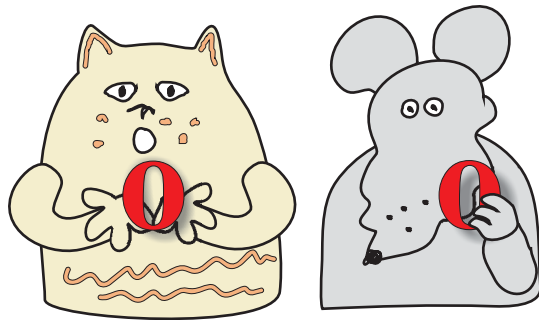


# Book Four

## Short vowel O



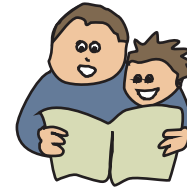
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

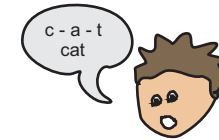
Copyright (c) 2004, 2005 by Miz Katz N. Ratz, patent pending

### Quick Start Guide



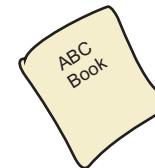
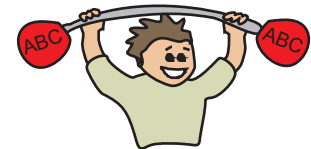
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



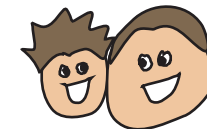
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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!



Word list:

dot got hot lot not  
pot

cop hop mop pop top

dog hog log

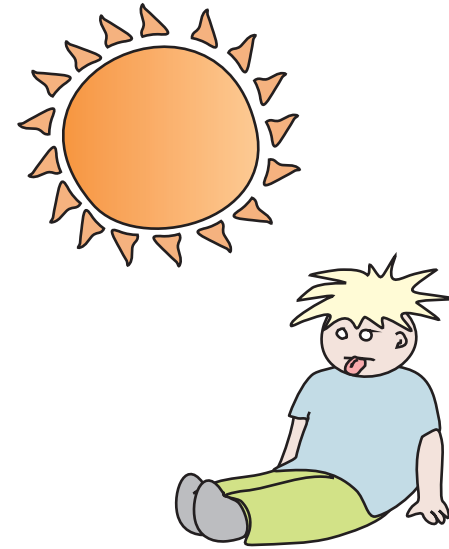
cod nod

on

bob job rob sob

of

box fox ox



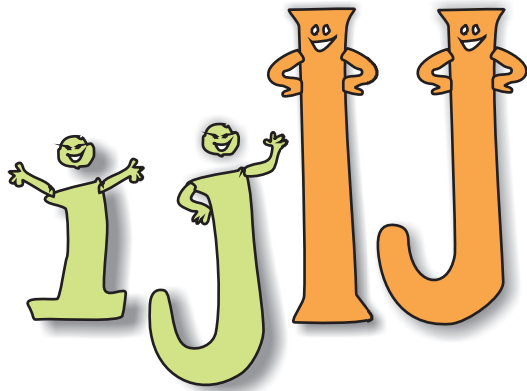
Today the sun  
was much too **hot** –  
too **hot** to run,  
too **hot** to play ball,  
and much too **hot**  
to have fun at all.



I **got** a **lot** of toys for my birthday. I **got** cake and ice cream too. And if you are very nice to me, I will share a **lot** with you.



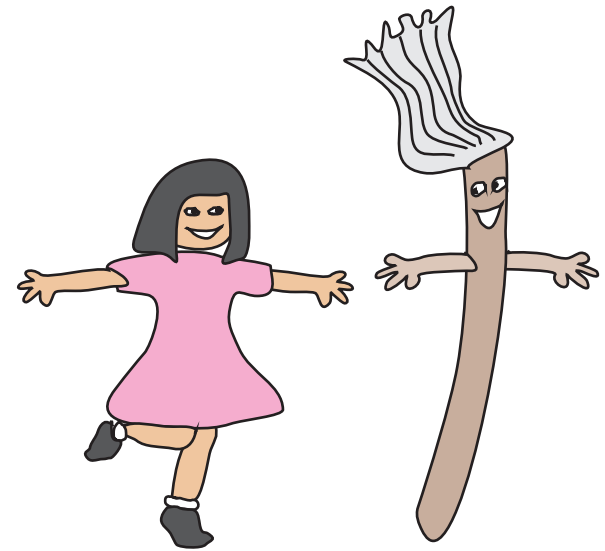
I was hungry,  
so I **got** a pot,  
I **got** some carrots,  
and I **got** a **lot** of peas.  
Then I **got** the pot  
very, very hot;  
then I **got** a spoon,  
and I ate a **lot**.



