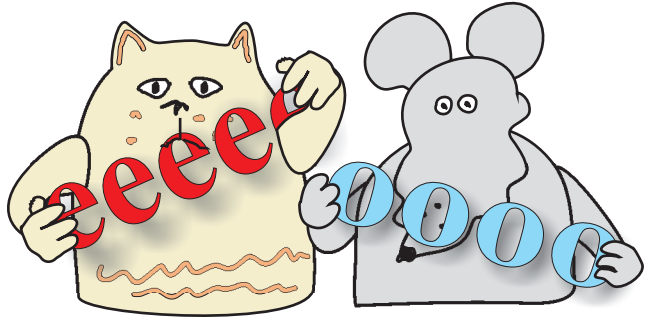


Book Seven

# Intro to Long Vowels



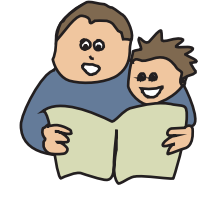
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

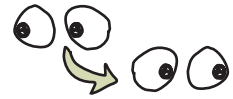
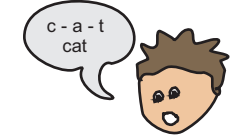
Copyright (c) 2004. 2005 by Miz Katz N. Ratz, patent pending

## 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.



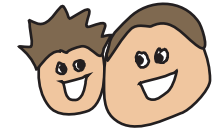
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 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!

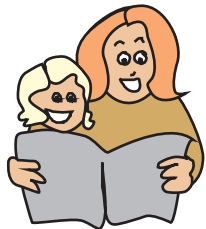


## Additional instructions for Book 7 Intro to Long Vowels



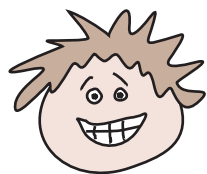
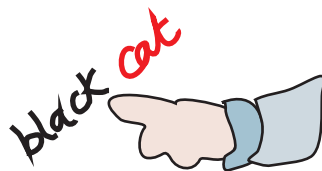
Repetition is important!  
That's why each "poem" is included  
twice...

Once to focus on the  
word(s) being learned



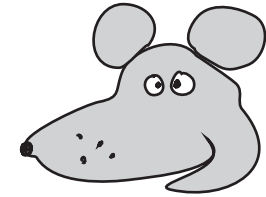
The second time to practice the word(s)  
along with other words learned so far  
in Progressive Phonics.

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 the next few  
Progressive Phonics books!

### 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 each of the  
changes.

### Table of contents

Intro to "oo" p. 3

Intro to "ee" – p. 19

A "Y" at the end of a word – p. 32

Mix it up (practice) – p. 27

### Dolch (high frequency) words taught in this book:

be, been, by, do, fly, good, green, he,  
look, keep, me, my, no, see, she, sleep,  
so, soon, three, to, too, try, we, you.

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



We're going to learn about the sound, Oooo! Can you make the sound "ooo"?

We have lots of words that make this sound —



There are many ways to spell this sound, which you will learn about in other books. In this book, we are going to learn the easiest ways to read and write the "ooo" sound.

Let's practice...

(If you need more examples of the "ooo" sound, try: you, who, do, shoe, moon, June, soon, mood, food, etc.)

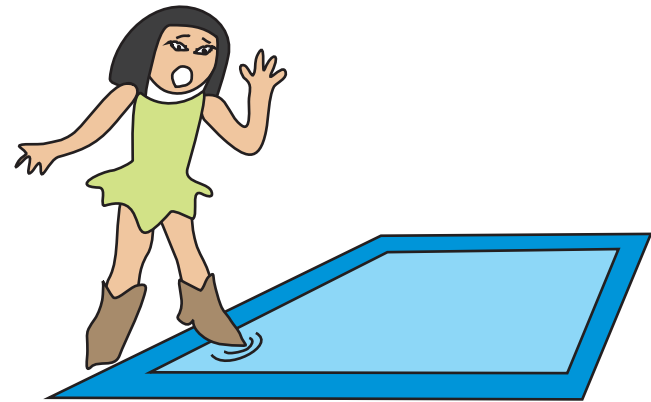


My dog wants to **hop** through a **hoop**, but he doesn't know how to **hop** through a **hoop**. I showed him how to **hop** through a **hoop**, but the **hoop** was too small, I couldn't **hop** through, I got really stuck, and I cried, "**Boo hoo!**"



My **dog** wants to **hop** through **a hoop**, but he doesn't know how to **hop** through **a hoop**.

**I** showed **him** how to **hop** through **a hoop**, **but the hoop** was too small, **I** couldn't **hop** through, **I got** really stuck, and **I** cried, "**Boo hoo!**"

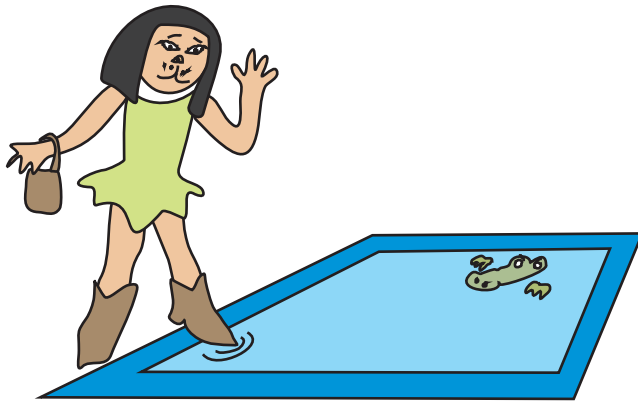


I wanted to swim in the **pool**, if the water was **cool**. But the water was **hot**, and I let out a **hoot** – I am glad I was wearing a **boot**.

