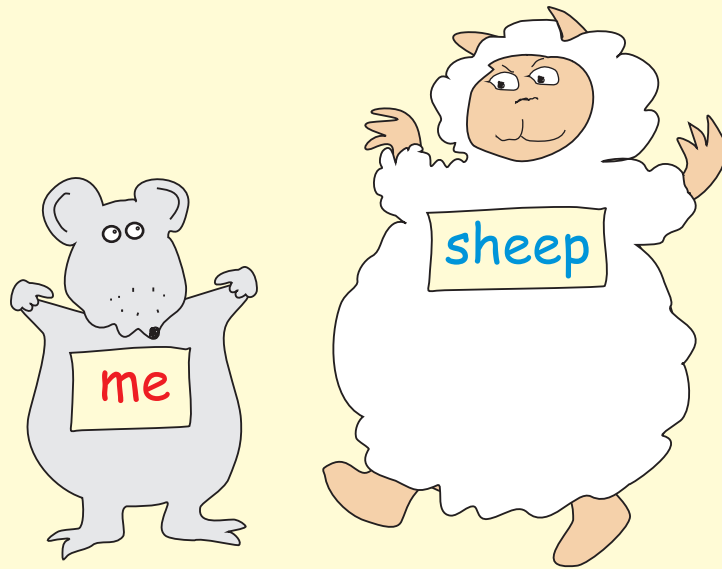


Intermediate  
Book 5

Long Vowels  
**E**



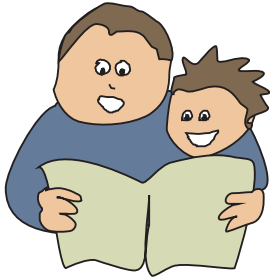
Written and illustrated by

Miz Katz N. Ratz

A Progressive<sup>TM</sup> Phonics book

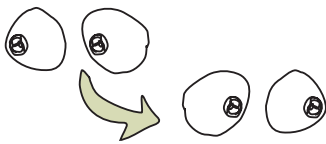
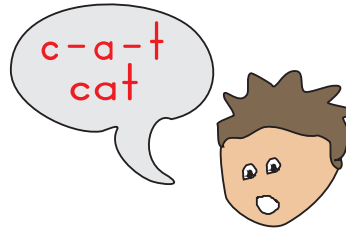
Copyright (c) 2004–2008 by Miz Katz N. Ratz, patent pending

## Quick Start Guide



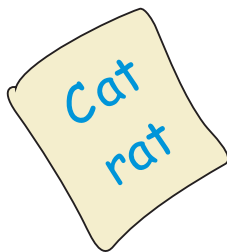
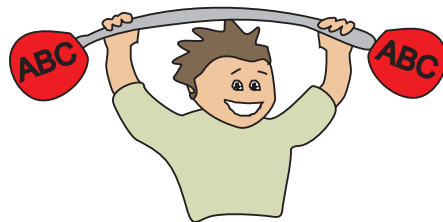
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



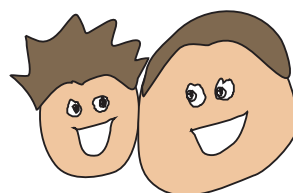
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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!**

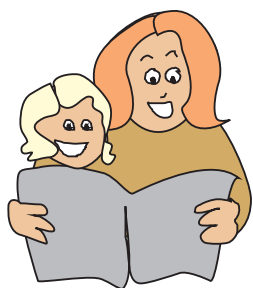


## Additional instructions for Intermediate Books 5–7



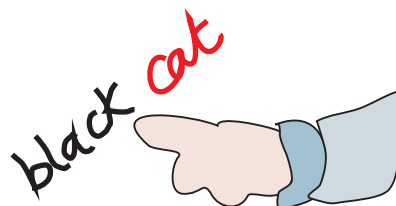
Repetition is important!  
That's why each "poem" is  
included **twice**...

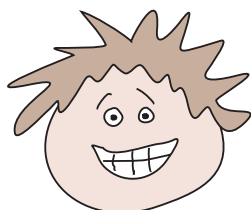
**Once** to focus on the  
word(s) being learned



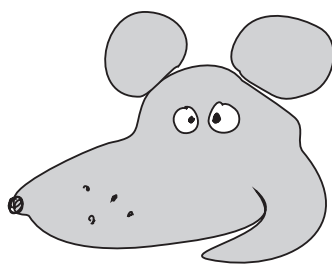
The **second time** to practice  
the new word(s) along with  
other words the child should  
already know by now.

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 Progressive Phonics books.



