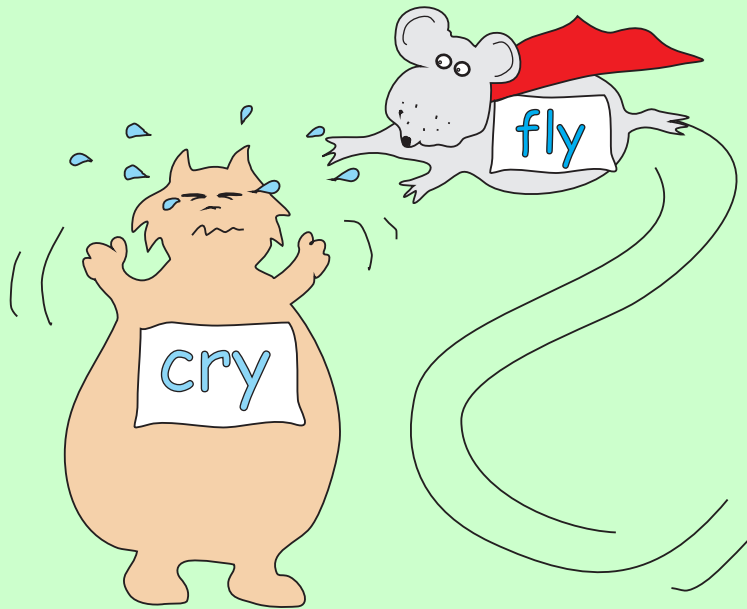


Intermediate
Book 7

Long Vowels
Y



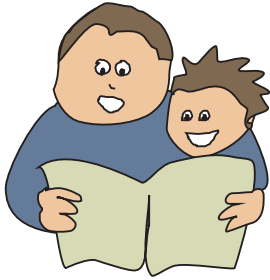
Written and illustrated by

Miz Katz N. Ratz

A ProgressiveTM Phonics book

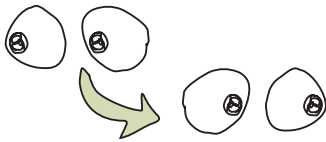
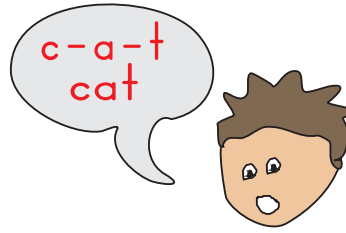
Copyright (c) 2004–2008 by Miz Katz N. Ratz, patent pending

Quick Start Guide



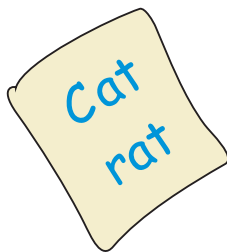
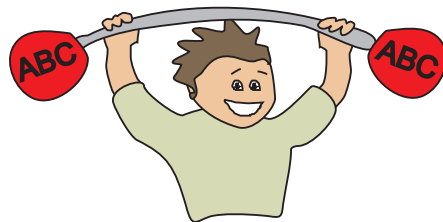
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



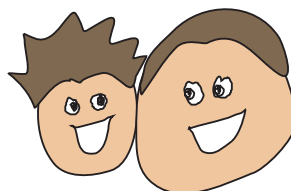
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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!**

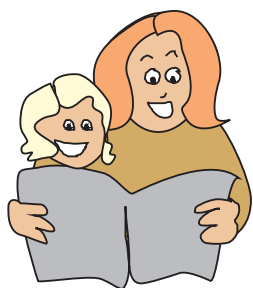


Additional instructions for Intermediate Books 5–7



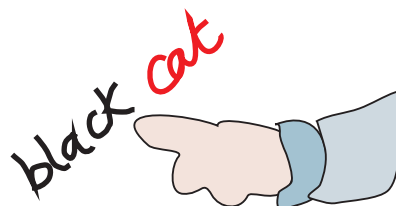
Repetition is important!
That's why each "poem" is
included **twice**...