Little “i” and little “j”  
both have **got** a **dot**;  
while all the other letters  
do **not** have a **dot**.

BUT...

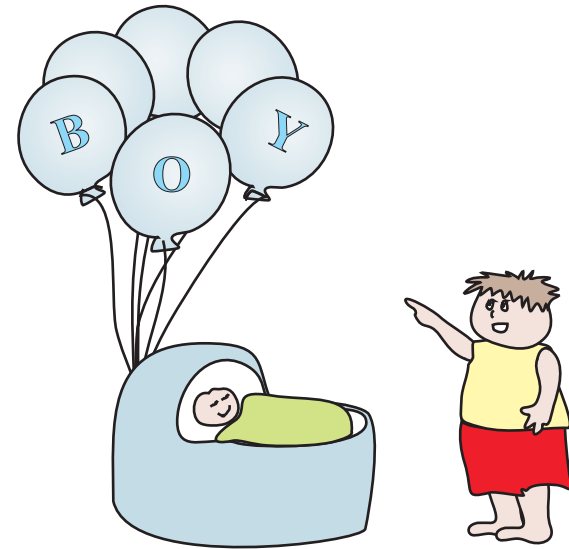
The big “I” and the big “J”  
do **not** have a **dot** –  
maybe they are just too tall  
to have a **dot** at all.



How far can you **hop** –  
can you **hop** to the **top**?  
And can you **hop** as fast  
as a **hop, hop, mop**?



I can't find the **mop**,  
 so I can't **mop** the floor.  
 But if I don't **mop** the floor,  
 I can't go out and play.  
 So I guess I'll have to find the  
**mop** right behind the door.



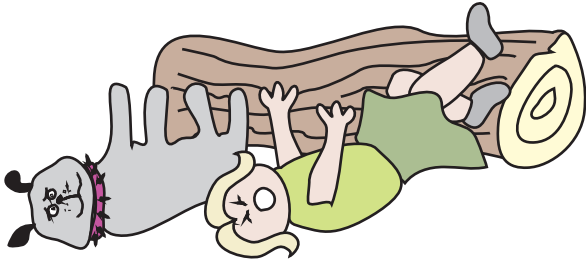
I can't **pop** balloons  
 when the baby is sleeping.  
 I can't **pop** balloons  
 when the baby is eating.  
 If I can't **pop** balloons  
 near the baby at all,  
 then why are balloons  
 all over the wall?



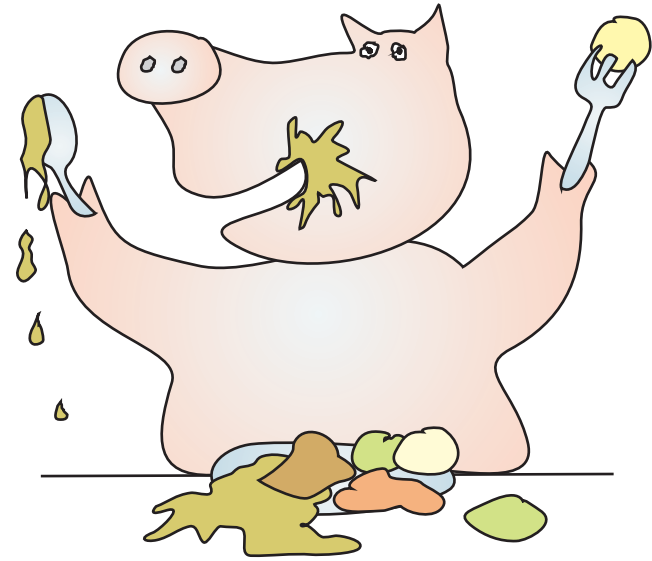
To make a sandwich for a **cop**,  
 you start with a slice of bread.  
 On **top** of the bread, you put  
 some cheese. On **top** of the cheese,  
 you smash some peas. On **top** of  
 the peas, you mash a potato – and  
 on **top** of all this you add a tomato.  
 Then you cut it in half for your  
 favorite **cop**, and you serve it up  
 with a soda **pop**.



