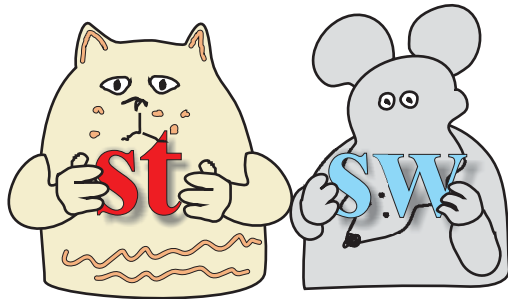


Book Six

Beginning Blends

(Start-of-word consonant blends)



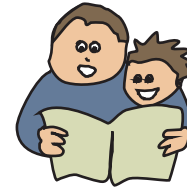
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

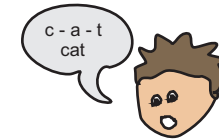
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Quick Start Guide



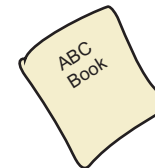
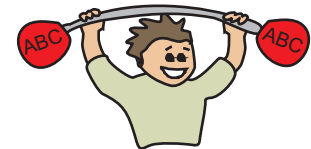
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



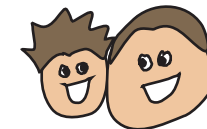
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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!



Beginning Blends – table of contents

Digraphs: (Two letters together making ONE sound)

Digraphs are different from blends because you don't hear the separate letters in a digraph – for example, you don't hear a "c" or an "h" in "ch" (a digraph), but you CAN hear a "c" and a "r" in "cr" (a blend).

sh- p. 2 th- p. 5 ch- p. 10

(the "wh" digraph is more complex and is in a later book)

Blends:

p. 13.... sc- sk-

p. 15.... bl- cl- gl- fl- pl- sl-

p. 27.... sn-

p. 29.... sp-

p. 31.... br- cr- dr- fr- gr- pr- tr-

p. 42.... st-

p. 44.... sw- tw-

NOT INCLUDED:

The following blends are not included in this book because this book is intended for early readers. These blends occur in later Progressive Phonics books:

sch str qu scr spl
squ sm thr dw



Pages like this are read TO the child. The "ear" means the child is supposed to listen.

sh

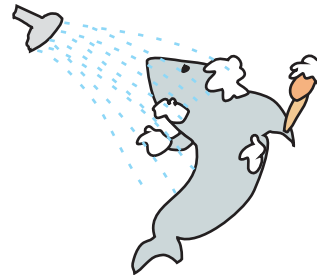
Now we're going to learn about the sound, Shhhhh! Can you make the sound "shh"?

We have lots of words that make this sound —



sheep in shorts

shiny shoe



shark in the shower

show me a ship



(If you need more words, try: shadow, shake, share, shave, she, shell, shin, shop, shoulder, shuffle, shut, and shy.)



sh

We don't have a letter in the alphabet for the shhhh sound, so we have different ways of spelling it.

The way we spell it the most is with the letters "s" and "h." You can't actually hear an "s" or an "h" in the sound, shhhh, but it's close.

(Have the child practice saying and listening to the sound, shhh.)

Let's practice learning to read the letters, "sh" –

Teacher/parent information: Other ways of spelling the shhh sound are: motion, sugar, ocean, conscious, mission, and champagne – but a child doesn't need to learn this now.



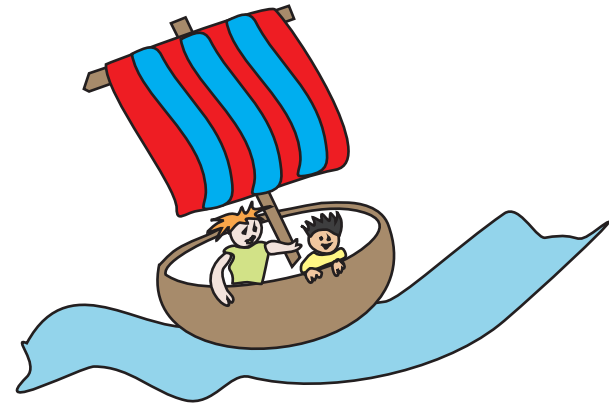
sh be quiet,
shut the door,
sh don't say a peep.

sh be quiet,
shut your eyes –
 it's time to go to sleep.



Here we are at the ice cream **shop** –
the **shop** is open, the **shop** is nice,
but we can't go in because we are mice.

The girl at the **shop** is mean to us:
she screams, she hollers, she makes a fuss.
She says the **shop** is just for people,
but in the **shop** are lots of “sheeple.”



I went to a **shop** to buy a **ship**
to take us on a sailing trip.
The **shop** was dark, the door was
shut, the only **ship** was a coconut.

Its little sail was red and blue – it
was much too small for me and you.
But when I **shut** my eyes, the **ship**
was bigger, and we sailed away on a
big, blue river.

mix-it-up

Parent/teacher note: Scattered throughout this book are “mix it up” pages, where a child has an opportunity to practice ALL words learned so far in Progressive Phonics.



I have **a big, red, ship**,
and **I am the** captain.

I have **a big, red, ship**,
and nothing **bad can** happen.

Oh, no! my **big, red, ship**
is in a lot of trouble.

I can't find my **ship** –
it is lost **in the** bubbles.

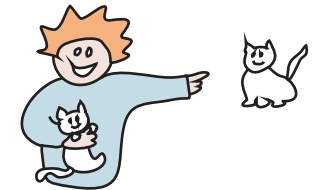


th

Now we're going to learn about the sound, “th.” Can you make the sound “th”?

We have some very important words that use this sound —

this and that (this cat, that cat)



think

thank you



thumb

(If you need more words, try: thin, thick, thump, thunder, there, the, and them.)



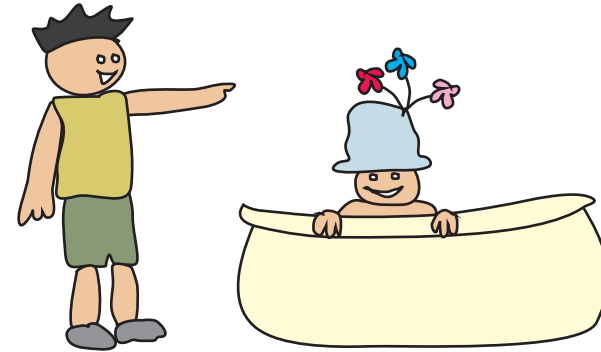
th

We don't have a letter in the alphabet for the sound, "th," so we spell it with the letters, "t" and "h."

