

Intermediate  
Book 7

Long Vowels  
Y



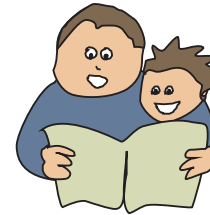
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

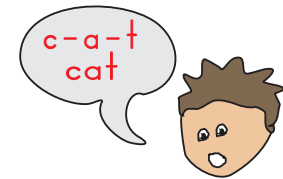
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Quick Start Guide



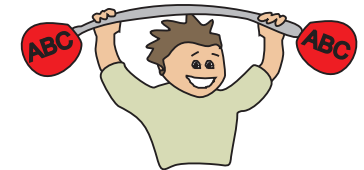
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



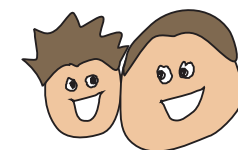
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 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!

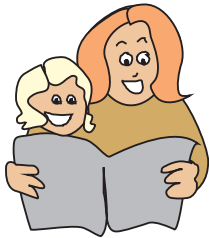
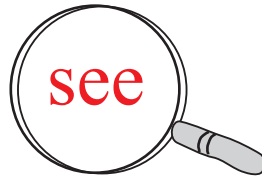


## Additional instructions for Intermediate Books 5–7



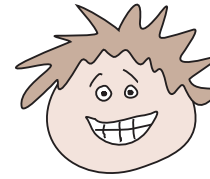
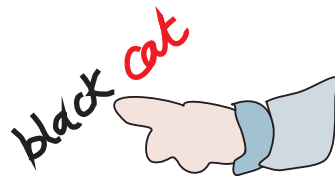
Repetition is important!  
That's why each "poem" is  
included **twice**...

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

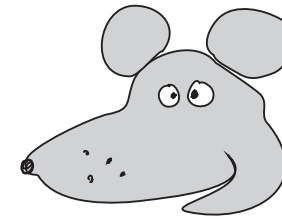


The **second time** to practice  
the new word(s) along with  
other words the child should  
already know by now.

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:

by cry fly my

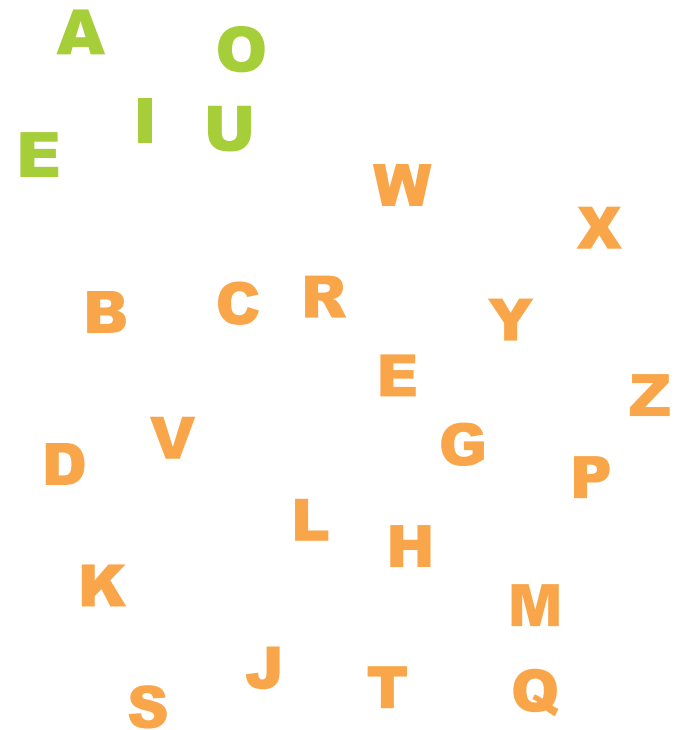
sky spy try

## Consonants...

(Read this page TO the child)

There are two kinds of letters in the alphabet – vowels and consonants.

The vowels are A, E, I, O and U, and all the other letters are consonants.