Comments by Miz Katz are read  
TO your child. They are important  
lessons for your child.



Sometimes, the “ooo” sound is spelled with only one letter “o” – like in the words “do” and “to”.



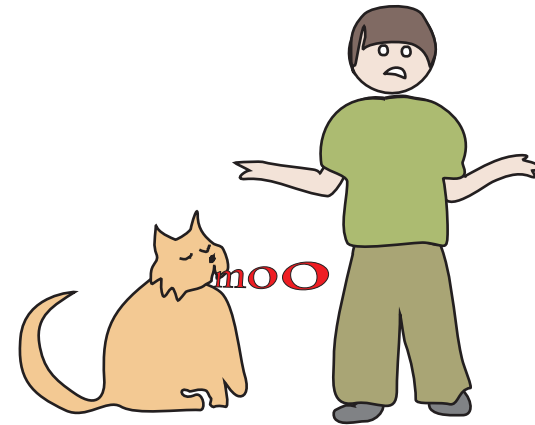
**I** wanted to **swim in**  
**the pool**, if the water  
was **cool**. **But the**  
water was **hot**, and **I let**  
out **a hoot** – **I am**  
**glad I** was wearing **a boot**.



Someone broke my mother’s  
**spoon**. I want **to** fix it,  
yes I **do**, but how **do** I fix  
a **spoon**? My mother will  
be back here **soon** – what  
am I going **to do**?



Somebody broke my mother's  
**spoon**. **I** want **to fix it**,  
**yes I do**, **but** how **do I**  
**fix a spoon**? My mother  
 will be back here **soon** –  
 what **am I** going **to do**?



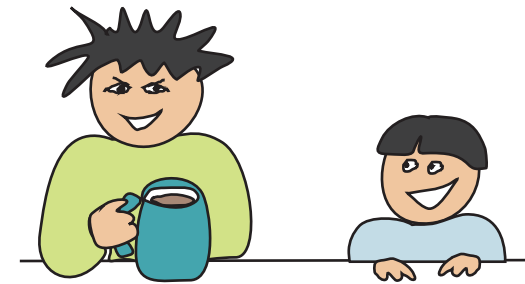
Oh dear, what shall I **do**?  
 This cat is saying **moo**.  
**Do** I take it **to** Dr. Meow,  
 or **do** I call this cat a cow?



Oh dear, what shall **I do**?  
**This cat is** saying **moo**.  
**Do I** take **it to** Dr. Meow,  
 or **do I** call **this cat a** cow?



“To” and “too” sound the same,  
 but they are different words.  
 “Too” means “also”, like in  
 “me too”.



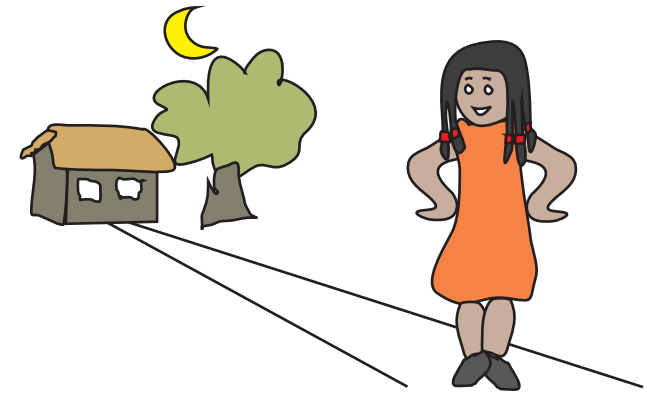
My brother always wants **to do**  
 everything I **do**. If I play cars,  
 he says me **too**. If I run **to** the  
 shop, he says me **too**. If I like a  
 bug, he says me **too**. So...  
 I say I like **to** drink a lot of mud,  
 and my brother says me **too** –  
 and I say, you **do**?



My brother always wants **to do** everything **I do**. **If I** play cars, he says me **too**. **If I run to the shop**, he says me **too**. **If I like a bug**, he says me **too**. So... **I say I like to drink a lot of mud**, and my brother says me **too** – and **I say, you do?**



Too can also mean too much, like too big or too little. Let's practice...



It's **too** late **to** run **to** the park. My feet are **too** tired; the night is **too** dark. Maybe I will go **to** my friend's house instead – it is **too** early **to** just go **to** bed.





It's **too** late **to run**  
**to the** park. My feet are  
**too** tired; **the** night **is too**  
 dark. Maybe **I** will go **to** my  
 friend's house instead – **it is**  
**too** early **to** just go **to bed**.