You can't actually hear a "t" or an "h" in the sound, "th," but that's how we write it.

(Have the child practice saying and listening to the sound, "th.")

Let's practice learning to read the letters, "th" –



That hat is silly –
that hat makes me laugh.

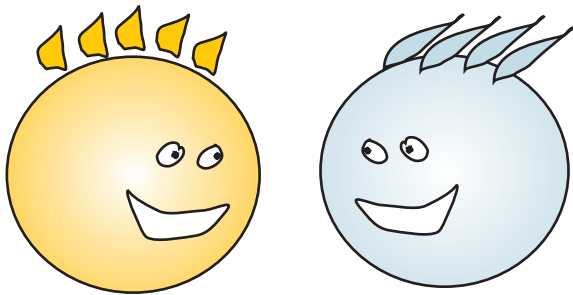
You always wear **that** silly **hat**
when you're in **that** silly bath.



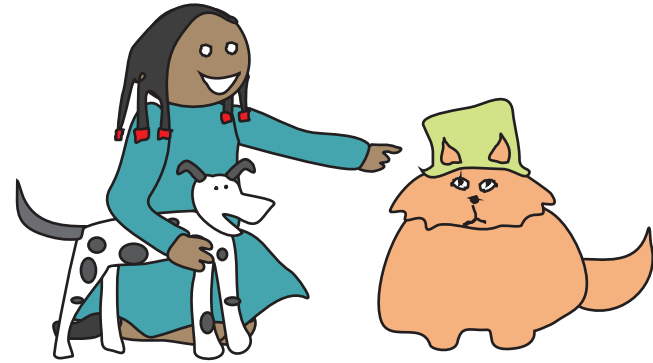
My mother says **that** I am very tall.
 I don't know why she says **that** at all.
 I am smaller **than** a house and
 smaller **than** a truck;
 I am smaller **than** a car
 and smaller **than** a duck.
 In fact I am so very, very small,
 you need a telescope
 to see my face at all.



A lot of the time,
the little word "**the**"
 wants to sound different.
 It wants to say "uh,"
 like when you're saying "duh."
 So try to say "duh,"
 when you see **the** word "**the**."
 Say it after me,
the word "**the**" is duh!

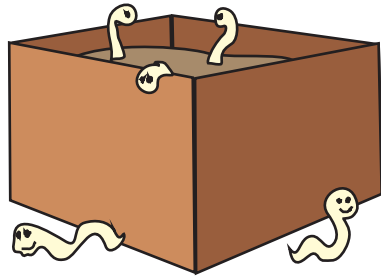


The sun is shining in **the** sky;
the moon is shining too.
The sun is very yellow,
 and **the** moon is a little bit blue.



This is my dog,
 and **that** is my cat.
 One is **thin**, and
 one is fat.

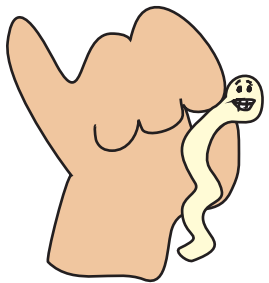
The cat **that** is fat
 is wearing a hat.
The dog **that** is **thin**
 has polka dot skin.



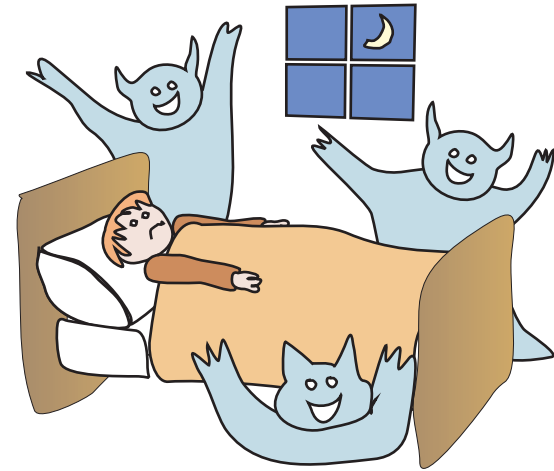
I have twenty five worms.

I keep **them** in a box.

My sister doesn't like **them**,
but me, I like **them** lots.



I feed **them** mud and
dirt. I keep **them**
very wet. And if you
are not nice, I'll put
this one in your bed.



First I take a bath, and **then** I brush
my teeth. **Then** I go to bed, but I
cannot go to sleep. **The** monster in
the closet is bigger **than** a bear.
He wants to eat my toes, and **then**
he wants to chew my hair. There are
monsters on **the** ceiling, monsters
on **the** bed. Why does everybody tell
me they're all inside my head?

mix-it-up



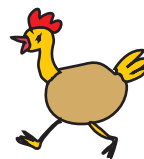
I would rather be **a dog**
than a big, fat cat.
But I would rather be **a cat**
than a big, fat rat.
But being **a kid**,
is better **than them** all –
I will always be **a kid**,
 even when **I am** tall.



ch

Now we're going to learn about the sound, "ch." Can you make the sound "ch"?

Lots of words use this sound —



chase that chicken



cherry



the chimpanzee cheated
 at checkers

(If you need more words, try: child, chin, choose, chalk, cheek, chase, chimney, chess, champion, and chuckle.)



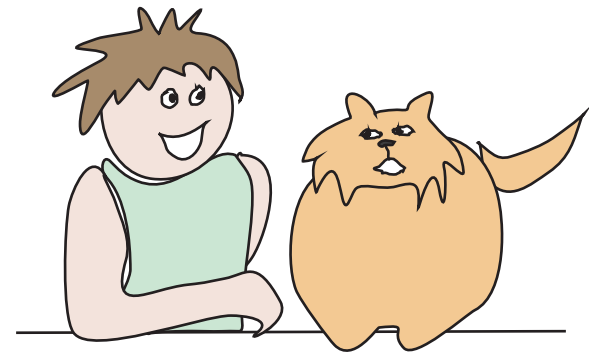
ch

We don't have a letter in the alphabet for the sound, "ch," so we spell it with the letters, "c" and "h."

You can't actually hear a "c" or an "h" in the sound, "ch," but that's how we write it.

(Have the child practice saying and listening to the sound, "ch.")

Now let's practice learning to read the letters, "ch" –



What do you say when you **chat** with a **cat**?