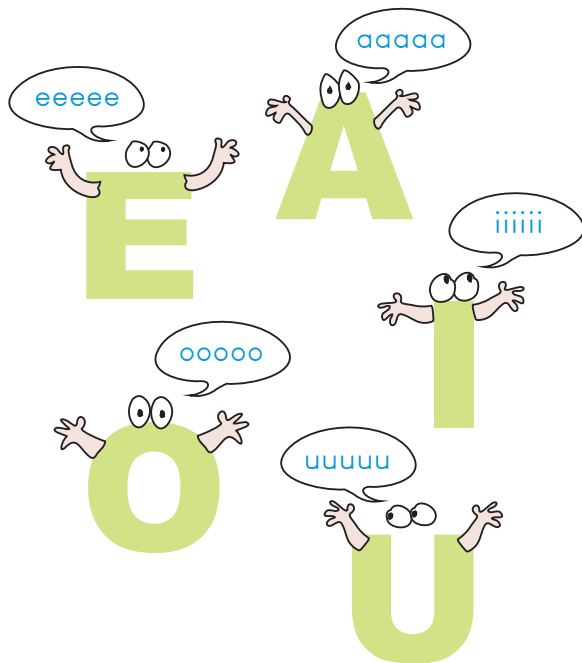


## Consonants...

(Read this page TO the child)

What makes a vowel a vowel is that the sound goes through your mouth without change, like, "Aaaaaaaaaaaaaa!"

You can say vowels until you run out of breath. Let's try -

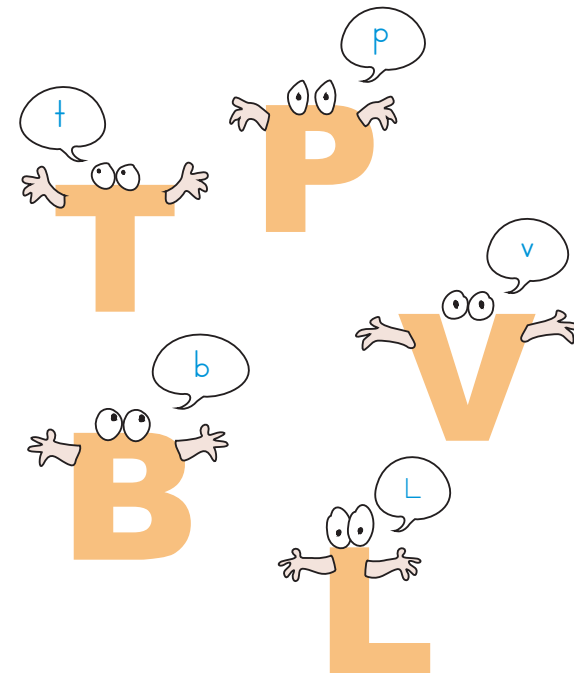


## Consonants...

(Read this page TO the child)

And what makes a consonant a consonant is that they change the way the air or sound is moving, like how the letter "t" says, "tuh."

Say these letters, and see how they change the air or sound -



## Consonants...

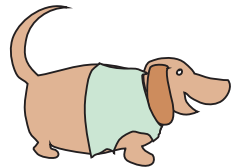
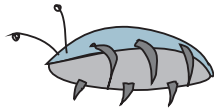
(Read this page TO the child)

Say these words and show me which letters are vowels and which are consonants —



c - a - t

b - u - g



d - o - g

r - e - d

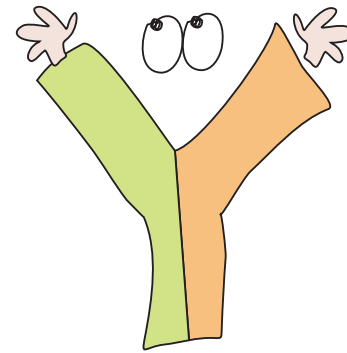


T - i - m

## The letter "Y"...

(Read this page TO the child)

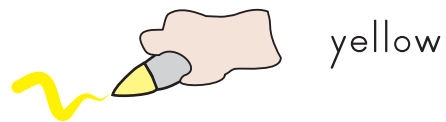
The letter "Y" is a tricky letter because sometimes it is a consonant and sometimes it is a vowel:



## The letter “Y”...

(Read this page TO the child)

When the letter “y” is at the beginning of a word, it usually makes the “yuh” sound.