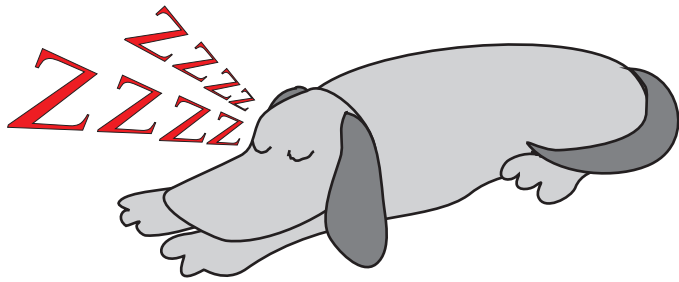
My **dog** likes music,  
 and my **dog** likes to dance.  
 My **dog** likes to dress up  
 in shoes and fancy pants.  
 My **dog** doesn't bark, and  
 he won't play ball –  
 I don't think my **dog**  
 is a **dog** at all.



My **dog** and I  
 sat on a **log**.  
 The **log** rolled over  
 and tried to squish  
 me and my **dog**,  
 and, oh, how I wish  
 I had never sat down  
 on a **log** with my **dog**.



If a **hog** eats like a **hog**,  
 are his manners good or bad?  
 And if a **hog** eats like a **hog**,  
 is his mother sad or glad?



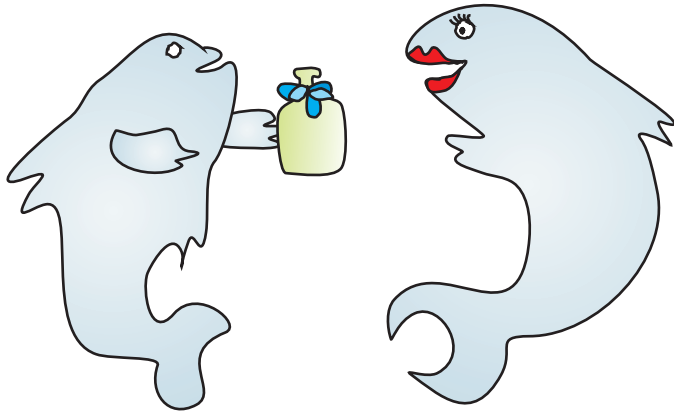
My **dog** sleeps like a **log** –  
a bomb going off wouldn't  
wake my **dog**.

So if I want to go out and play,  
I must wait for my **dog**,  
sometimes all day.



If I **nod** my head to say no,  
and I **nod** my head to say yes –  
then what I mean when I **nod**  
my head is anyone's guess.

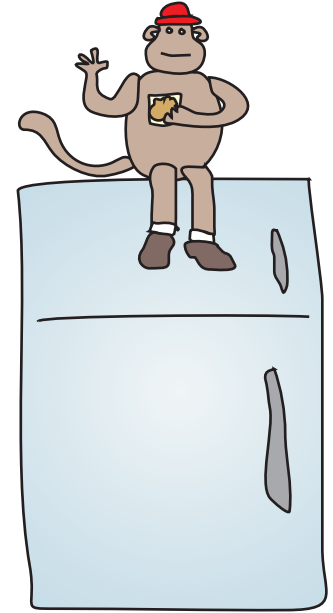


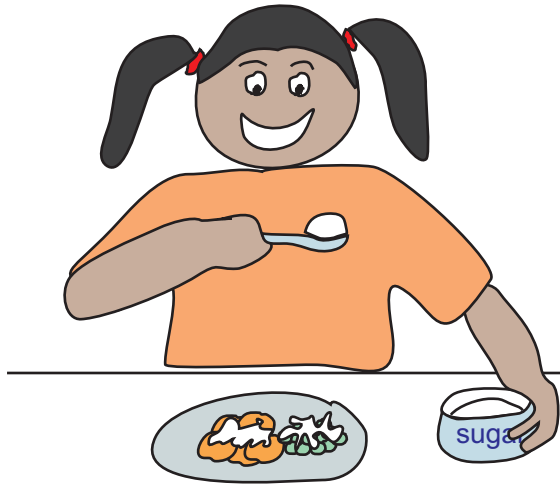


A **cod** is a fish that lives in the ocean. A **cod** swims all day; he is always in motion. On Mother's Day, to show his devotion, a **cod** gives his mother some fishy-wish lotion.



I went into the kitchen, and I turned **on** the light. A monkey jumped up **on** the fridge – he gave me quite a fright. He was eating peanut butter **on** a slice of whole wheat bread. He had shoes **on** his feet and a hat was **on** his head. I called the police, and I told them to come, but they said that the monkey was my mother's other son.