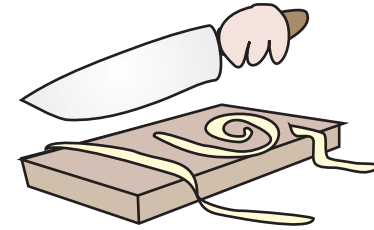
Do you **chat** about kittens or **chat** about cows?

Do you **chat** like a human, or say, "Meeoooooww"?

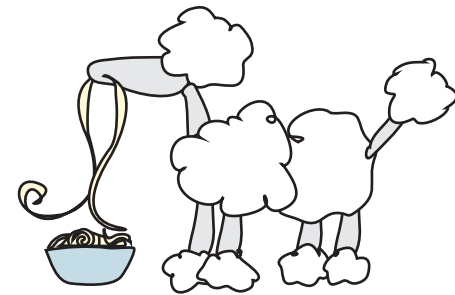


I want a potato **chip**;
 I want a **chip** to **dip**.
 They go so well together –
 a **chip** and **dip** –
 and I like nothing better
 than to **dip a chip**.

mix-it-up



To **chop up** food for
 hungry poodles, first you
chop a lot of
 noodles. **Then** you
chop a potato **chip**,
 and you serve **the chip**
 with chocolate **dip**.





SC

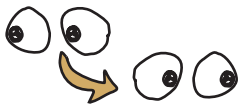
Some words have a “sc” sound,
you can hear the “s” and the
“c” – “sc.” Say after me:



scar - my scar
looks like a car

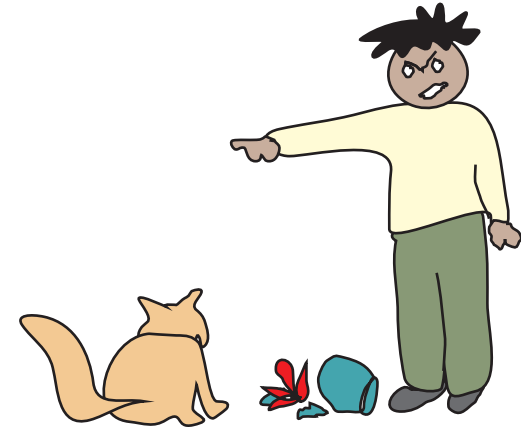


scary - my
brother, Carey,
isn't scary



scan - my eyes
can scan the
page

(Practice this until the child “gets it” – if you
need more words, try: scooter, scalp, Scottish,
and scout.)

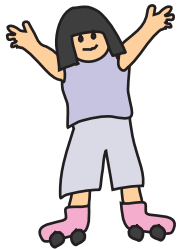


Tell your **cat** to **scat**
when he acts like that,
when he messes up the house.
And if your **cat** won't **scat**
when you say, “**Scat, cat,**”
then tell him he's a mouse.



sk

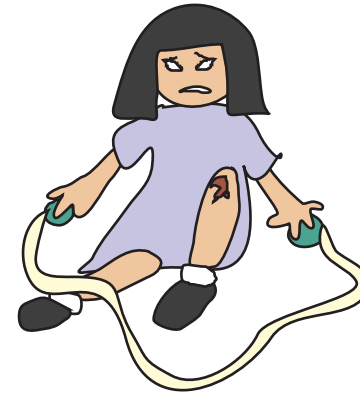
Sometimes, a “c” and a “k” sound exactly the same. Because of this, the “sc” sound is sometimes spelled with a “k.” Say after me:



skate - Kate
likes to skate



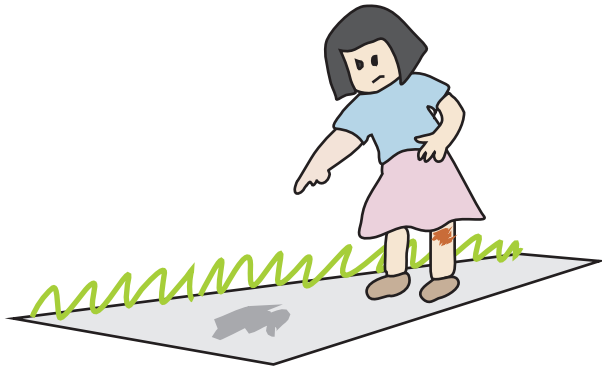
skip - my brother,
Kip, likes to skip



I like to **skip** along the street.
I like to **skip** with both my feet.
But I fell down and hurt my knee,
and I got a **scab**, oh lucky me.

(Practice this until the child “gets it” – if you need more words, try: sky, skunk, skillet, and skeleton.)

mix-it-up



I don't want to **skip** today – I've **got a big scab**, and **I** can't play. **A scab on skin** doesn't look very pretty. **A scab on skin can get** quite itchy. And look over there, where **I** fell down, you **can** even see **a scab on the** ground.



bl

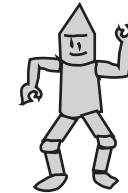
Some words have a “bl” sound, you can hear the “b” and the “l” – “bl.” Say after me:



black - the bat has a black back

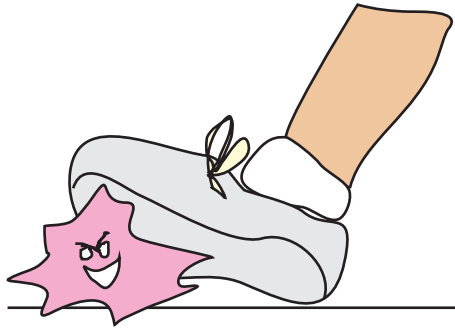


blue - the ghost said, “Boo - I’m blue!”

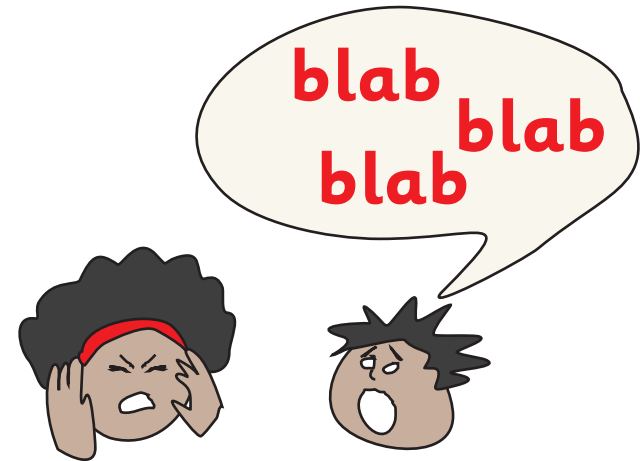


bleep - the robot said “Beep, beep bleep!”

