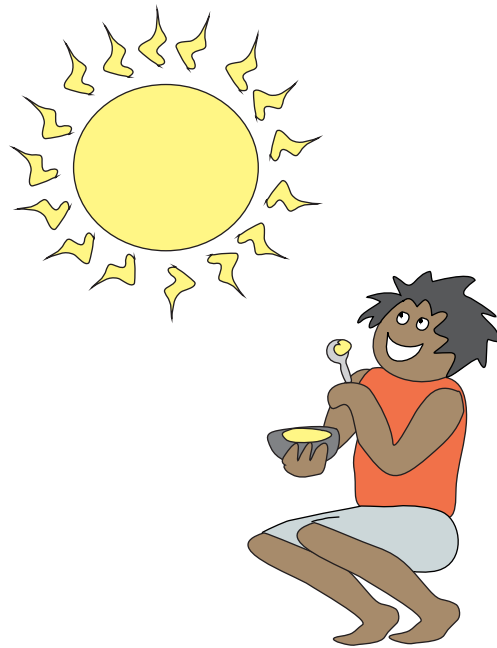
A **nut** would be nice, a **nut**

would be good, **but** this **nut**

is as hard as a piece of wood.



I am not greedy; I always  
share. So let's **cut up** this  
apple to show that I care.  
One **cut**, two **cut**,  
three **cut**, four... all for  
me, and I still want more!

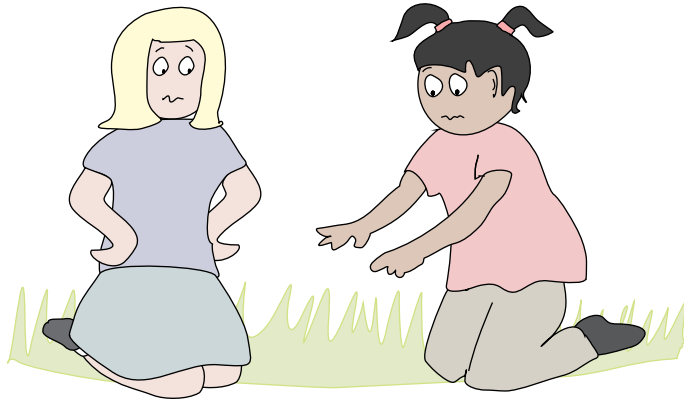


The **sun** is big,

and the **sun** is yellow.

The **sun** is like

my lemon Jello.



Are we having **fun** yet?

Are we having **fun**?

We thought it would be

lots of **fun** to watch the

grass grow in the **sun**.



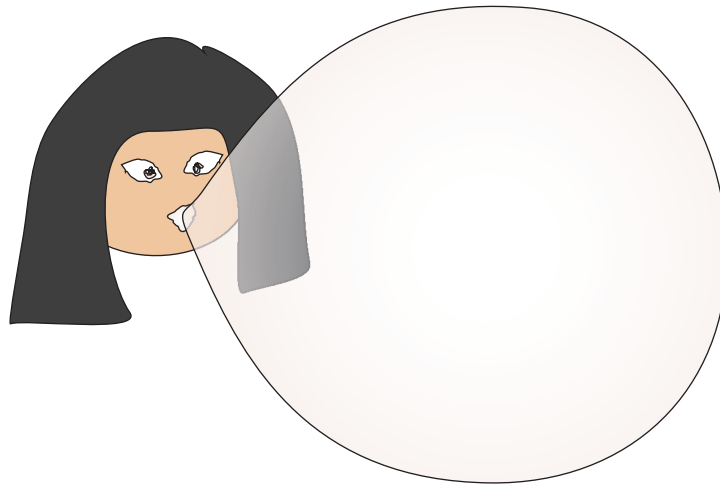
I like to **run** — I really  
do. I can **run, run, run**  
much faster than you.

If you want to **run** as fast  
as me, you need another  
leg — I **run** with three.