**And 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 the changes.

Words taught in this book:

bee feed feet green

keep meet need see

seen sheep sleep

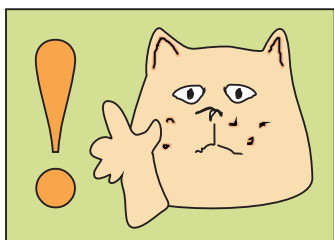
sweet teen three

tree weep

be he me she we

the

(Pages like this are read TO the child)



## Intro to vowels

The alphabet has five very special letters called vowels.

hat

wet

wig

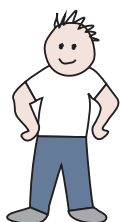
box

sun

## Intro to vowels....

(Read this page TO the child)

Every word has a vowel. Tell me the names of the vowels in these words:



man



bed



lip



pot

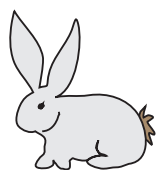


mug

## Intro to vowels....

(Read this page TO the child)

Some words have two vowels. Tell me the names of the vowels in these words:



r**a**bb**i**t



m**o**n**s**te**r**



l**i**ste**n**



b**e**e



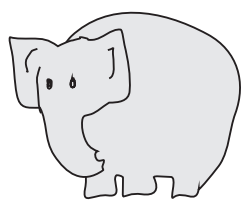
f**l**owe**r**



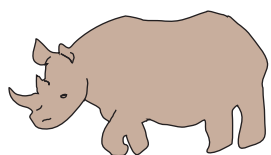
## Intro to vowels....

(Read this page TO the child)

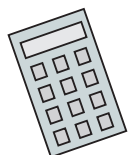
And some words have lots of vowels.  
Show me the vowels in these words:



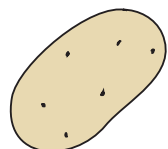
elephant



rhinoceros



calculator



potato

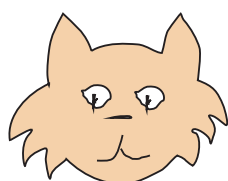


alligator

## Intro to vowels....

(Read this page TO the child)

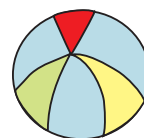
Vowels are special because they can make different sounds. Here are some of the sounds that the letter "a" makes. Say after me:



cat



star

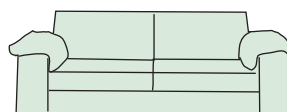


ball

a



cake



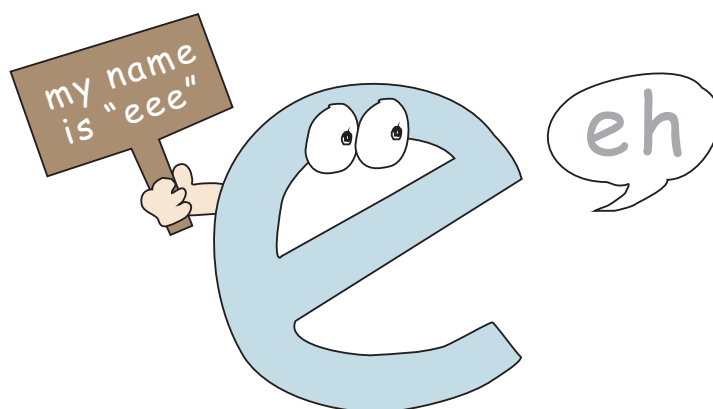
sofa

## Intro to vowels....

(Read this page TO the child)

Part of learning how to read is learning about the different sounds that vowels make. In this book, we're going to learn about two of sounds that the letter "e" makes.

The letter "e" has a name, "Eeeee," and it makes a sound, "eh."



Your turn — what is the name of this letter?

And what sound does it make?

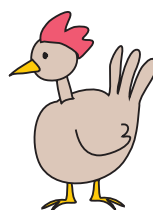
## Intro to vowels....

(Read this page TO the child)

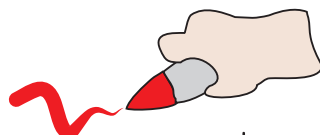
When there is ONE letter "e" in the middle of a word, the "e" usually makes it's sound, "eh" –



bed



hen



red

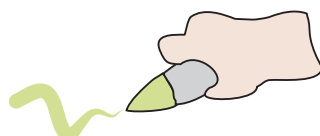
But when a word has TWO letter "e's" sitting next to each other, the "e" usually calls out it's name, "eee" –



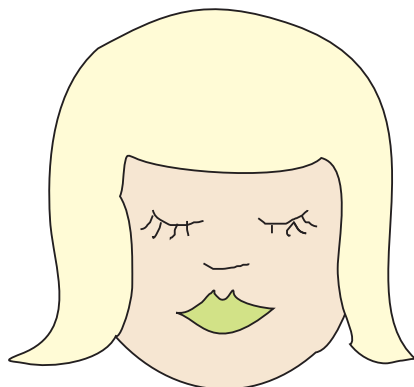
sheep



tree



green



My sister is **ten**, but

she thinks she is a **teen**.