(Practice this until the child “gets it” – if you need more words, try: block, blank, blink, and blow.)

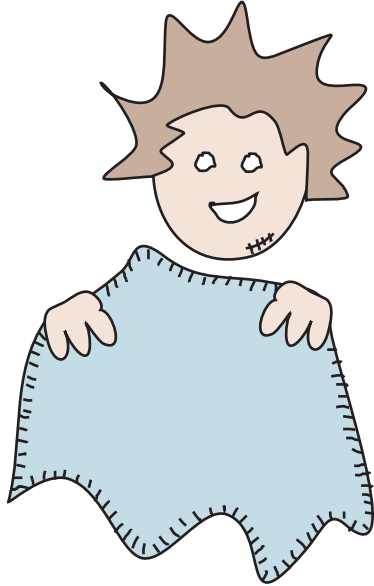


My name is **Bob** the **Blob** of gum.
 I am a **blob** of chewing gum.
 I am made of gum and spit and slime,
 and I'm getting bigger all the time.
 So be careful what you do
 with the **blob** you chew –
 my name is **Bob** the **Blob**,
 and I'm on your shoe!



My brother likes to **blab** a lot;
 he has a lot to say. I wish he
 wouldn't **blab** so much – he goes
blab, blab, blab all day.

mix-it-up



I cut my little **chin**,
and **it bled a lot**.

It bled so very much

I went to Doctor **Dot**.

Doctor **Dot** put stitches

in my **chin**; now **I** look

like **the** blanket **that I**

always sleep **in**.



cl

Some words have a “cl” sound, you
can hear the “c” and the “l” – “cl.”

Say after me:



clap - my cap can clap



class - Cass is in class



cloud - a cow on a
cloud

(Practice this until the child “gets it” – if you need
more words, try: clean, clothes, clever, and clock.)

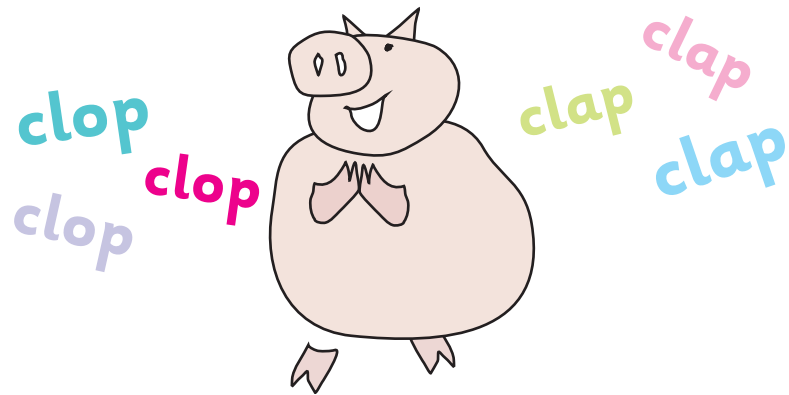


I wish my dog could **clap**
his hands, then he could **clap**
for me. I do a lot of clever
things, and SOMEONE should
clap for me.



I let a little bear **cub**
join my bath tub **club**.
My **club** is very special.
My **club** is very clean.
I'm glad the bear **cub**
joined my **club** – he makes
big bubbles just for me.

mix-it-up



Can a pig clap his hands,
or **can** he **clap his** feet?
And **can a pig clap his** feet,
as his nose is saying beep?

Can a pig clap a little;
can a pig clap a lot?
Can he **clap, clap, clap,**
or **clop, clop, clop?**



gl

Some words have a “gl” sound.
You can hear the “g” and the “l” –
“gl.” Say after me:



glue - glue is very
sticky goo



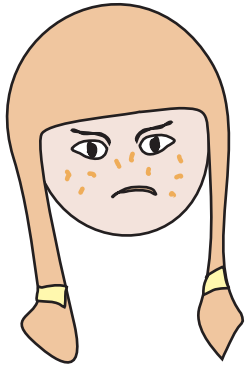
glass - the lass had
pretty glasses



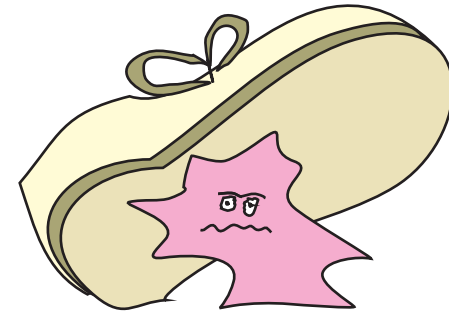
glove - I love to
wear gloves

(Practice this until the child “gets it” – if you need more words, try: glad, glow, glitter, and glide.)

mix-it-up



I'm **glad** that I have all my toes.
 I'm **glad** to have my little nose.
 But I'm not **glad** – I'm very **glum** –
 about these orange freckles.
 Everybody says they're cute, but I'm
 not **glad** – they make me puke.
 I wish I could take a **glob** of cream
 and rub them off before I scream.



Clap if you are happy.

Clap if you are **glad**.

Do **not clap if**
 you're **Bob the Blob** – **if**
 you're **Bob the Blob**,
 you're **bad**.

A blob is never happy.

A blob is never **glad**.

Would you be **glad if** you were
a blob, stuck **on** someone's shoe?



fl

Some words have a “fl” sound. You can hear the “f” and the “l” – “fl.”
Say after me:



flake - a fake flake of snow



floor - a four on the floor

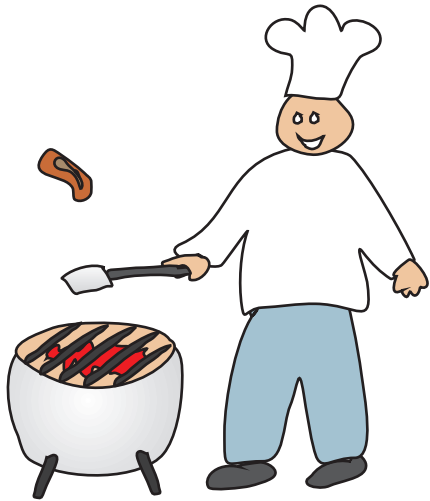


flea - the flea had to pay a fee



Yesterday I sat on my hat,
and it went from **fat** to **flat**.
I think I liked it better **fat** –
how do I make it not so **flat**?