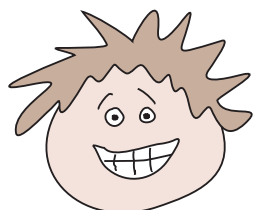
Once to focus on the
word(s) being learned



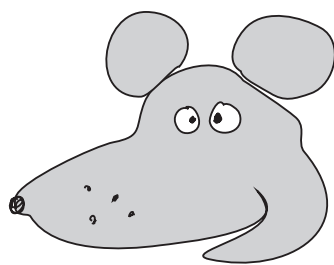
The **second time** to practice
the new word(s) along with
other words the child should
already know by now.

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:

by cry fly my

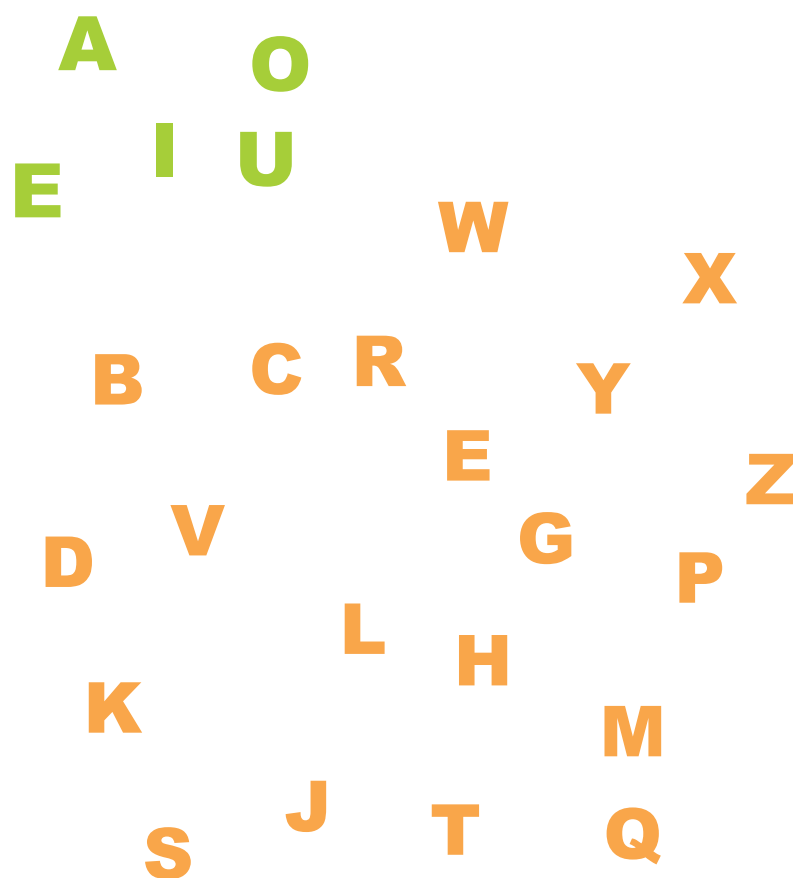
sky spy try

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.