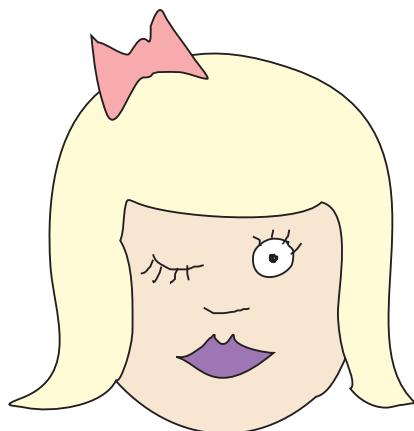
She wears a lot of makeup,

and she likes the color **green**.

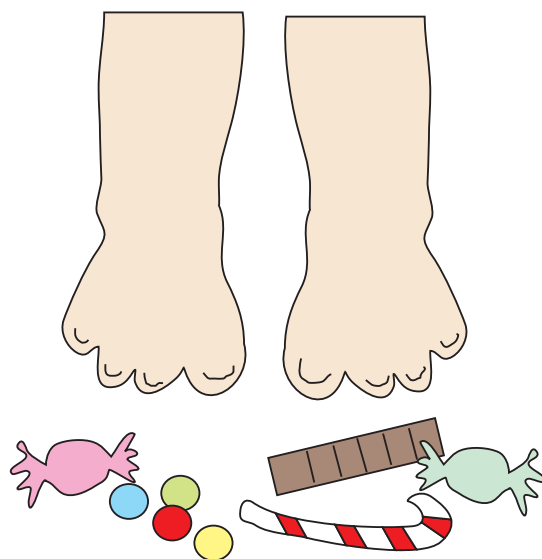
When I am **ten**, I won't think

I am a **teen**, and I won't wear

lipstick, purple, pink or **green**.



My sister **is ten**, but  
she thinks she **is a teen**.  
She wears **a lot of**  
makeup, and she likes **the**  
color **green**. When **I am**  
**ten**, **I** won't think **I am a**  
**teen**, and **I** won't wear  
lipstick, purple, pink or **green**.



My **feet need** candy.

My **feet need** something

**sweet**. So can I have

some candy, so that I

can **feed** my **feet**?



My feet need candy.

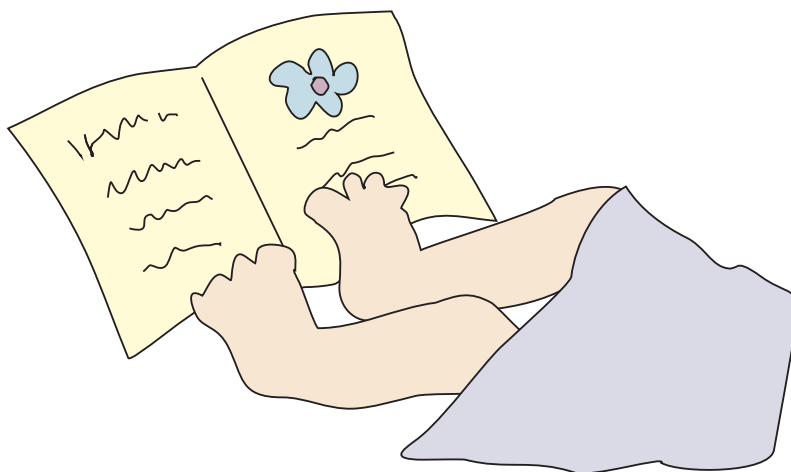
My feet need something

sweet. So can I have

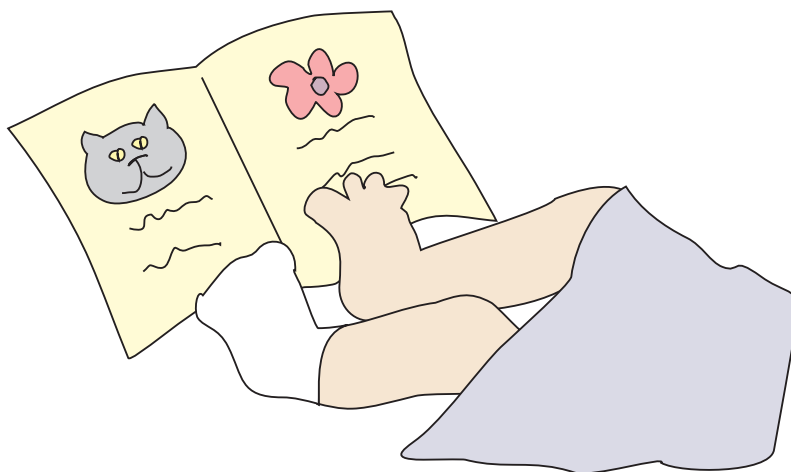
some candy, so that I

can feed my feet?