(Practice this until the child “gets it” – if you need more words, try: flight, float, flag, and flower.)

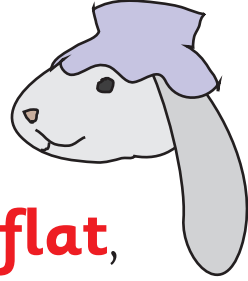


I like to watch my daddy-o
cook food on the patio.
He can **flip** a burger;
he can **flip** a steak;
he can **flip** them high
so they touch the sky.



Flap your wings,
little baby bird.
You must **flap** your
wings to fly.
But the baby bird
didn't **flap** his wings,
and he fell **flat** into the dirt.

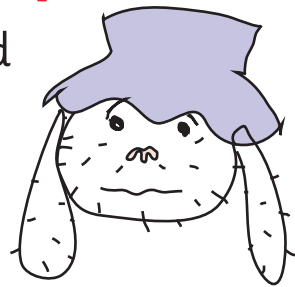
mix-it-up



If your bunny's ears are **flat**,
you **can** hide **them** under
a hat. And **if his** ears **flop**
a lot, tell **him not** to **hop**,
hop, hop.

But who really cares **if his**
ears are **flat**, or **if** they **flop**
and **flap, flap, flap**.

A bunny rabbit could
never look scary –
unless, **of** course,
he lost **his** “hairy.”



pl

Some words have a “pl” sound.
You can hear the “p” and the
“l” – “pl.” Say after me:



please - please
pass the peas



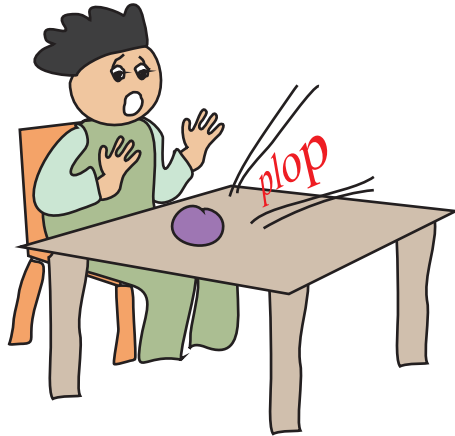
plants - the plants
were wearing pants



plot - a plot to
steal a pot of gold

(Practice this until the child “gets it” – if you need more words, try: plate, planet, plenty, and plug.)

mix-it-up



Little Jack Horner sat
in the corner with a
plum upon his thumb.
Jack had to cough,
and the **plum** fell off –
and the **plum** went
plop on the tabletop.



**Ten plus ten is
a lot of** stuff, **but
is ten plus ten** enough?
I have **ten** little fingers,
plus ten little toes –
plus ten little freckles
on my nose.



sl

Some words have a “sl” sound.
You can hear the “s” and the “l” –
“sl.” Say after me:



slow - the car
was so slow



sled - the sled
said “hello!”



sleep - can't you
see that I'm asleep?



A **slip** of the **lip**
is a silly way of saying
you let a secret **slip** out.
So don't let your **lip**
ever, ever **slip** – keep
a secret in your mouth.

(Practice this until the child “gets it” – if you
need more words, try: slim, slime, slang, and
slush.)



Slap your hands together.

Slap them on your knee.

Slap the water in the bath,
but don't **slap** me.



My good friend **Sam**

likes to **slam** the door.

His mother says, "**Sam**,
don't you **slam** that door!"

But **Sam** doesn't listen.

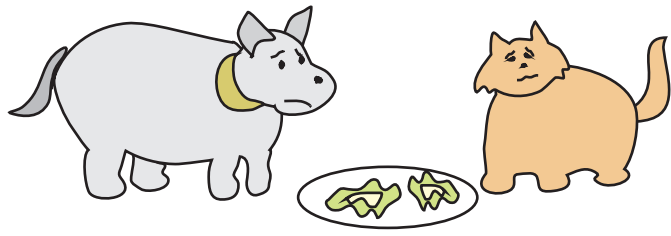
Sam doesn't care.

Sam likes to **slam, slam,**
slam doors everywhere.

mix-it-up



sn



My **dog is on a** diet,
and so **is the cat**.

They want to be **slim** –
they think they are **fat**.

They take **a slim bit of** lettuce
and **a slim bit of** cheese,
and to fill **up** both their tummies,
they eat forty nine **of** these.

Some words have a “sn” sound. You
can hear the “s” and the “n” – “sn.”
Say after me:



snail - the snail
is for sale

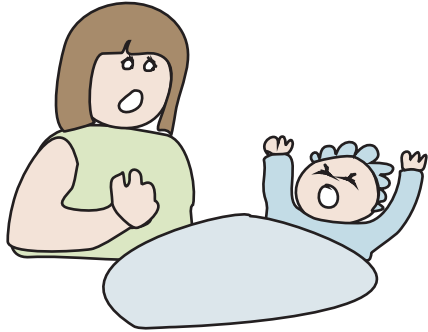


snow - there is
so much snow

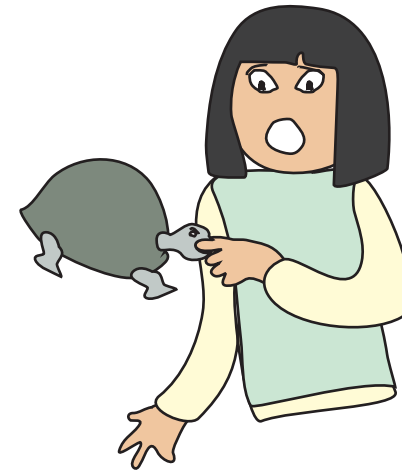


sneeze - Bob
sees me sneeze

(Practice this until the child “gets it” – if you need
more words, try: snake, sniff, snore, and snuggle.)

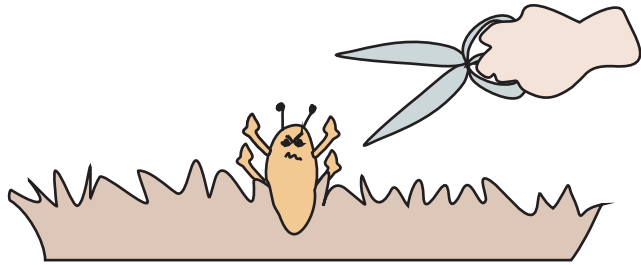


Don't **snap** your fingers
 in a baby's face
 when a baby takes a **nap**.
 If you **snap, snap, snap**,
 the baby can't **nap**,
 and he will cry all over the place.