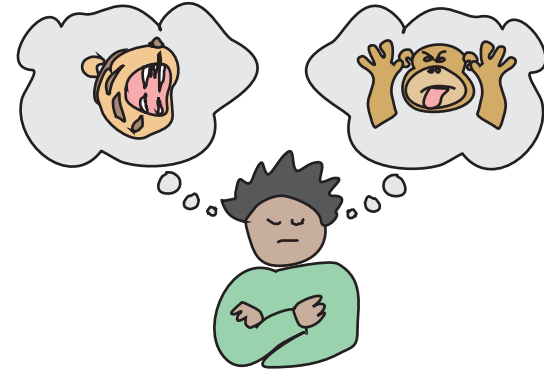
Some words look just like “do”  
 and “to” but they sound different –  
 they sound like “oh” – like the  
 words “no” and “go” and “so”.



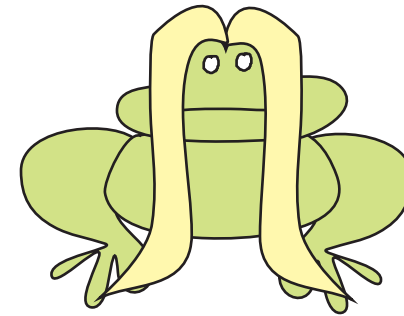
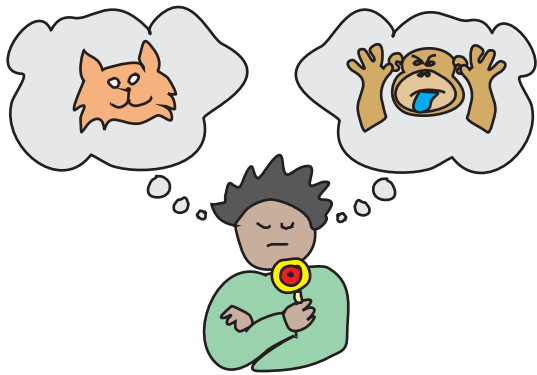
I like **to** run, **go, go, go**.  
 I like **to** laugh, **ho, ho, ho**.  
 But if I run or laugh **too** much,  
 someone always says  
**no, no, no**.



I like **to run, go, go, go**.  
 I like **to** laugh, **ho, ho, ho**.  
**But if I run** or laugh  
**too** much, someone always says  
**no, no, no**.

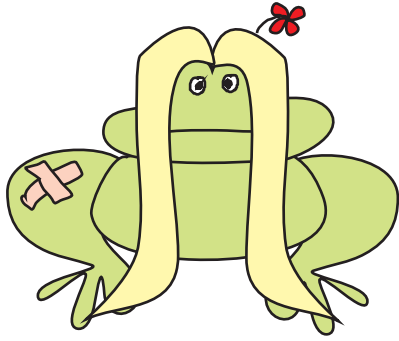


**Do** I want **to go to** the **zoo**?  
**No**, I **do** not want **to go**.  
 Tigers might eat me at the **zoo**.  
 Monkeys might spit and cover  
 me with **goo**. **So, no**, I **do** not  
 want **to go**. **So** that is my  
 answer, **no, no, no**.



**Do I** want **to go to the zoo?** **No, I do not** want **to go**. Tigers might eat me **at the zoo**. Monkeys might **spit** and cover me with **goo**. **So, no, I do not** want **to go**. **So that is** my answer, **no, no, no**.

Fred the Frog is very bald – he has **no** hair on his head. Fred the Frog wants long, blond hair; “I am going **to** get a wig!” he said. But the wig was **too** long, and the wig was **too** blond, **so** Fred the Frog got a hat instead.

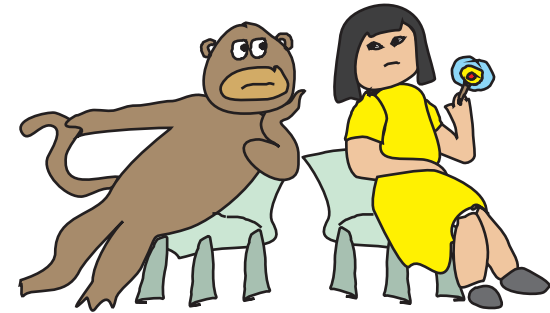


**Fred the Frog** is very bald –  
he **has no** hair **on his** head.

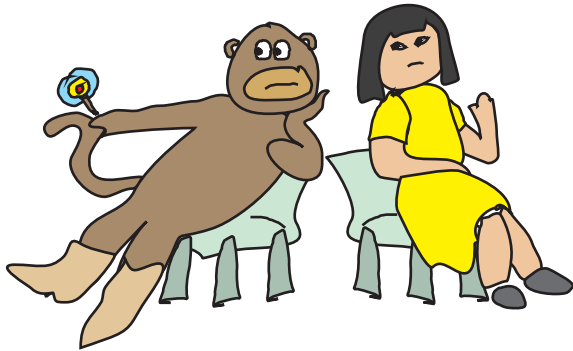
**Fred the Frog** wants long, blond hair;  
“**I am** going **to get a wig!**” he said.  
**But the wig** was **too** long, and **the**  
**wig** was **too** blond, **so Fred the**  
**Frog got a hat** instead.



The word “you” makes the “oo” sound, but it is spelled with an “o” and a “u”.



Do **you** like monkeys?  
Do monkeys like **you**?  
Do **you** visit with monkeys  
when **you** go to the zoo?