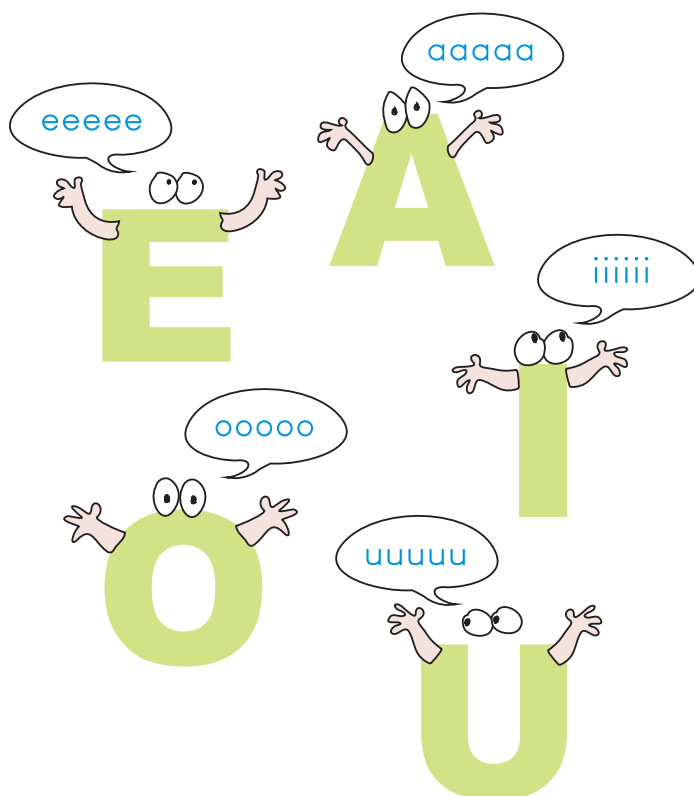


Consonants...

(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 -

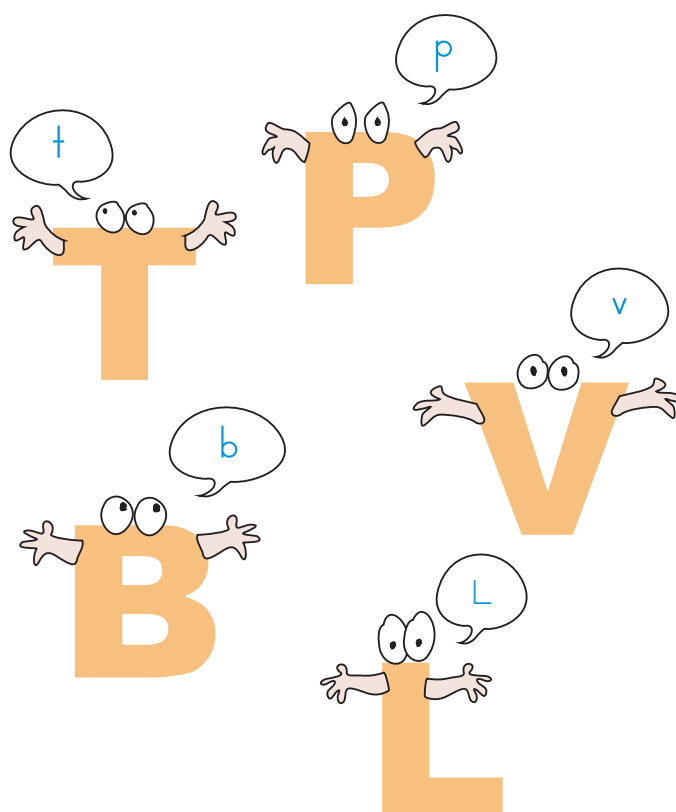


Consonants...

(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...

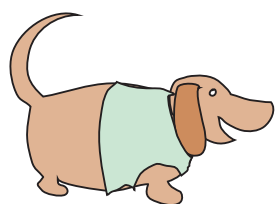
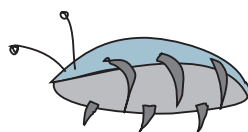
(Read this page TO the child)

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



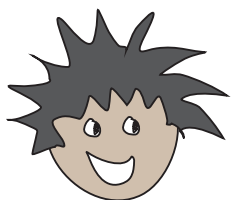
c - a - t

b - u - g



d - o - g

r - e - d

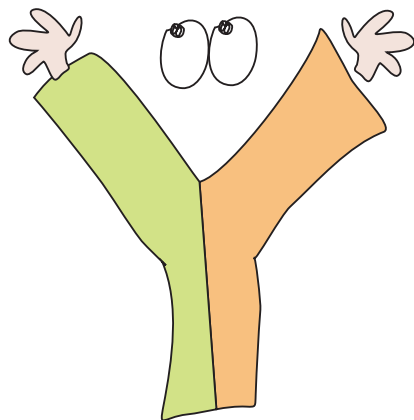


T - i - m

The letter “Y”...