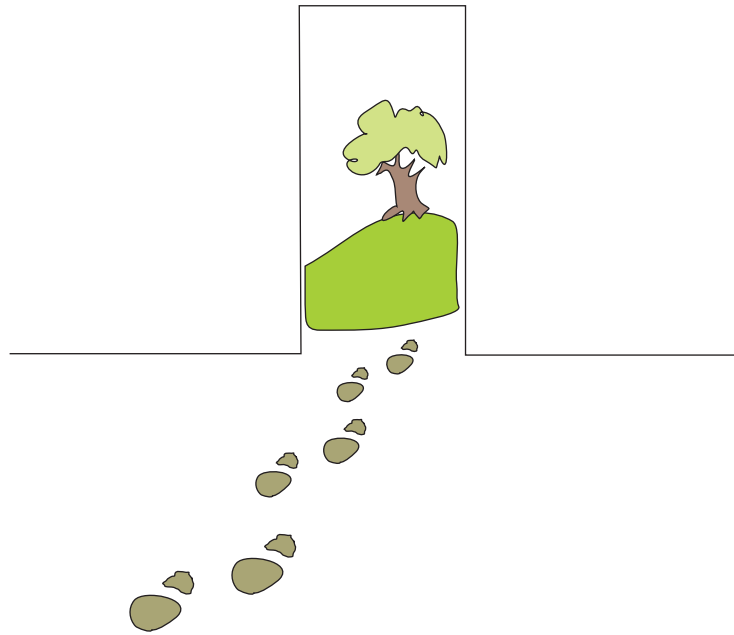
I like music, and I like  
to **hum**. I can **hum**  
almost any song.

I would much, much  
rather **hum** a song,  
than mess up the words  
and get it wrong.



I like chewing bubble  
**gum**, so I chew a lot  
of **gum**. But when I  
put **gum** in my mouth,  
big, bad bubbles keep  
coming out.





I didn't do it, and it wasn't my  
feet that walked in **mud** from  
out on the street. It was the  
**mud** that walked in the door,  
and the **mud** left **mud**  
footprints all over the floor.



I picked a flower **bud**

and gave it to my sister.

She tried to eat the **bud**

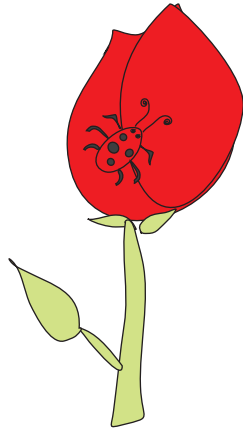
and cried until I kissed her.

# Mix it up

Up until now, each “story” focused on just a few letters and words at a time.

In the “Mix It Up” section, we “step it up” by highlighting a sampling of ALL words that the child should know by now.

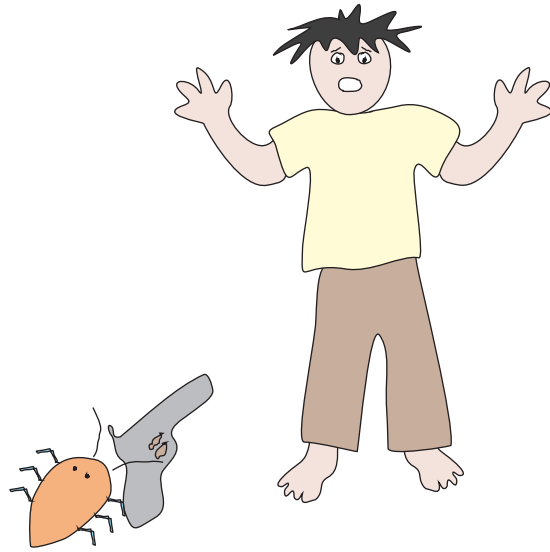
If the child has trouble with the “Mix It Up” section, re-read the earlier portion of this book to help the child develop better recognition of these particular words.