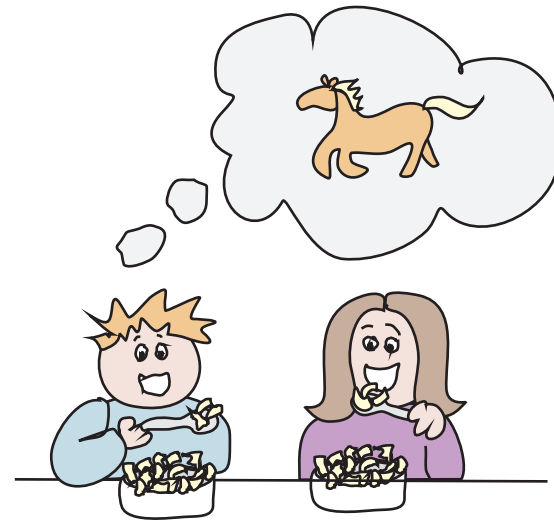


**Do you** like monkeys?

**Do** monkeys like **you**?

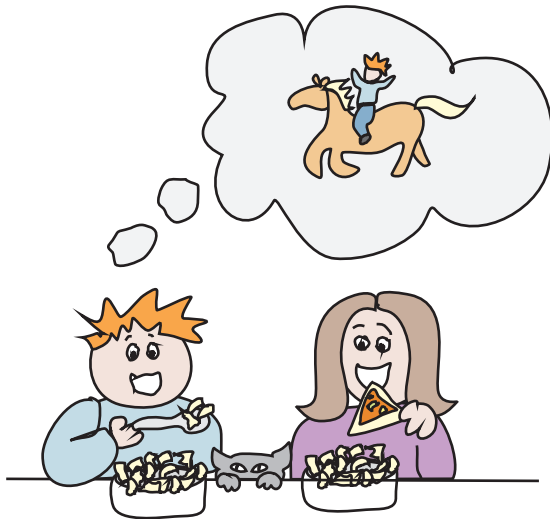
**Do you** visit with monkeys

when **you go to the zoo**?



If **you** want to run as fast as a pony, **you** have to eat a lot of macaroni.

Macaroni is fun; macaroni is yummy – some for **you**, and some for my tummy.

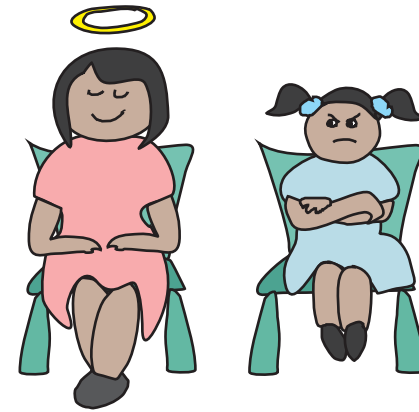


If you want **to run as** fast  
**as a** pony, **you** have **to** eat  
**a lot of** macaroni.

Macaroni **is fun**; macaroni  
**is** yummy – some for **you**,  
and some for my tummy.



Some words look the same as  
“moon” and “soon” but they sound  
different – they sound like “good”  
and “look” and “book”.



My sister is **good** at being  
very **good**. She's **so good**  
at being **good** it's bad. I wish  
I was **good** at being **so good**,  
but at being very **good** I'm bad



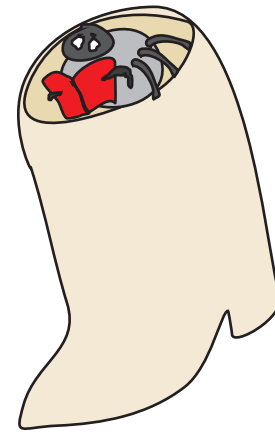
My sister **is good at**  
 being very **good**. She's  
**so good at** being  
**good** it's **bad**. **I** wish **I**  
 was **good at** being **so**  
**good, but at** being  
 very **good** I'm bad



My cat is not a **good cook** –  
 my cat can't **cook** at all.  
 She stands on a **book**,  
 she doesn't even **look**,  
 and (depending on her **mood**)  
 she picks up the **food**,  
 and she throws it on the wall.

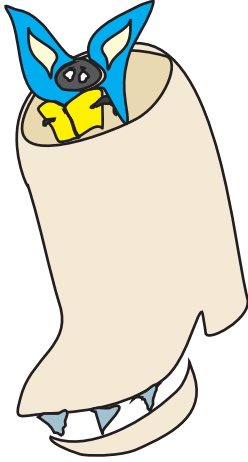


My **cat is not a good cook** – my **cat** can't **cook at** all. She stands **on a book**, she doesn't even **look**, and (depending **on** her **mood**) she picks **up the food**, and she throws **it on the** wall.

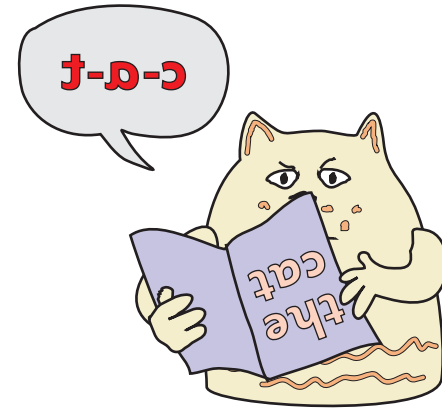


I put my **foot** inside a **boot**, and from the **boot** I heard a **hoot**. I took out my **foot** and **took** a **good look** – I saw a bug, reading a **book**. “This **book** is **good**,” said the bug to me, “but please go away, I am trying to read.”