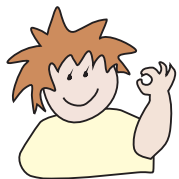


yellow

The “yuh” sound is a consonant. Say, “yuh” — see how it kind of squishes the air in the middle of your mouth?



yo-yo



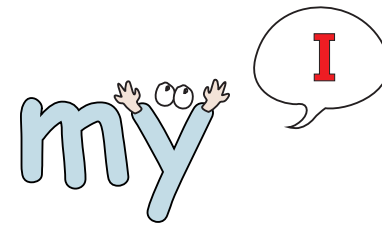
yes

## The letter “Y”...

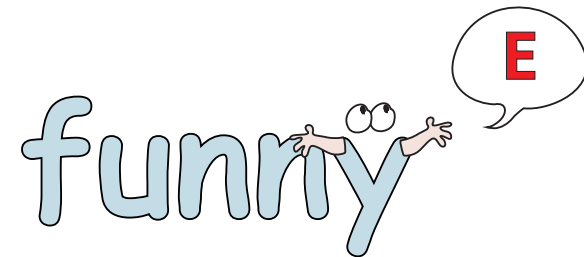
(Read this page TO the child)

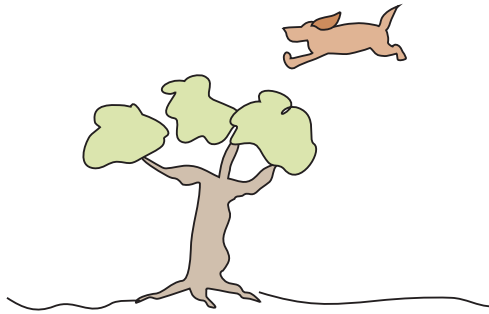
But at the end of a word, the letter “y” is a vowel.

In very, very short words, the letter “y” usually says, “I”, like in the words sky, fly, try, my and so on.

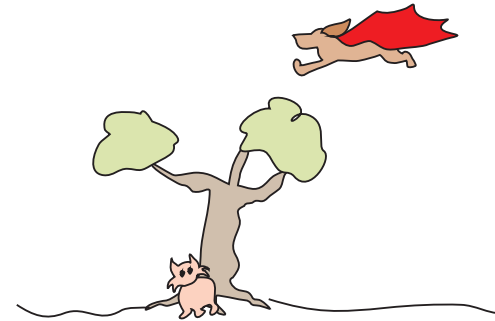


And in longer words, the letter “y” at the end usually says, “E”, like in tiny, baby, silly, naughty and so on.





My dog can fly.  
 See him up in the sky.  
 See my dog fly  
 by the tree. My  
 dog is a big, brown  
 bumble bee.



My dog can fly.  
 See him up in the  
 sky. See my dog  
 fly by the tree.  
 My dog is a big  
 brown bumble bee.



When I **try** to **fly**,  
 I never touch the **sky**.  
 Every time I leave the  
 ground, **my** big, fat  
 feet pull me back down.



When **I** try to fly,  
**I** never touch **the sky**.  
 Every time **I** leave **the**  
 ground, **my big, fat**  
**feet** pull **me** back down.

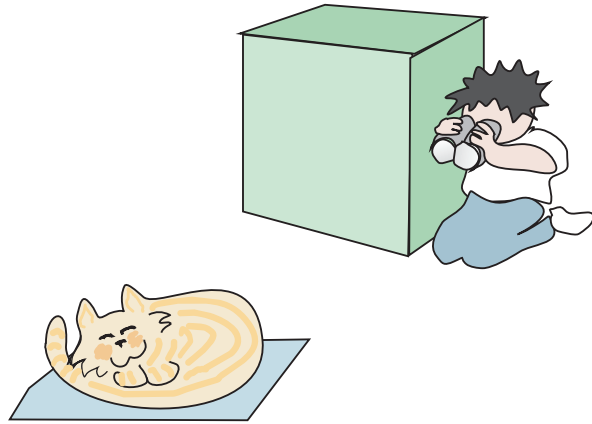




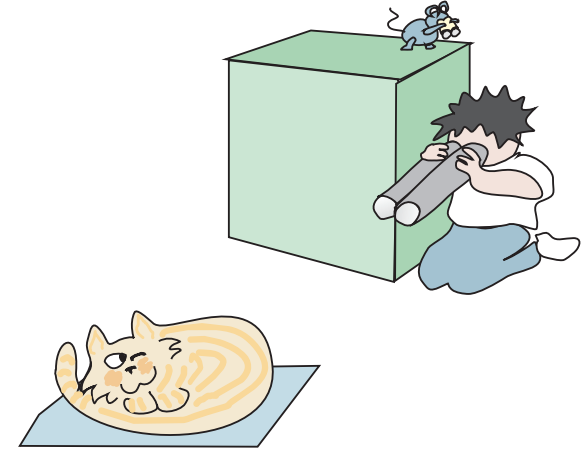
I **cry** when I am  
 happy. I **cry** when I  
 am sad. I **cry** at  
 every chance I get –  
 I **cry** so I can get  
 you wet.