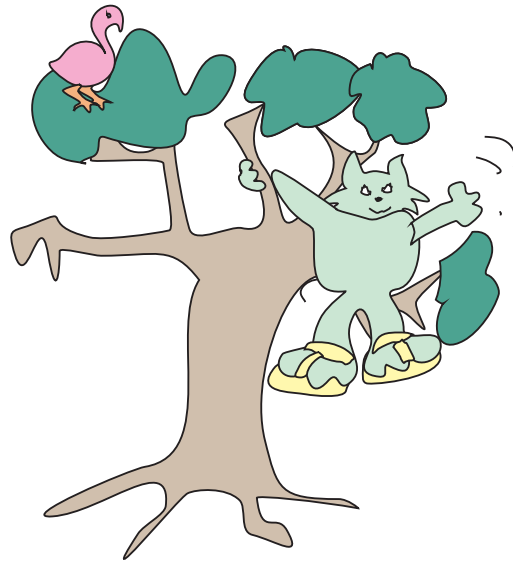
I **see** a bird. I **see**  
a **bee**. I **see** my **feet**,  
but they can't **see** me.  
My **feet** can't **see**  
because **feet** never look,  
which is why **feet** never,  
ever read a book.



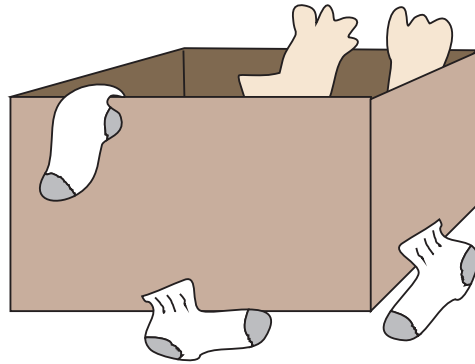
I see a bird. I see  
a bee. I see my  
feet, but they can't  
see me. My feet can't  
see because feet never  
look, which is why feet  
never, ever read a book.



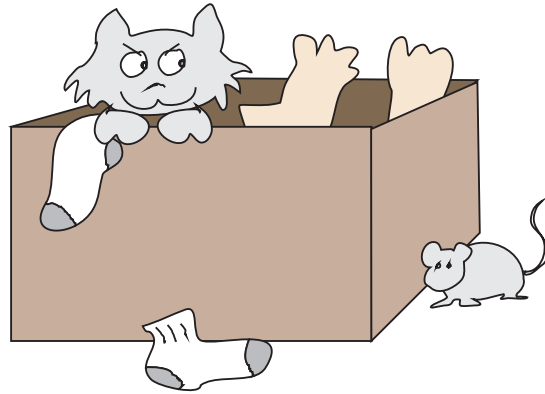
See the cat in the tree,  
tree, tree. If you look,  
look, look, you can see, see,  
see. That cat is green,  
green, green with the  
biggest feet I have seen,  
seen, seen.



See the cat in the  
tree, tree, tree. If you  
look, look, look, you can see,  
see, see. That cat is  
green, green, green  
with the biggest feet I have  
seen, seen, seen.



I cannot **keep** my shoes  
on my **feet**. My **feet**  
always run away. Maybe I  
should **keep** my **feet**  
in the box where I **keep**  
my shoes and socks.



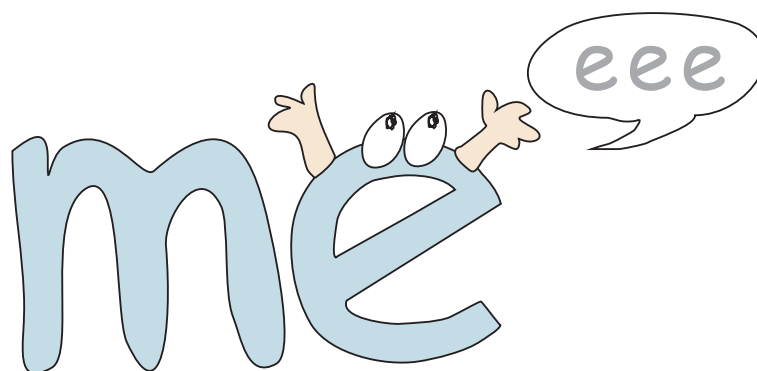
I cannot **keep** my shoes  
**on** my **feet**. My **feet**  
always **run** away. Maybe  
I should **keep** my **feet**  
**in the box** where I  
**keep** my shoes and socks.