I put my **foot** inside **a boot**,  
and from **the boot** I heard **a hoot**. I **took** out my **foot**  
and **took a good look** –  
I saw **a bug**, reading **a book**.  
“**This book is good**,” said  
**the bug to** me, “**but** please  
**go** away, **I am** trying **to** read.”



I **took** my **book** with me; I also  
**took** my cat. We went out in the  
garden, and in the shade we sat. The  
cat **took a look** at my **book**;  
then he **took** the **book** from me.  
He cleared his throat, “harrumph!”,  
and he began to read. By the end  
of the story, I noticed with a frown  
that my cat was reading backwards,  
and the **book** was upside down.



**I took** my **book** with me; **I** also **took**  
 my **cat**. We went out **in the** garden, and  
**in the** shade we **sat**. **The cat took**  
**a look at** my **book**; **then** he **took**  
**the book** from me. He cleared **his** throat,  
 "harrumph!", and he began **to** read. By **the**  
 end **of the** story, **I** noticed with **a** frown  
**that** my **cat** was reading backwards, and  
**the book** was upside down.



We're going to learn about the sound, Eeee! Can you make the sound "eee"?

We have lots of words that make this sound —



sheep



bee



tree

There are many ways to spell this sound, which you will learn about in other books. In this book, we are going to learn the easiest ways to read and write the "eee" sound.

Let's practice...

(If you need more examples of the "eee" sound, try: see, key, please, beep, leap, seen, jeans, meet, etc.)



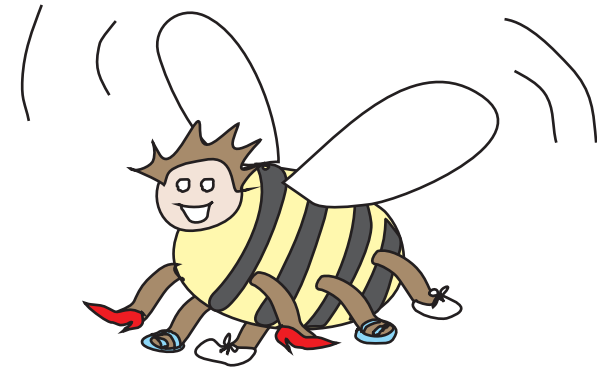
**See** the cat up in that **tree, tree, tree** – if you look, look, look you can **see, see, see**. The cat is much too **green, green, green**. The biggest cat I have **seen, seen, seen**. I hope I do not **meet, meet, meet** a cat with such big **feet, feet, feet**.



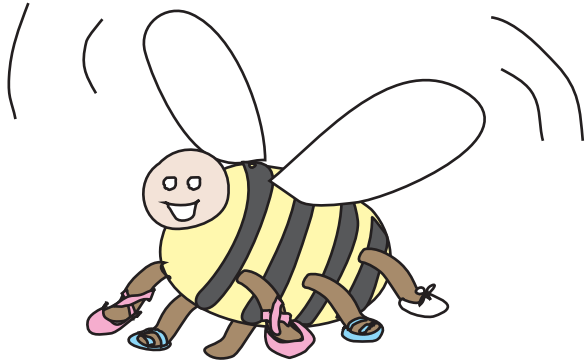
See the cat up in that  
tree, tree, tree – if you  
look, look, look you can  
see, see, see. The cat is much  
too green, green, green.  
The biggest cat I have seen,  
seen, seen. I hope I do not  
meet, meet, meet a cat with  
such big feet, feet, feet.



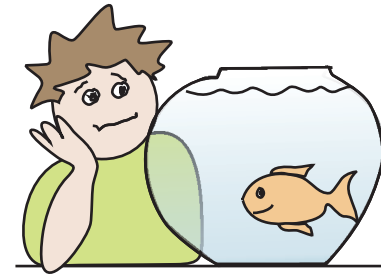
Sometimes the “ee” sound is spelled  
with only one letter “e” – like in the  
words, “me” and “be.”



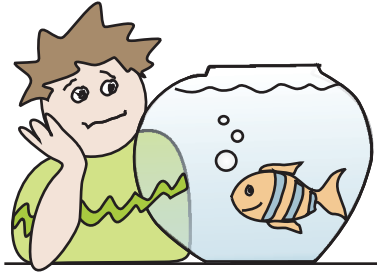
Sometimes I want to **be** a **bee**.  
To **be** a **bee** would **be** sweet.  
If I was a **bee**, I would **be** so glad  
to have six little shoes for my **feet**.



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 **feet**.



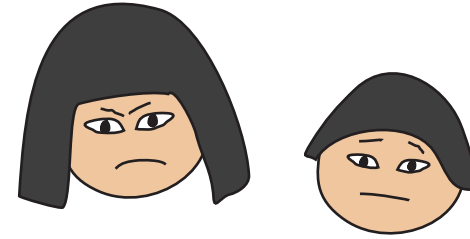
My dog is a boy,  
 so **he** is a **he**.  
 My cat is a girl,  
 so **she** is a **she**.  
 But is my fish  
 a **he** or a **she**?