Turtles like to **snip**;
 turtles like to **snap**;
 turtles like to **snip**
 and **snap, snap, snap**.
 So never stick your finger
 in a turtle's mouth –
 the turtle will **snap**
 and you will say “ouch!”

mix-it-up



If a bug is snug in a rug, and you want to **get it** out, **then snap** your fingers – **snap, snap, snap** – and loudly shout, shout, shout. **But if the bug that is snug in the rug** won't listen when you shout, **grab a pair of** scissors – **snip, snip, snip** – and **cut the bug** right out.



sp

Some words have a “sp” sound. You can hear the “s” and the “p” – “sp.” Say after me:



spell - the witch tried to sell a spell



spoon - “Soon,” said the spoon



sport - what sort of sport do you like to play?

(Practice this until the child “gets it” – if you need more words, try: speak, space, spinach, and spider.)



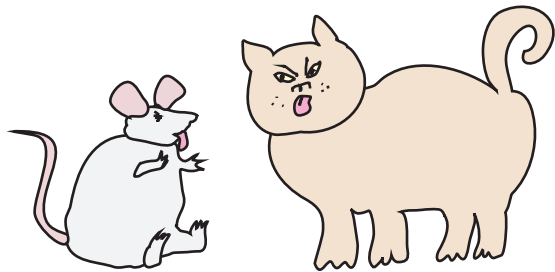
Never **spit**
when you **spin** around,
because if you **spit**
when you **spin** around,
the **spit** may land on you.



My dog, **Spot**,
has just one **spot**,
right there on his tummy.

My dog, **Spot**,
likes to lick a lot
from a big, old **pot**
of honey.

mix-it-up



The cat spat at the rat,
and **the rat spat** back.

I tried to teach **them not** to **spit**,
but they just **spat at** me.



br

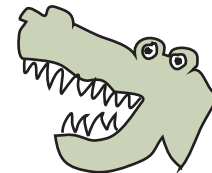
Some words have a “br” sound. You can hear the “b” and the “r” – “br.” Say after me:



breeze - bees flying
on a breeze



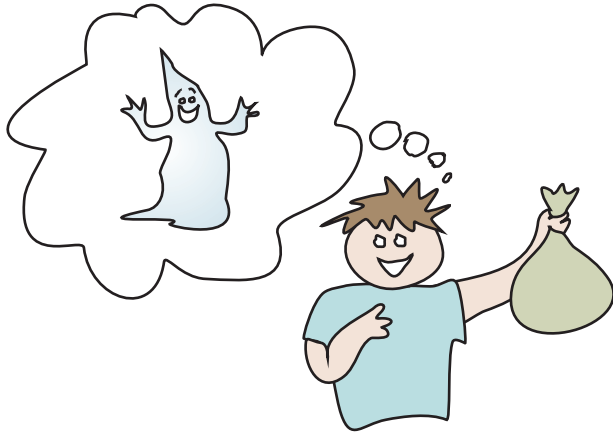
bread - I eat
bread in bed



bright - his bite was
was bright and
white

(Practice this until the child “gets it” – if you need more words, try: brake, brick, brush, and British.)

mix-it-up



My brother caught a ghost; he put it in a **bag**. And now he wants to **brag, brag, brag** about the ghost inside the **bag**. But I know there's nothing in that **bag** – I heard the ghostie **brag, brag, brag** how he got away from a little boy's **bag**.



Never fill **a cup up** to **the brim**.

My brother **did it** once, and look **what it did** to **him**.

If a cup is filled all the way **up to the brim**, something might spill out – or something might spill **in**.

(A brim is the very top edge of a cup or container.)

mix-it-up



My **rat is a brat**;
he tells **a lot of** lies
to **get a bit of** cheese
or to **run** around outside.

My **rat is a brat**,
he always screams and cries,
but I know he **is** faking –
no tears are **in his** eyes.



cr

Some words have a “cr” sound. You can hear the “c” and the “r” – “cr.” Say after me:



creepy - keep a
creepy creature



crook - the crook
can't cook



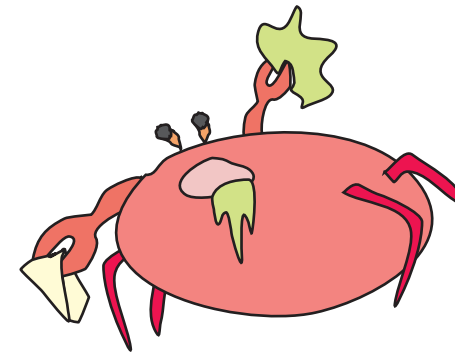
crawling - I am
calling a crawling
bug

(Practice this until the child “gets it” – if you need more words, try: crispy, cream, cry, and cracker.)

mix-it-up



Never let a crazy **crab**
drive you in a taxi **cab**.
The **crab** will pinch your fingers;
the **crab** will pinch your toes;
the crazy **crab** will drive the **cab**
completely off the road.



How much food **can a crab**
cram in his mouth?
I bet a crab can cram
a lot in his mouth.
But can a crab cram food
without one drop falling out?



dr

Some words have a “dr” sound.
You can hear the “d” and the
“r” – “dr.” Say after me:



drum - my
drum says
dum-dum-drum



dry - my mouth
is so dry I could
die



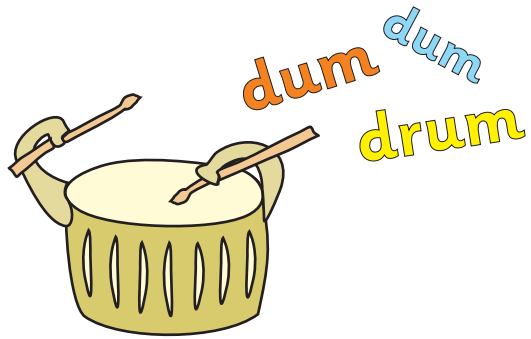
drool - my dog,
Dewely is really
drooly



Drip a **drop** of rain
on me. **Drip** a **drop**
of rain on you. **Drip**,
drip, drop, drop –
I’m wet and so are you.