I like sugar **on** my carrots,  
 sugar **on** my peas,  
 sugar **on** most everything –  
 sugar, sugar, please.



A robber wanted to **rob** a  
 bank, but he never took a bath,  
 and his feet really stank.

So he didn't **rob** a bank,  
 and he didn't **rob** a store –  
 they smelled him coming, and  
 they caught him at the door.

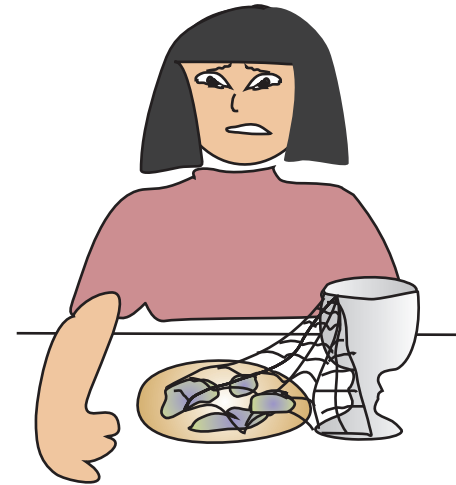


Sally is crying –  
**sob, sob, sob.**

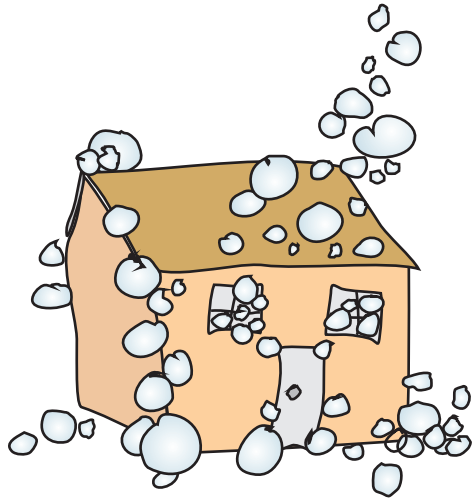
She is crying because  
her husband, **Bob**,  
was late to work  
and lost his **job**.

Most of the time, the letter “F” makes  
a sound like “fffffinger” and “iffff.”

But sometimes “F” makes a sound like  
“vuh” – like when you say the word “of.”

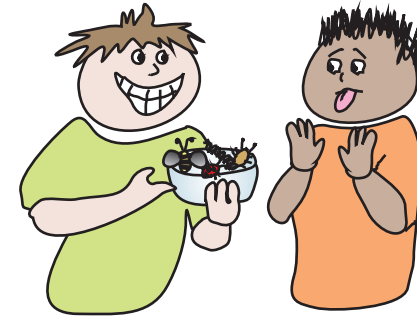


My cup is made **of** silver;  
my dish is made **of** gold.  
But I can't eat a bite **of** food –  
this food is really old.

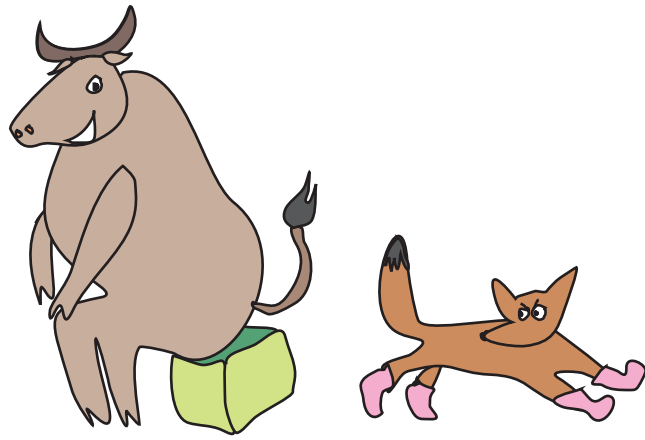


I got in a lot **of** trouble,  
 the day I filled the house  
 with bubbles. I wanted to  
 make my brother laugh,  
 so I used ten bottles **of**  
 bubble bath. There were  
 jillions **of** bubbles on the floor;  
 zillions **of** bubbles on the roof.  
 How was I supposed to know  
 the house wasn't bubble-proof?

Now let's practice "if" and "of" –



I would eat a bowl **of**  
 bugs **if** you took the first  
 bite. I would sleep in a pit  
**of** snakes **if** you spent the  
 first night. I would climb the  
 tallest tree **if** you were right  
 ahead **of** me. We always do  
 everything together – **if** you  
 do it first, that's even better.