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**?



Just because my brother  
is younger than **me**,  
doesn't mean that **he** is  
dumber than **me**.

I taught him all his A, B, C.

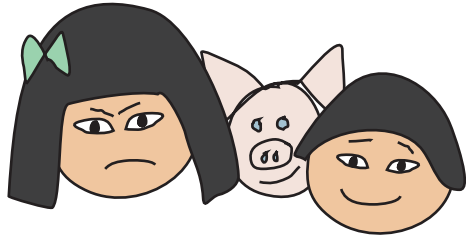
I taught him to count, one, two,

**three. We** can both

write our names; **we** can both

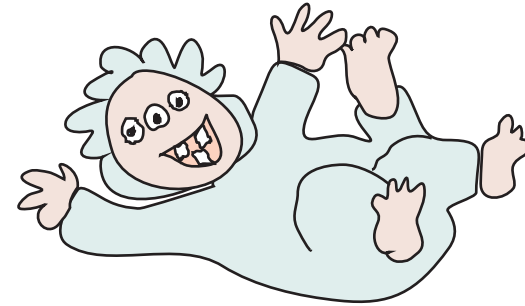
say please – so why can't **he**

come to school with **me**?



Just because my brother  
**is** younger **than me**,  
 doesn't mean **that he is**  
 dumber **than me**.

**I** taught **him** all **his A, B, C**.  
**I** taught **him to** count, one, two,  
**three. We can** both  
 write our names; **we can** both  
 say please – so why can't **he**  
 come **to** school with **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**.



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**.



The word “been” looks like  
 “green” and “seen,” but it  
 sounds different.



I asked my cat where she had  
**been**. She said she had **been**  
 out, but now she was in.  
 She said she had **been** good;  
 she had caught a rat. The rat  
 had **been** bad – he had stolen  
 her hat.

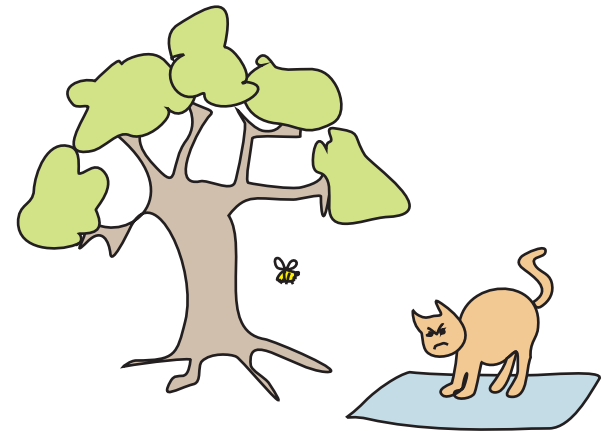




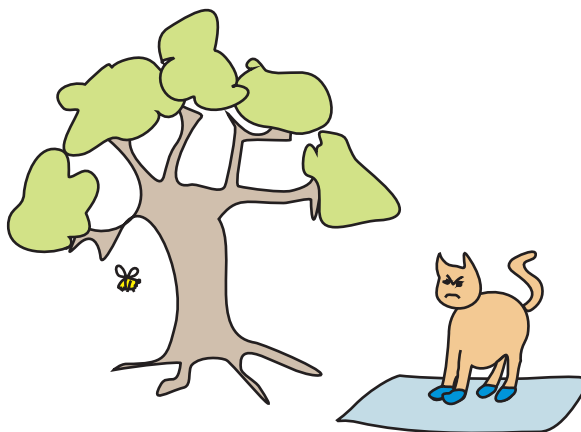
I asked **my cat** where  
**she had been**. **She** said  
**she had been** out, **but**  
 now **she** was **in**. **She** said  
**she had been good**;  
**she had** caught **a rat**.  
**The rat had been bad** –  
**he had** stolen her **hat**.



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 very 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**.

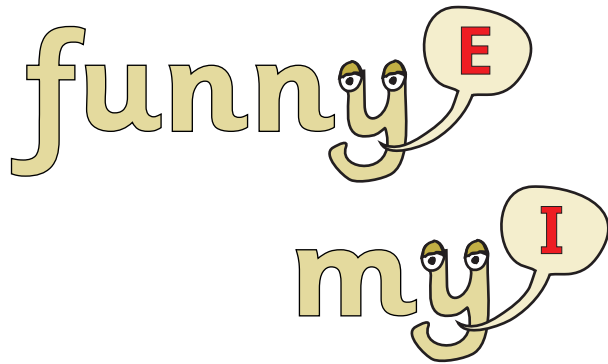
**She is** very angry **at the bee** –

**I** don't know why, **so** don't ask **me**.



At the beginning of a word, a “y” usually says, “yuh”, like in yellow, yes, yam, you, and yours.

At the end of bigger words, the letter “Y” usually says “E”, like in the words funny, bunny, silly, and Billy.



If a word is really, really short – like only two or three letters long – the letter “Y” usually says “I”, like in the words: by, try, sky, fly, my, fry, dry, and so on.



Do you want to **fly**?

Do you want to touch the **sky**?

Me too, but when **I try**,

I fall down, but I don't **cry**.