(Read this page TO the child)

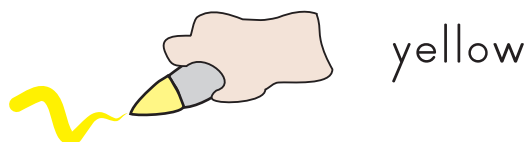
The letter “Y” is a tricky letter because sometimes it is a consonant and sometimes it is a vowel:



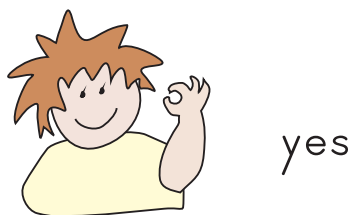
The letter “Y”...

(Read this page TO the child)

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



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

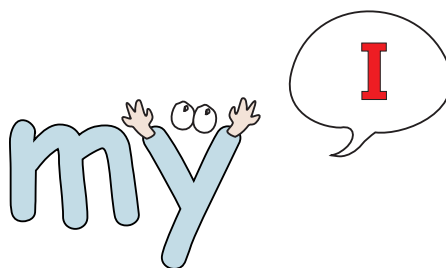


The letter “Y”...

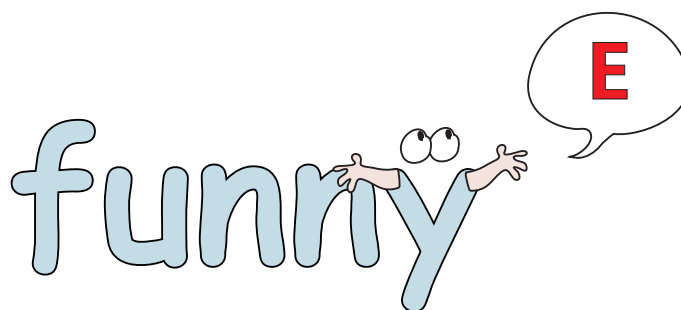
(Read this page TO the child)

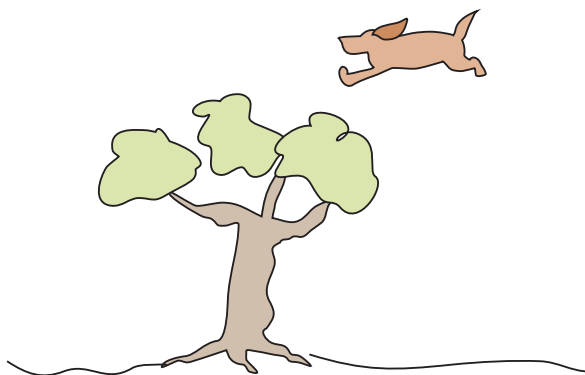
But at the end of a word, the letter “y” is a vowel.

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.





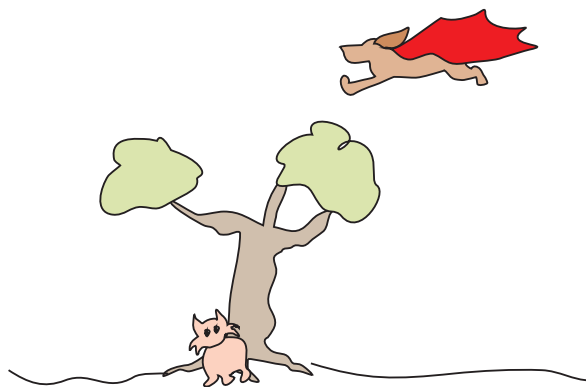
My dog can fly.

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.