(Practice this until the child “gets it” – if you need
more words, try: drink, dress, drive, and dragon.)

mix-it-up



My **drum is** much too **big**
for me to **drag** around,
so **I** always leave my **drum**
sitting **on the** ground.
My **drum can** play
a lot of songs, **I can**
hear **it** late **at** night – **it**
goes, **dum-dum-drum,**
dum-dum-drum,
until the morning light.



fr

Some words have a “fr” sound. You
can hear the “f” and the “r” – “fr.”
Say after me:



frog - a frog
in the fog



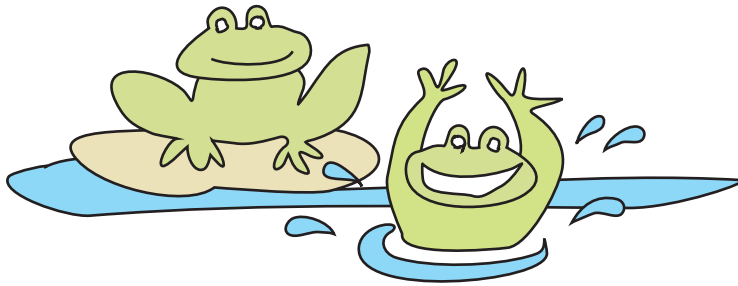
freaky - freaky
feet



frown - I found
a frown under
my hair

(Practice this until the child “gets it” – if you need
more words, try: France, fresh, front, and Friday.)

mix-it-up

**Fred** the **Frog**

and **Fran**, his daughter,
live in a pond with lots
of water. **Fred** and
Fran like nothing better
than jumping in and getting
wetter.

**Fran** the **Frog**

has a lot of toys,
but can she take
them in the water?

Fred the **Frog**

says “**Yes, yes, yes!**”
that’s why he gave **them**
to **his** daughter.

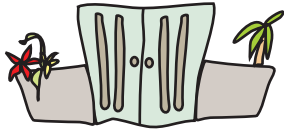


gr

Some words have a “gr” sound.
You can hear the “g” and the “r” –
“gr.” Say after me:



grow - I told
the plant to
grow or go



great - a
great gate



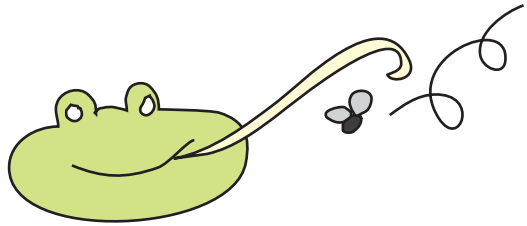
gruel - gruel
(oatmeal) for
for a ghoul



Because I am a monkey,
I should **grab** my **grub**.
I should **grab** my **grub**
with both my hands, and
eat the **grub** as fast as I can.
I’m not a boy – this is not a
costume – so I HAVE to
grab my **grub**; I can’t
use a spoon.

(Practice this until the child “gets it” – if you need
more words, try: green, grass, grip, and grumble .)

mix-it-up



My **frog** ate **a bug** –
to **him**, **a bug is grub**.

My **frog** ate **a bug** –
he loves **a bug** for **grub**.

He uses **his** tongue to
grab a bug; then
he swallows **the bug**,
and **his** tummy says,
“glug!”

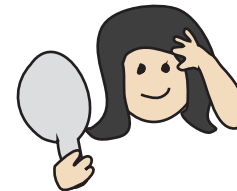


pr

Some words have a “pr” sound.
You can hear the “p” and the “r” –
“pr.” Say after me:

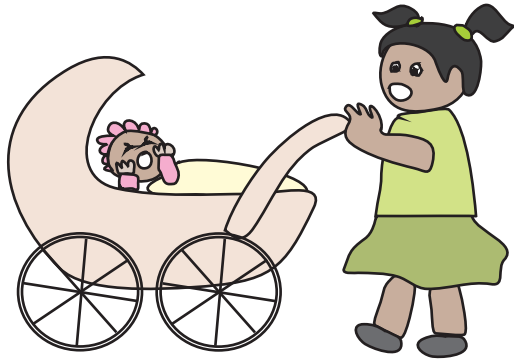


prize - the pies
won a prize



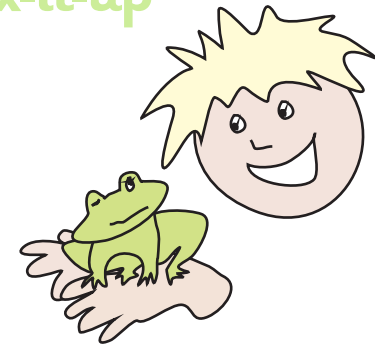
pretty - it's
a pity I'm so
pretty

(Practice this until the child “gets it” – if you need more words, try: press, proud, promise, and printer.)



I like to push my sister, **Pam**,
 around the park in her little **pram**.
 I put **Pam** in the **pram**,
 and then I push **Pam**
 as best as I can.
 But if little **Pam** ever starts
 to cry, I take the **pram**
 to Mom to figure out why.

mix-it-up



Never use your nose to
prod a sleeping **frog** –
 he could **hop up in**
 surprise and **hit** you **in**
the eyes. And **then** you
 could **drop** your **frog on**
the floor. **I** know **this can**
 happen – I've done **it** all before.
 So always **prod a frog**
 with **a** finger or **a** stick, and
 never **prod a frog** with
 your nose - you might **get** sick.

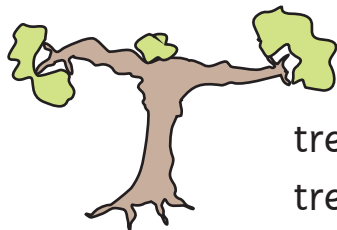


tr

Some words have a “tr” sound.
You can hear the “t” and the
“r” – “tr.” Say after me:



try - I try
and try to
tie my shoe



tree - the
tree looks
like a “T”

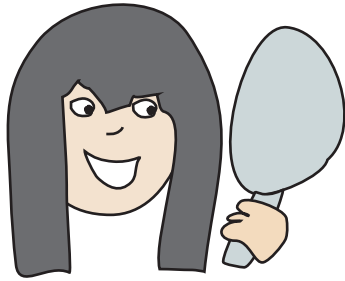
(Practice this until the child “gets it” – if you need more words, try: trash, true, treasure, and trouble.)



Don’t **trip** on a **trap**
out in the woods –
the **trap** will grab your
foot, foot, foot.

So don’t **trip, trip, trip**
on a **trap, trap, trap**
if your mother ever wants you
back, back, back.

mix-it-up



I did not want to **trip**

I did not to fall

So **I had** to **trim** my hair –

I could **not** see **at** all.

I did not trim

my hair very well,

but now **I can** see

and eat and smell.