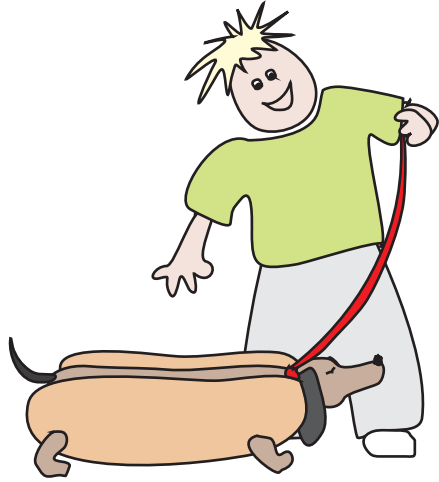


I put socks on a **fox**,  
and put him in a **box**.  
Along came an **ox**;  
he sat on the **box**.

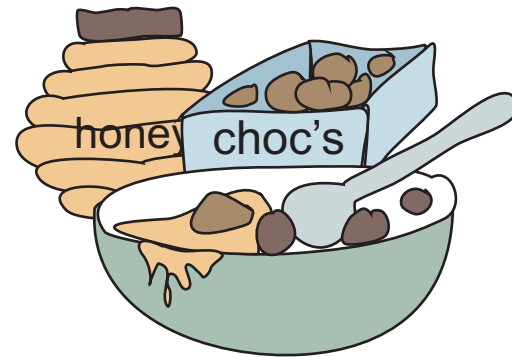
The fox didn't want  
an **ox** on the **box**,  
so the **fox** ran off  
in his stinky-pinky socks.

Mix it  
up

When a child is comfortable reading the “Big Red Words” in this book, he/she is ready for “Mix It Up” – the part of the book where a child practices reading a variety of short vowel words.



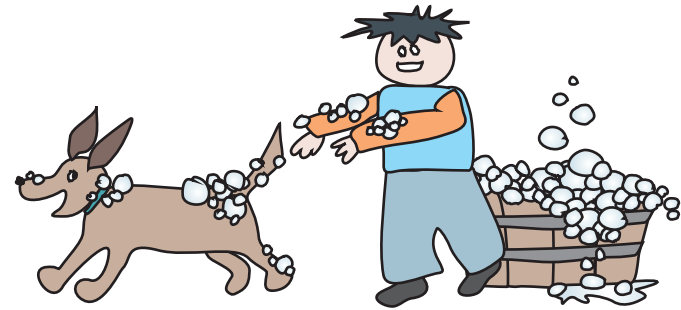
**If I had a hot dog,**  
 would **it sit** down **at** my feet?  
 And would the silly **hot dog**  
 walk along the street?  
 And **if I got a hot dog,**  
 would **it** bite or bark **at** me?  
**I do not** want **a hot dog** –  
**I** want something **I can** eat!



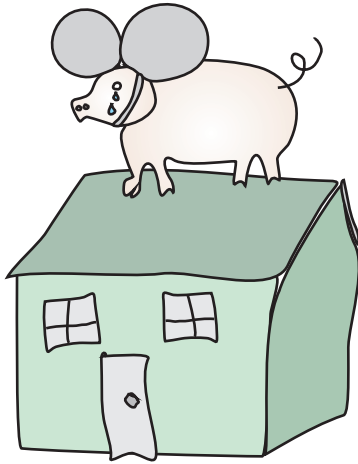
**If I had a box of**  
 chocolates, and **I had**  
**a pot of** honey, could  
**I mix** them both together,  
 or would taste **it** taste too  
 funny?



My **dog has a dot**  
**on top of his** nose,  
 but nobody knows –  
 the **dot** hardly shows.



**Bob has a job**,  
 washing the **dog**.  
 Does the **dog** think its **job**  
 is running away?  
**If** young **Bob**  
 wants to finish **his job**,  
 he must catch the **dog**  
 and teach **it** to stay.



# The end

## Don't forget!

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

[Feedback@ProgressivePhonics.com](mailto:Feedback@ProgressivePhonics.com)

**A hog sat on top of** my house, pretending he was **a** mouse. **I got a** ladder to **get him** down, but the **hog** began to **sob**. “Are you **sad** or **mad?**” I asked the **hog**, **as** tears rolled down **his** cheeks. “**I am sad** because **I am** pink and **big**. Why, oh, why was **I** born **a pig?**”

# NEXT



Book 5: Short Vowel U

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

A progressive phonics book

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