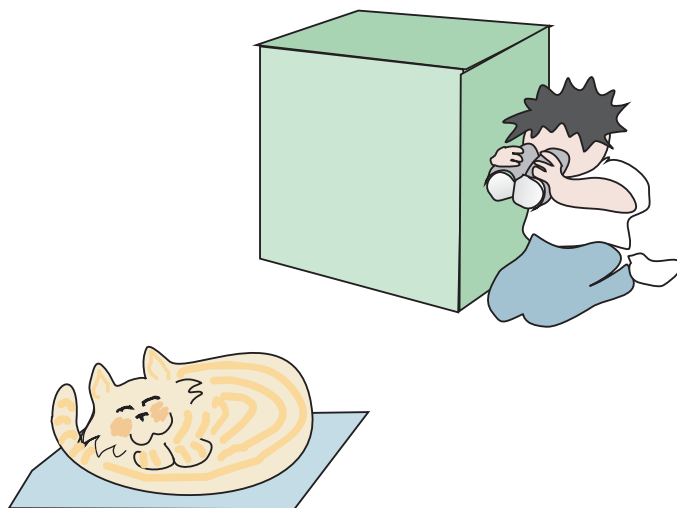
When I try to fly,
I never touch the sky.
Every time I leave the
ground, my big, fat
feet pull me back down.



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.

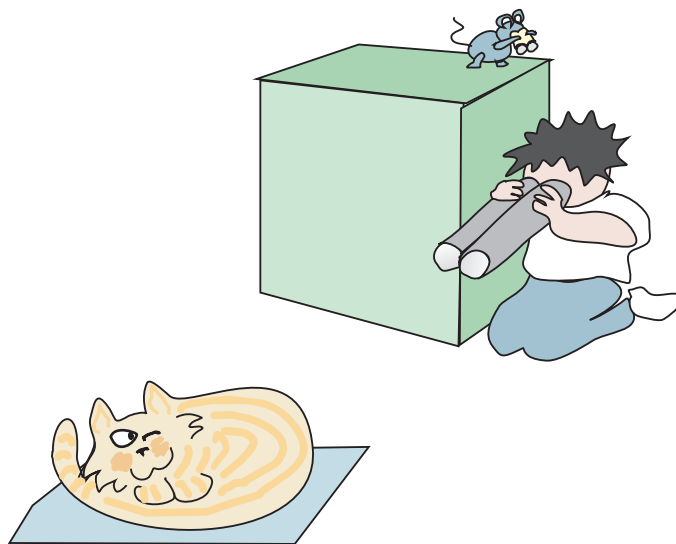


I **spy**, with **my** little
eye, a fat cat on a mat.

But can **my** fat cat

spy on me — or is **my**

fat cat fast asleep?



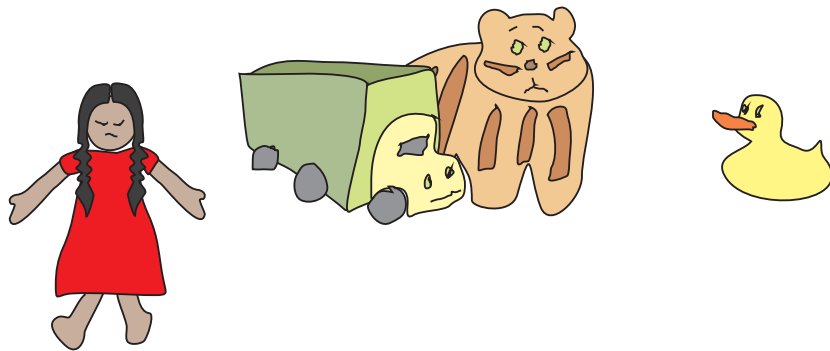
I spy, with my little
eye, a fat cat on
a mat. But can
my fat cat spy
on me – or is my
fat cat fast asleep?



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.