I **cry** when I am  
 happy. I **cry** when I  
 am sad. I **cry** at  
 every chance I get –  
 I **cry** so I can  
 get you wet.



I **spy**, with **my** little  
 eye, a fat cat on a mat.  
 But can **my** fat cat  
**spy** on me – or is **my**  
 fat cat fast asleep?



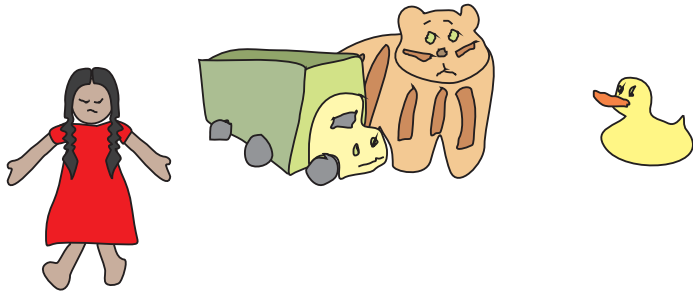
I **spy**, with **my** little  
 eye, **a fat cat on**  
**a mat. But can**  
**my fat cat spy**  
**on me – or is my**  
**fat cat** fast asleep?



I did not want to sleep  
 by myself, so I took  
 my dolls down from  
 the shelf. I have so many  
 dolls that they covered  
 my bed, so I went to  
 sleep on my rug instead.

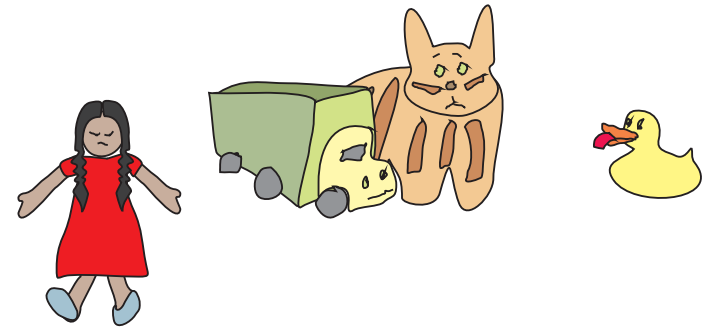


I did not want to  
 sleep by myself, so I  
 took my dolls down from  
 the shelf. I have so many  
 dolls that they covered my  
 bed, so I went to sleep  
 on my rug instead.



My duck sat down **by**  
 my doll, but **my** doll did  
 not like that – not at all.

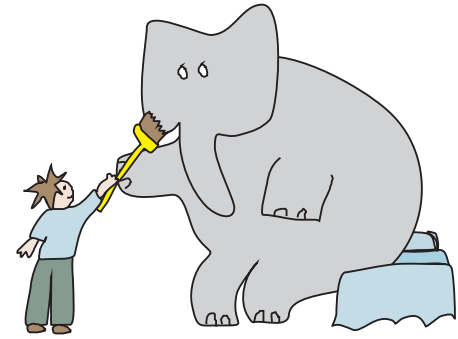
**M**y doll got up and walked  
 away. She walked **by** the  
 tiger and **by** the truck, and  
 she didn't say anything to  
 the duck.