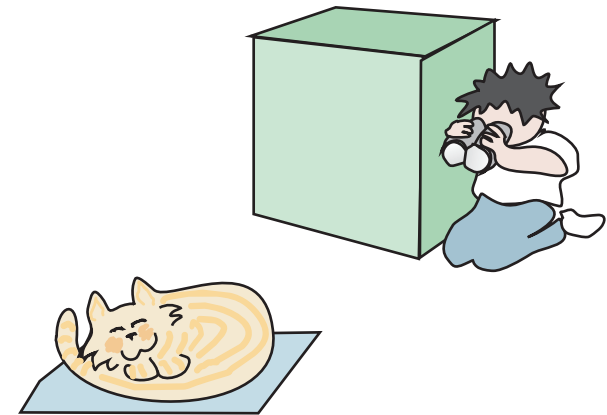
**Do you** want **to fly**?  
**Do you** want **to** touch  
**the sky**? **Me too, but**  
 when **I try**, **I** fall down,  
**but** I don't **cry**.



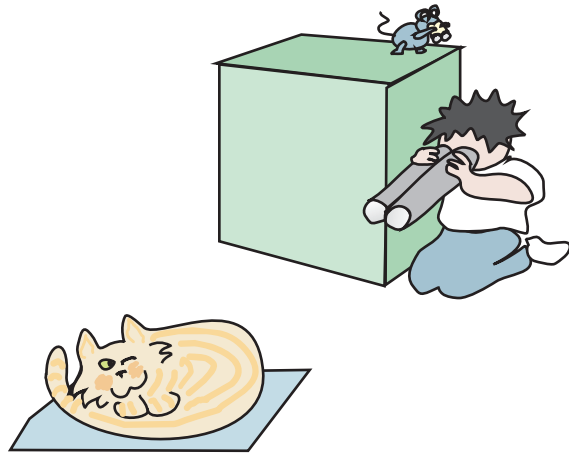
I **cry** when I am happy. I  
**cry** when I am sad. I **cry**  
 when I am bored. I **cry**  
 when I am mad. Sometimes  
 I **cry** at nothing at all – I  
 am the rain in the **sky**, and  
 my job is to fall.



**I cry** when **I am**  
 happy. **I cry** when **I**  
**am sad.** **I cry** when  
**I am** bored. **I cry**  
 when **I am mad.**  
 Sometimes **I cry at**  
 nothing **at** all – **I am**  
**the** rain **in the sky,**  
 and **my job is to** fall.



I wanted to **spy** on  
**my** cat as she went  
 to sleep on the mat.  
 I snuck up in **my** socks,  
 and I hid **by** a box,  
 and I watched **my** cat  
 nap on that mat.



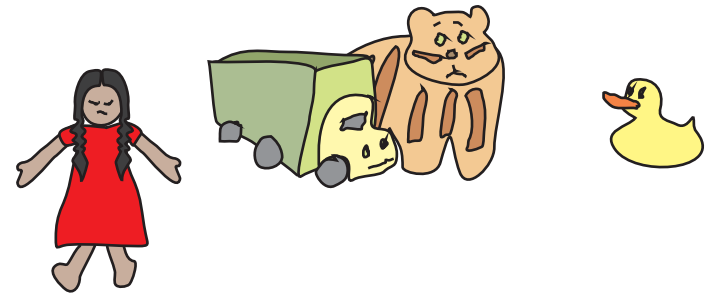
**I** wanted **to spy on**  
**my cat as she** went  
**to sleep on the mat.**  
**I** snuck **up in my** socks,  
 and **I hid by a box**,  
 and **I** watched **my cat**  
**nap on that mat.**



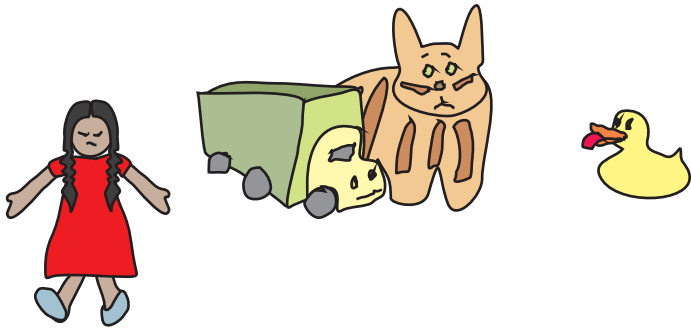
I did not want to sleep **by**  
 myself, so I took **my** dolls down  
 from the shelf. I piled them up,  
 on top of **my** bed; then I went  
 to sleep on the floor instead.



I did not want  
to sleep by myself,  
so I took my dolls  
down from the shelf.  
I piled them up,  
on top of my bed;  
then I went to sleep  
on the floor instead.



I put my duck by my doll,  
but they don't like to talk.  
My doll stood up and started  
to walk. She walked by the  
tiger; she walked by the truck;  
then she sat by the wall  
far away from the duck.

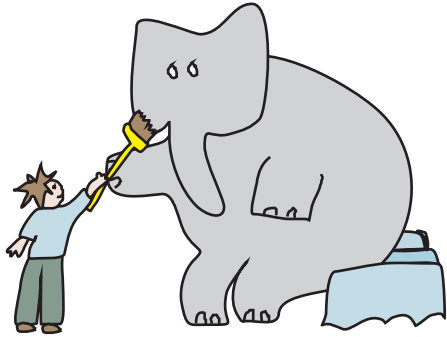


**I** put **my** duck **by my** doll,  
**but** they don't like **to** talk.  
**My** doll **stood up** and started  
**to** walk. **She** walked **by the**  
 tiger; **she** walked **by the** truck;  
**then she sat by the** wall  
 far away from **the** duck.