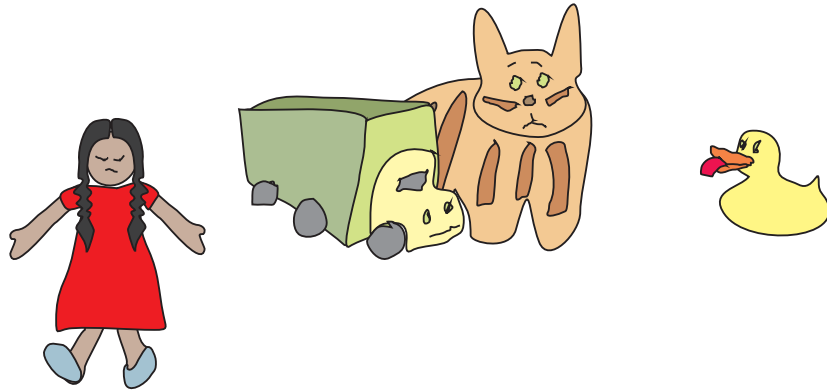


I did not want to
sleep by myself, so I
took my dolls down from
the shelf. I have so many
dolls that they covered my
bed, so I went to sleep
on my rug instead.



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

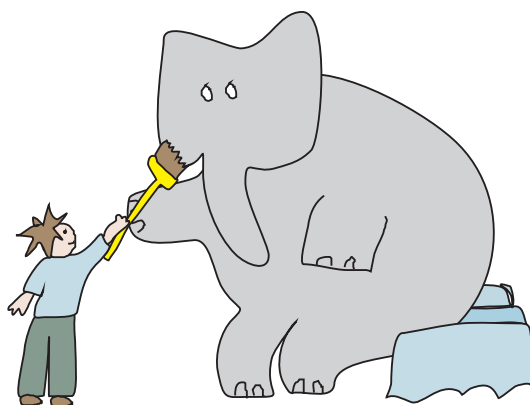
My doll got up and walked
away. She walked by the
tiger and by the truck, and
she didn't say anything to
the duck.



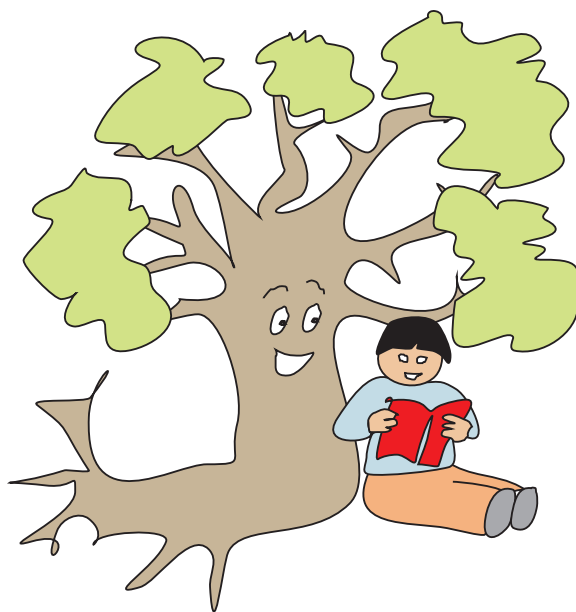
My duck sat down by
my doll, but my doll
did not like that – not
at all. My doll got up
and walked away. She walked
by the tiger and by the
truck, and she didn't say
anything to the duck.

Practice

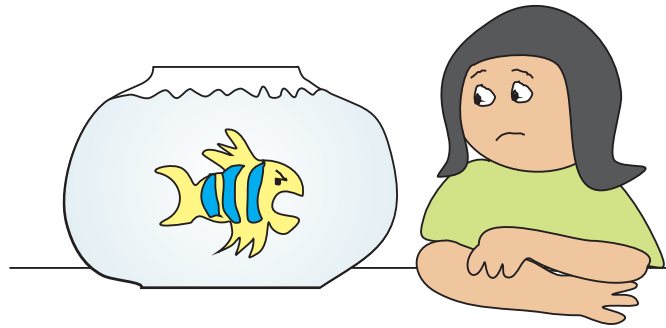
The following ten “stories” are for practice – they highlight the kinds of words that have been learned so far in the Progressive Phonics books.