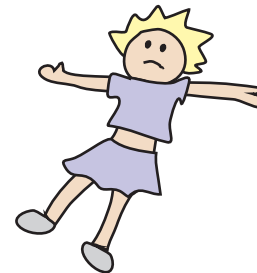


st

Some words have a “st” sound.
You can hear the “s” and the
“t” – “st.” Say after me:



stand - I can
stand in the
sand



stick - my doll
is sick and as
thin as a stick

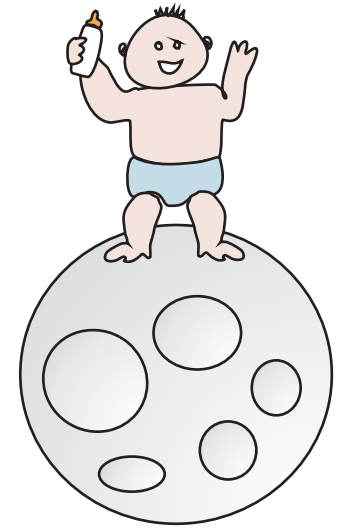
(Practice this until the child “gets it” – if you need more words, try: star, stop, stomach, and story.)



What's the best way
to **stop** your bike
when you get to the **top**?

Do you squeeze the brakes
and **step** on the ground,
or do you just say "**stop**"
and let the bike fall down?

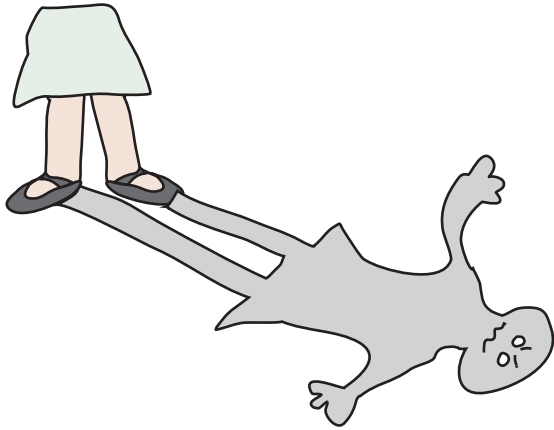
I saw Baby **Stan**
take his very first
step. I saw Baby
Stan take the
biggest **step** yet.



He got up off his diapers,
he wobbled on his feet, he took
one **step**, and he crossed the street.

And when Baby **Stan** took **step**
number two, he went up in the sky,
and he landed on the moon.

mix-it-up



Watch where you **step** –
 you always **step on** me.
I wish **that I** could **stop** you,
but I cannot **stop a step**.

I am your shadow;
I live beneath your feet –
 and **I** wish **that** everybody
 didn't always **step on** me.



SW

Some words have a “sw” sound. You
 can hear the “s” and the “w” – “sw.”
 Say after me:



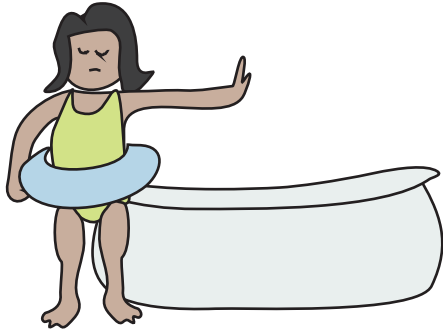
swing - I can
 sing as I swing



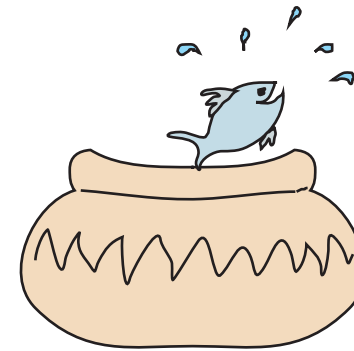
sweet - I found
 a sweet (candy)
 on my seat

(Practice this until the child “gets it” – if you need
 more words, try: swim, swan, swallow, and sweater.)

mix-it-up



I can **swim** when I giggle.
 I can **swim** when I laugh.
 I can **swim** across the ocean,
 but I cannot take a bath.



I can swim.
I can swim a lot.
I can swim in a bath,
 or **swim in a pot.**
I am a little fishy,
 and **it is** my only wishy,
 to **swim, swim, swim,**
in whatever **I am in.**



tw

Some words have a “tw” sound.
You can hear the “t” and the
“w” – “tw.” Say after me:

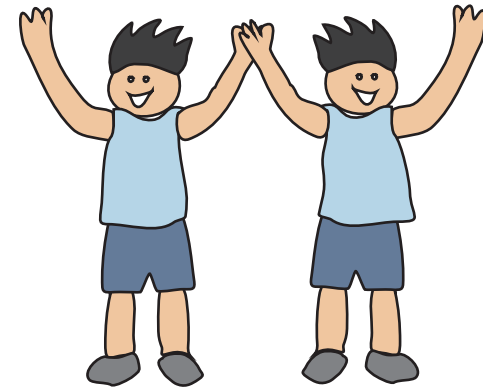


twelve - tell
twelve stories

10
20

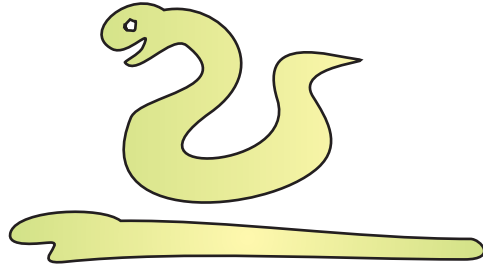
twenty - ten
and twenty

(Practice this until the child “gets it” – if you need more words, try: twirl, twig, twist, and twinkle.)



If I had a **twin**,
would it ever really matter
which of us would **win**?
'Cuz if my **twin** looked
like me, and I looked like
my **twin**, who would ever
know which **twin** had
the **win**?

mix-it-up



My **pet** snake **has a twin**,
but it is not a twin – it
 is **skin**. You see, every month
 or two, my **pet** snake grows new
skin, and **the old skin** just
 falls off from **his** tail **up** to **his**
chin. And when my **pet** snake
 wakes, it's like he **has a twin**.
I wonder **if** he says goodbye
 to **the skin that** he was **in**.

The end

Don't forget!



If you have a moment (and if you
 are willing), email us with your
 comments. Thanks!



Feedback@ProgressivePhonics.com

NEXT



Book 7: Intro to Long Vowels
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A Progressive Phonics™ book

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