## Intro to vowels....

(Read this page TO the child)

Sometimes, the letter “e” calls out his name even though there isn’t another “e” sitting next to him.

Like in the word “me” – the “e” at the END of “me” is calling out his name, “Eee!”



## Intro to vowels....

(Read this page TO the child)

There are five very special words where the letter "e" at the end of the word is calling out his name.

be

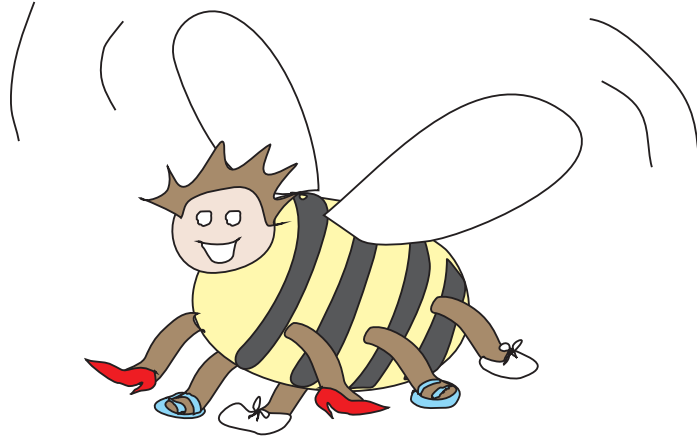
he

me

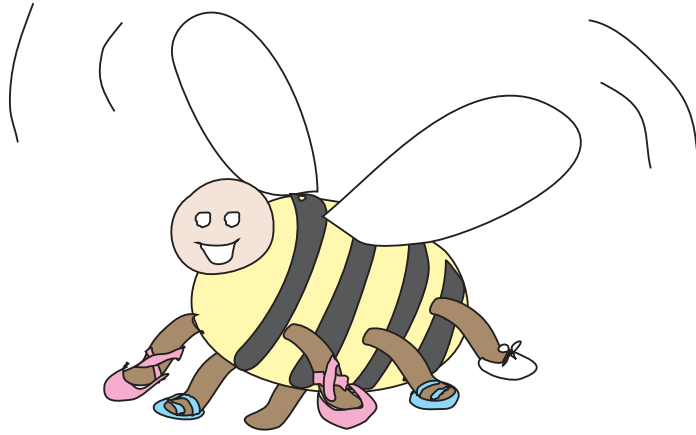
she

we

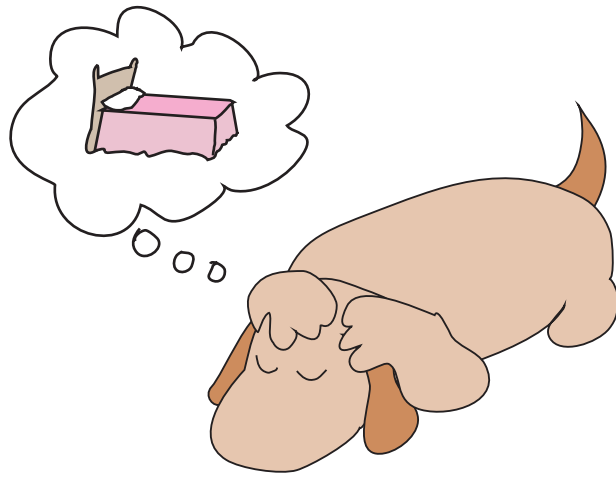




Sometimes I want to **be**  
a **bee**. To **be** a **bee**  
would **be sweet**. If  
I was a **bee**, I would **be**  
so glad to have six little shoes  
for my six little **feet**.



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 six little **feet**.



I think my dog would like  
to **be** a **bed**. **He** likes  
to sleep all day with his paws  
on his head. But **he** is  
tiny; he could never **be**  
a **bed**. Maybe he should  
**be** a pillow instead.



I think my **dog** would like to **be a bed**. **He** likes to **sleep** all day with **his** paws **on his** head. **But** **he is** tiny; **he** could never **be a bed**. Maybe **he** should **be a** pillow instead.