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



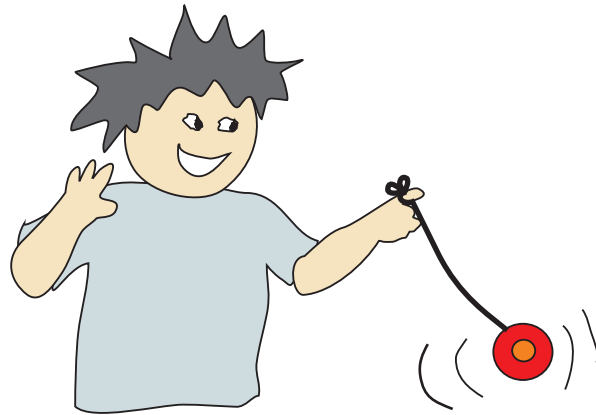
I sat by a tree to
read a book – then
the tree sat down
by me. I did not
know a tree could sit, nor
that a tree could read.



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.

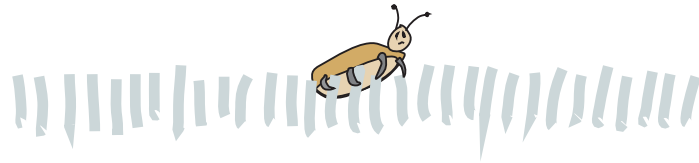


I need to feed
my cat. I need
to feed him soon.
I have a can of
food, but I cannot
find the spoon.



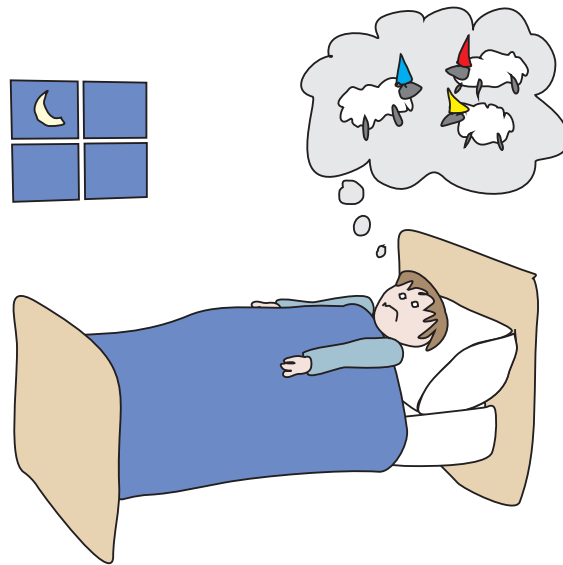
My yo-yo will not
go around and around.

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

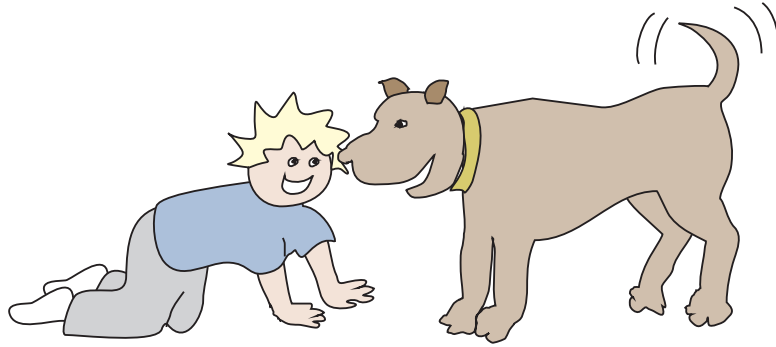


No, I am not a
dot, dot, dot.

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

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