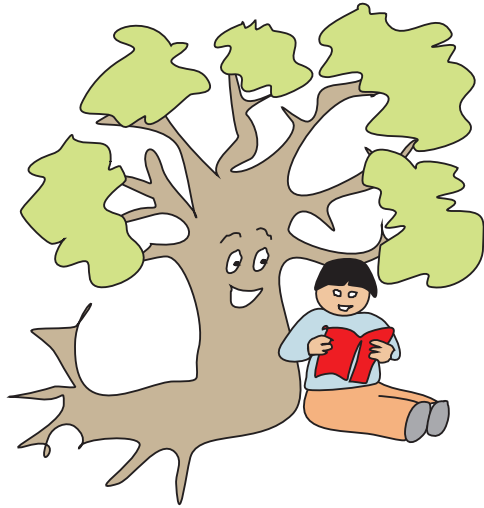
My duck **sat** down **by**  
 my doll, **but my** doll  
**did not** like **that – not**  
**at** all. **M**y doll got up  
 and walked away. **S**he walked  
**by the** tiger and **by the**  
 truck, and **she** didn't say  
 anything **to the** duck.

# Practice

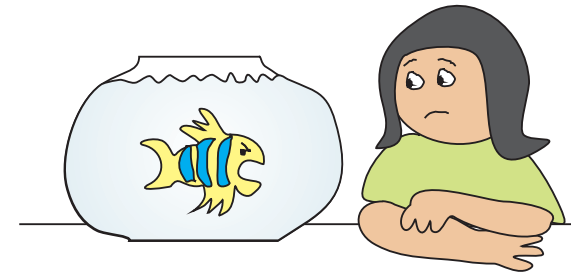
The following ten “stories” are for practice — they highlight the kinds of words that have been learned so far in the Progressive Phonics books.



If you had an elephant, would **you** keep him in your room? Would **you** feed him peanuts? Would **you** clean him with **a broom**?



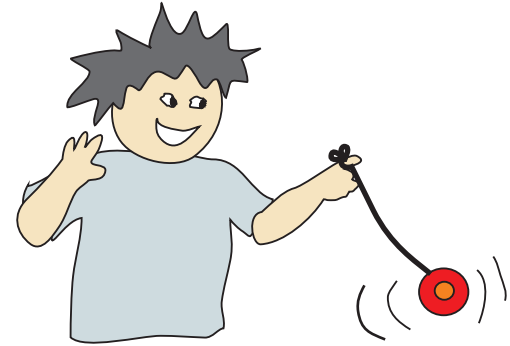
I sat by a tree to  
 read a book – then  
 the tree sat down  
 by me. I did not  
 know a tree could sit, nor  
 that a tree could read.



My dog is good,  
 my cat is too, but  
 my fish is always in a  
 bad mood. My fish  
 has a lot of teeth,  
 and he always wants to  
 bite poor, little, old me.



I need to feed  
my cat. I need  
to feed him soon.  
I have a can of  
food, but I cannot  
find the spoon.



My yo-yo will not  
go around and around.  
My yo-yo will not  
go up or down. So  
do I have a yo-yo,  
or do I have a no-no?



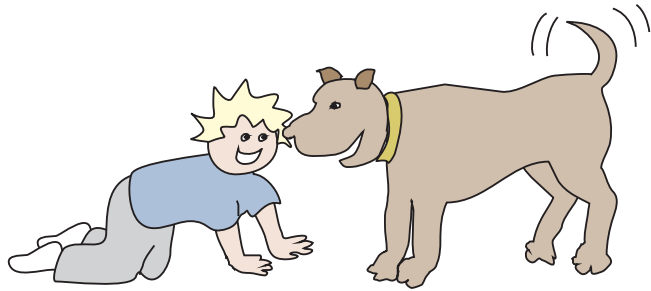
No, I am not a  
dot, dot, dot.

And no, I am not  
a spot, spot, spot.  
I am a bug in the  
rug, rug, rug, and  
no, no, no, I am  
not, not, not waiting  
for a hug, hug, hug.



When I try to go  
to sleep, my head  
is full of silly sheep.  
I tell the sheep to  
go to sleep, but  
the silly sheep say  
beep, beep, beep.





My dog is so big  
and runs so fast that he  
is first, and I am last.  
When I am as big  
as him, maybe he will  
let me win.



If you can run  
as fast as me, then  
I will race you to that  
tree. If you win,  
then I will lose, and I  
will eat my shoes.



I try to tie my shoes.  
 I try and try and try.  
 Is it a secret? Do I  
 need to know a spell?  
 Or can you teach me  
 how to tie them well?

## The End

Next:

Progressive Phonics  
 Intermediate Books  
 Book 8: End Of Word  
 Consonant Blends

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

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