**Meet me** at the  
zoo at a quarter to two.

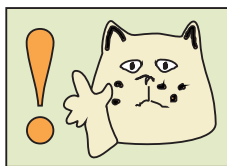
**Meet me** at the  
zoo, and so I know it's  
you, **meet me** at the  
zoo wearing purple pants,  
and remember to do your  
silly, little dance.



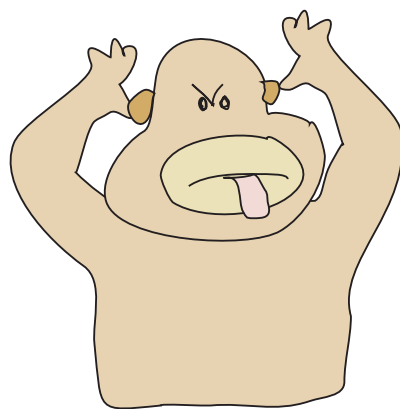
Meet me at the  
zoo **at a** quarter to two.

Meet me at the  
zoo, and so **I** know it's you,

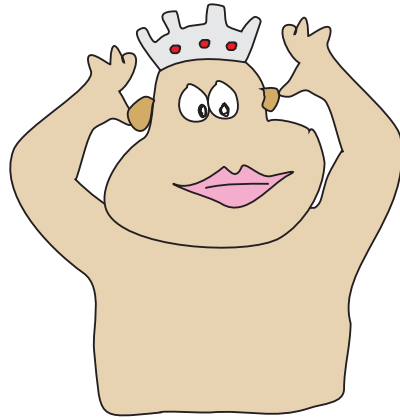
**meet me at the**  
zoo wearing purple pants,  
and remember to do your  
silly, little dance.



We say, "met" when we talk about a meeting that happened in the past. Like, "I met him yesterday."



I **met** a monkey in a  
tree. I **met** him, and  
he **met me**. I said,  
"Monkey, can you talk to  
**me**?" He shook his head,  
and he spat at **me**.



I met a monkey in a  
tree. I met him, and  
he met me. I said,  
“Monkey, can you talk to  
me?” He shook his head,  
and he spat at me.





When **we weep**,  
our eyes get **wet**.

And when **we weep**,  
our nose gets **wet**.

So **we** wipe our nose,  
and **we** blow our eyes —  
that is what **we** do,  
surprise, surprise!



When **we weep**,  
our eyes **get wet**.

And when **we weep**,  
our nose gets **wet**.

So **we** wipe our nose,  
and **we** blow our eyes —  
**that is** what **we** do,  
surprise, surprise!



**W**e jumped in the water,  
and **w**e got **w**et.

**W**e got as **w**et  
as **w**e could get.

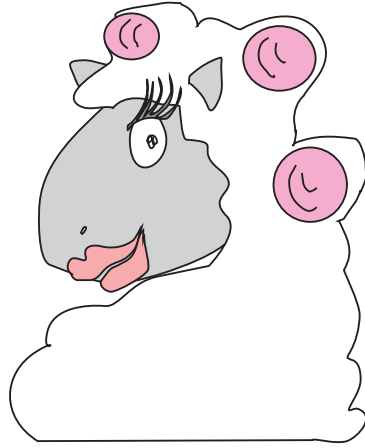
**W**e like to be **w**et –  
that is our wish. Does that  
mean that **w**e are fish?



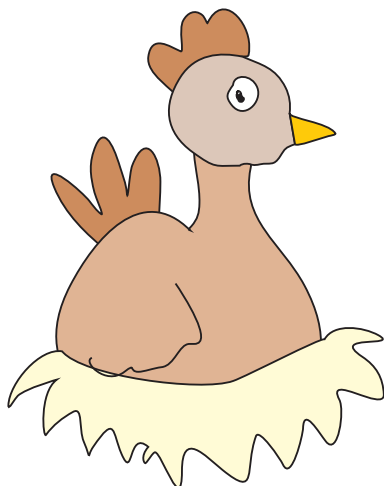
We jumped in the  
water, and we got wet.  
We got as wet as  
we could get. We  
like being wet – that is  
our wish. Does that mean  
that we are fish?



My **sheep** is a  
**she**. **She** is a  
girly **sheep**.  
**She** wears curlers  
in her hair every night  
**she** goes to **sleep**.



My sheep is  
a she. She is  
a girly sheep.  
She wears curlers  
in her hair every night  
she goes to sleep.