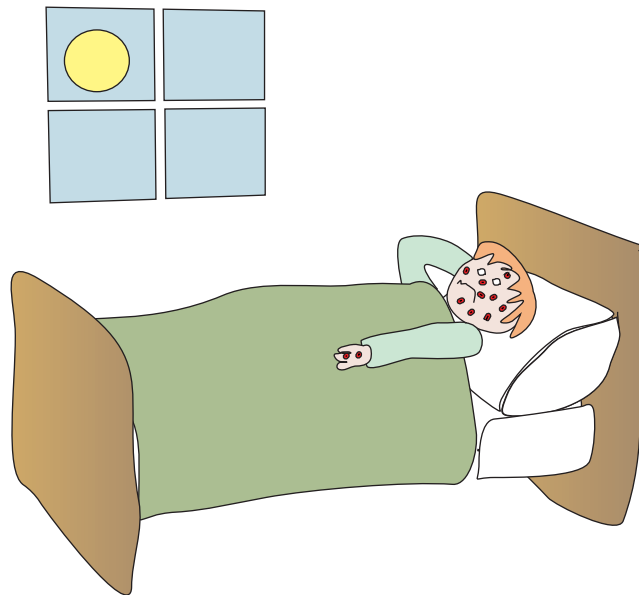
There **is a bug on**  
the flower **bud**, **but I** really  
don't know where. The **bug**  
**is red**, and the **bud is**  
**red**... oh, I see the **bug** –  
the **bug is** there.



What's the right way to **get**  
**rid of a bug**? Do I say  
goodbye and give **it a hug**?  
And what **if** the **bug** is in  
**a red mug**? Do I tip it  
out all over the **rug**? And what **if**  
the **bug** crawls **up on** my toe?

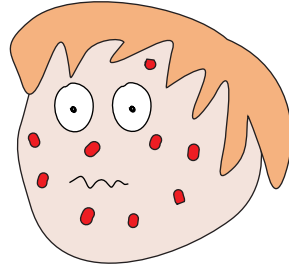


Do **I** scream and holler or just  
say no? And what **if** the **bug**  
**is** waving **a gun**? Do **I** call  
**a cop** or **get up** and **run**?  
**I** just don't know, that's why **I** ask,  
because the **bug is on** you...  
and off me **at** last.



I want to have some **fun**  
**in** the **sun**. I want to  
**hop** and jump and **run**.  
**But** I am in bed  
with the chicken **pox**, and...

I am



covered with a million dots.

Why is it called the chicken

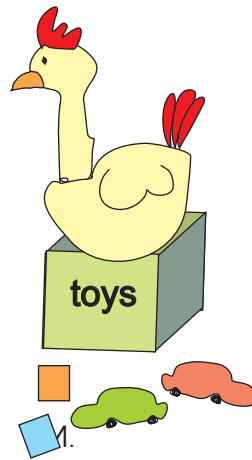
pox?

Is a

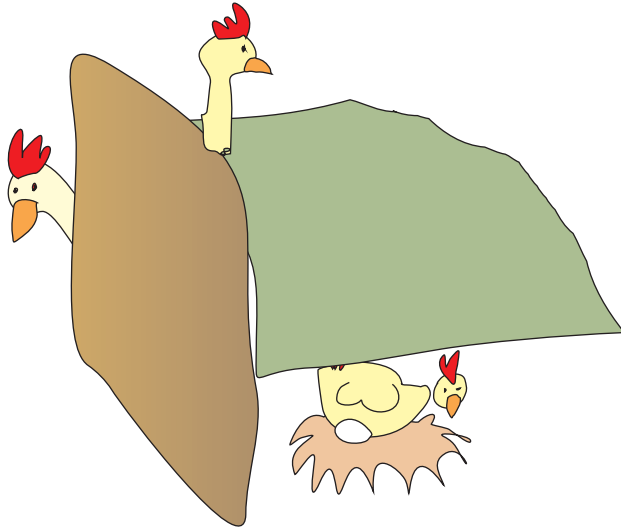
chicken

hiding,

somewhere in a box?







Or maybe **a hen is**  
under my **bed**, making  
**a** nest and laying **an** egg.

All **I** want **is** to go out and  
play — **I** wish these chickens  
would all **run** away.

The End

Next:

Progressive Phonics  
Book 6: Beginning Blends

[www.ProgressivePhonics.com](http://www.ProgressivePhonics.com)

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