Mix it  
 up

The following eight “stories” don’t introduce any new concepts. We call them “mix it ups” because they don’t focus on one particular phonics lesson – they simply highlight the kinds of words that have been learned so far in the Progressive Phonics book series.

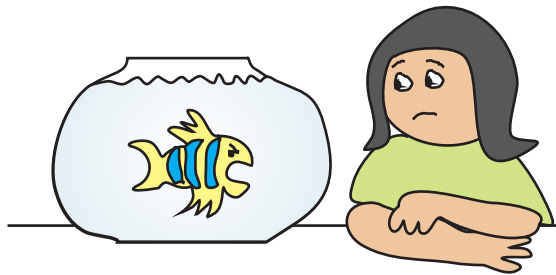




**If you had an** elephant,  
would **you keep him in**  
your **room**? Would **you feed**  
**him a lot of** peanuts?  
Would **you** clean **him**  
with **a broom**?

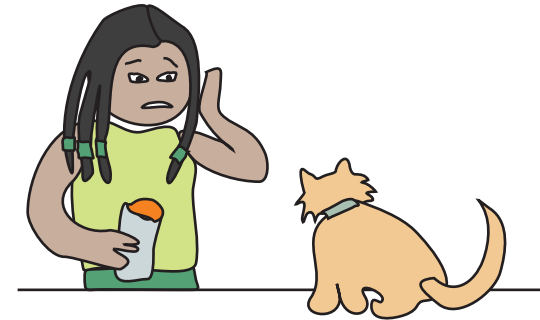


**I sat by a tree to** read  
**a book**; then the tree sat  
down **by me**. **I did not**  
know **a tree** could **sit**, nor  
**that a tree** could read.



**My dog is good; my  
cat is too, but my fish is**  
always **in a bad mood.**

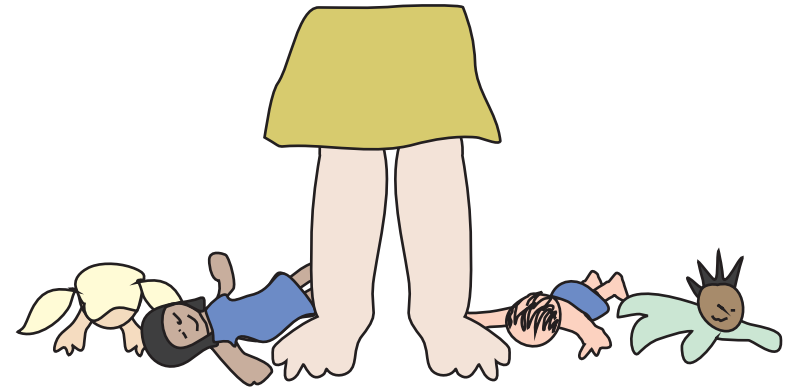
**I can see him swim in  
circles; I can see him snap**  
**his** teeth. **I keep my** fingers  
out **of his** bowl, **so that he**  
can't bite **me.**



**I need to feed my cat;**  
**I need to feed him soon.**  
**I** have **a can of food but I**  
cannot find **the spoon.** **I** cannot  
use **my** hand **to scoop the**  
**cat food** out; **the food is**  
**too icky-poo** – how **do I**  
**feed him,** how?



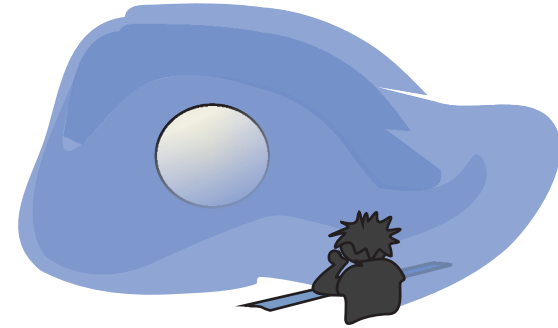
I really want **to go to sleep**,  
 but my head **is** full **of** silly  
**sheep**. I tell **them**, **no**,  
**do not** play. I tell **them**,  
 please, just **go** away. **But no**,  
 those mean, old, silly **sheep**  
 never want **to go to sleep**.



I keep my shoes **in this**  
**box**; I keep my shirts with my  
 socks. **But I do not** have **a**  
 special place **to keep my** dolls –  
**that is** why they're **on the rug** –  
 they **sleep** where they fall.



**I try to keep my** shoes tied.  
**I try** and **try** and **try**. **But**  
**my** shoelaces are magic, and they  
 always come untied. **Is it a** secret?  
**Do I need to** know **a** spell?  
 Or **can** somebody teach **me** how  
**to** tie **them** well.



Have **you seen the moon**  
 tonight, **so big up in the sky?**  
**I** have never, ever **been** there,  
**but** I'd like **to go** tonight.

**So, do you** know anyone who  
**has been up to the moon** –  
 someone who **can** show **me** how  
**to get me up** there **soon?**

THE END