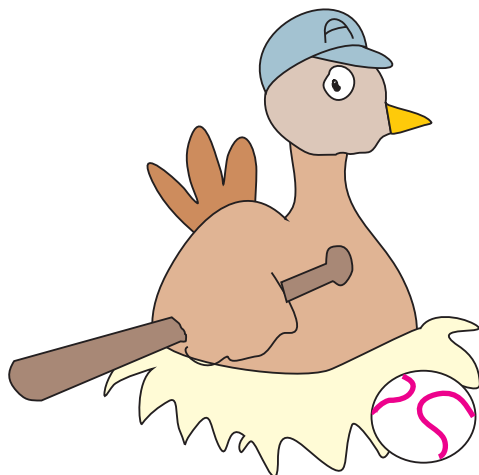
Is my **hen** is a **he**?

I think **he** is a him.

**He** doesn't lay eggs

and **he** says his name

is Tim.



Is my hen a he?

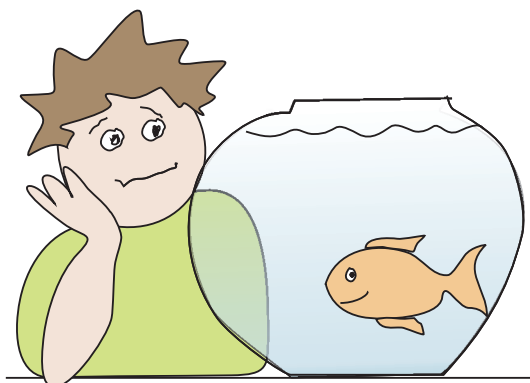
I think he is a him.

He doesn't lay eggs

and he says his

name is Tim.

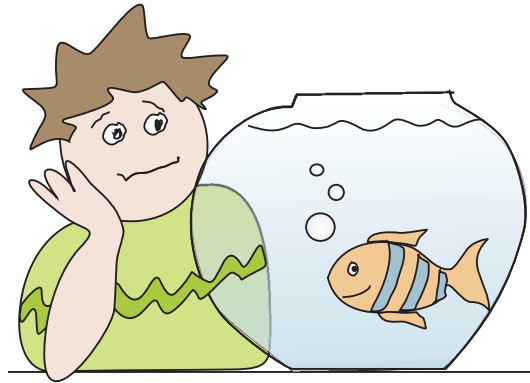




My dog is a boy,  
so **he** is a **he**.

My cat is a girl,  
so **she** is a **she**.

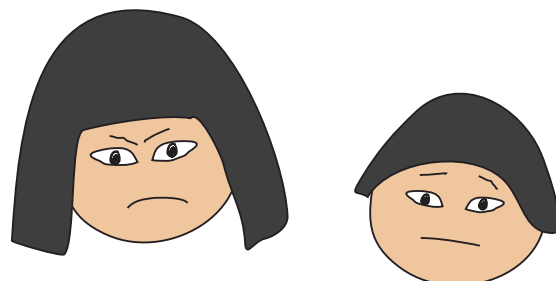
But is my fish  
a **he** or a **she**?



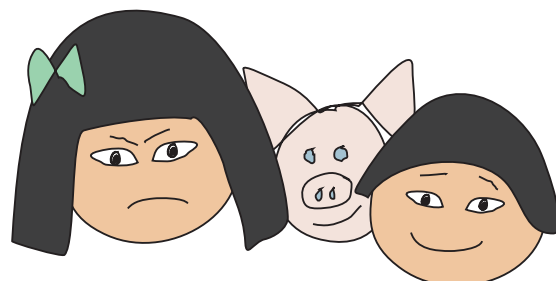
My **dog** is a boy,  
so **he** is a **he**.

My **cat** is a girl,  
so **she** is a **she**.

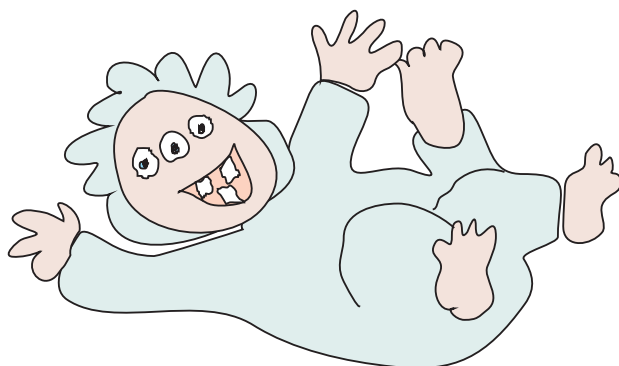
**But** is my fish  
a **he** or a **she**?



I taught my brother one,  
two, **three**. I also  
taught him A, B, C.  
Someday when **he** can  
count to ten, I'll teach him  
one, two, **three** again.



I taught my brother one,  
two, **three**. I also  
taught **him A, B, C**.  
Someday when **he can**  
count to **ten**, I'll teach **him**  
one, two, **three** again.



My baby brother has

**three** little teeth.

**He** likes to chew his

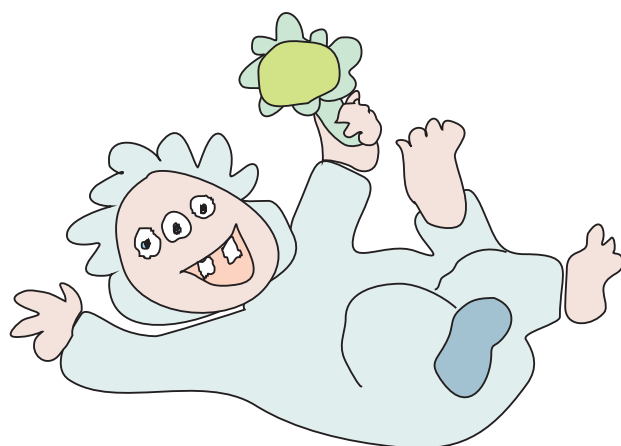
**three** little feet.

**He** has **three**

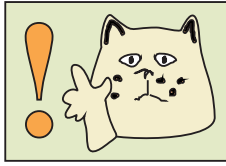
eyes so **he** can

**see** Mom and Dad

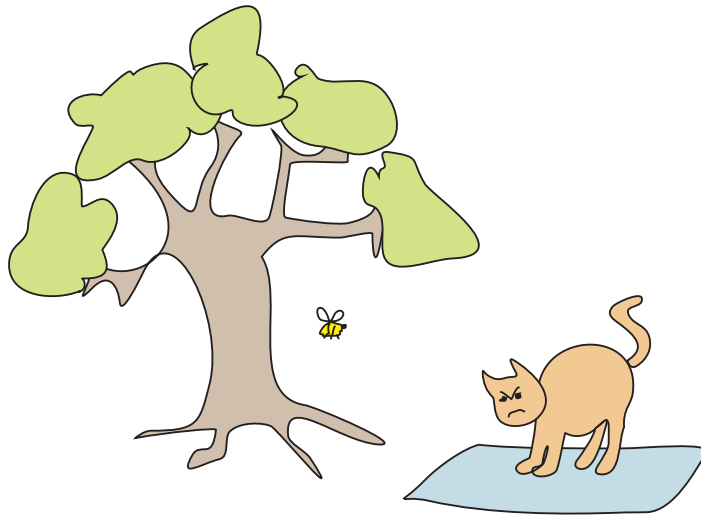
and **me, me, me.**



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**.



Remember the word "the"?  
It looks the same as "he" and  
"she" but sounds different.



Can you **see the bee**?

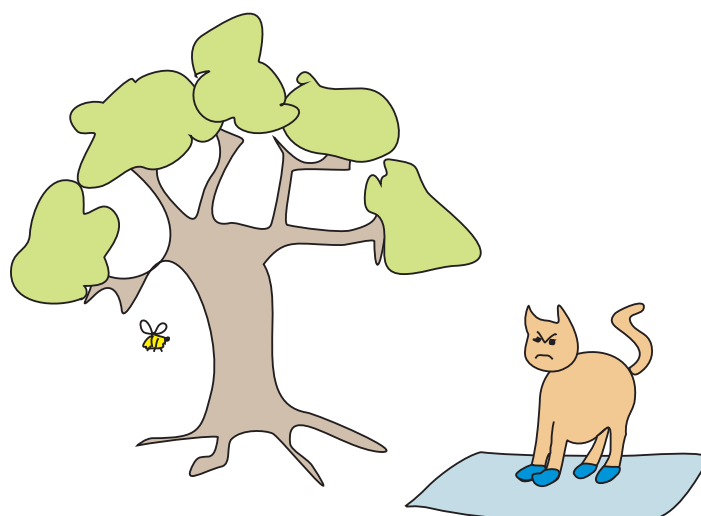
**He** is flying by **the tree**.

And can you **see the** cat?

**She** is standing on **the** mat.

**She** is 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 angry at  
the bee – I don't know  
why, so don't ask me.





The sun did not shine  
today. Maybe the sun just  
went away. The rain and  
the clouds said, "It's our turn  
to play!" But the sun  
said nothing, and the sky  
was gray.

# The End

Next:

Progressive Phonics  
Intermediate Books  
Book 6: Long Vowels  
"Oooo!"

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

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