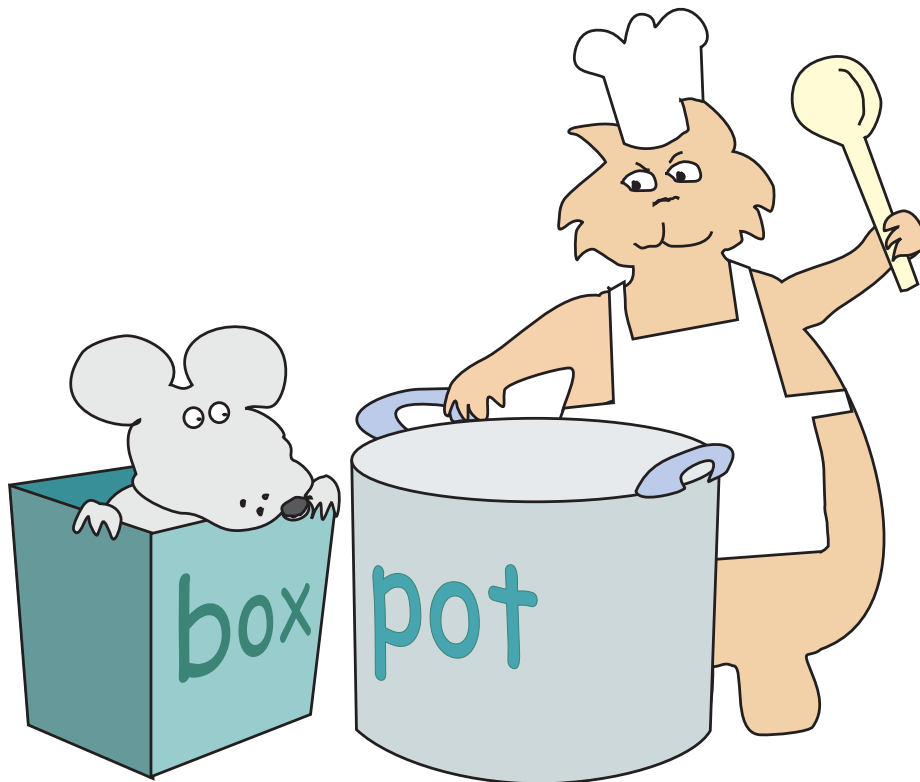


# Beginner Book Four

## Short Vowel O



Written and illustrated by

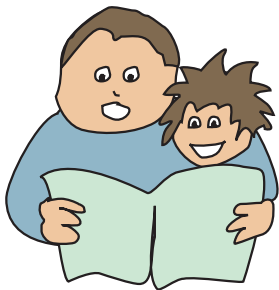
Miz Katz N. Ratz<sup>T.M.</sup>

and introducing two stories by Daniel White

A Progressive Phonics<sup>T.M.</sup> book

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# Quick Start Guide



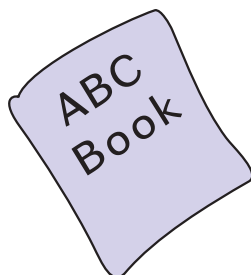
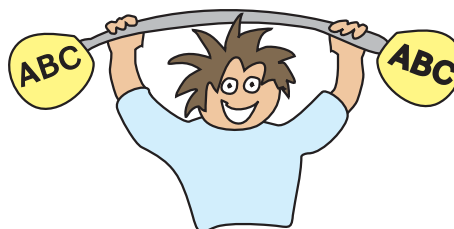
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



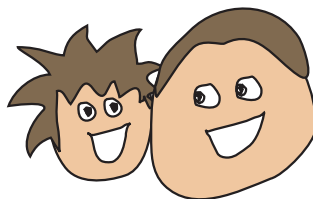
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Bodybuilders don't train in a day – neither does a child.



If your child is having difficulty, he/she may need more practice with the alphabet. Get some fun books about the alphabet, and read them many times. Then come back to Progressive Phonics.

And most important of all, HAVE FUN!



## Words taught in this book:

on, Don, Ron

dot, got, hot, lot, not, pot

hop, mop, pop, top

dog, jog

Bob, job, rob

nod

box, fox, ox

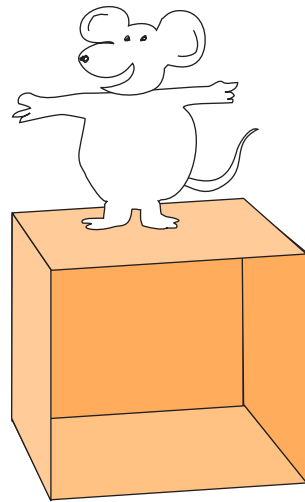
## The above list includes the following Dolch\*\* words:

not, on

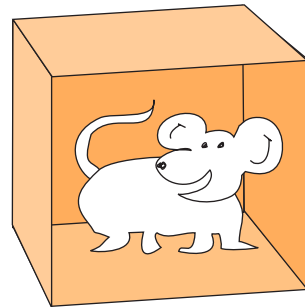
\*\* Dolch words: This is a list of 220 words that comprise 50%—80% of all written texts in English. These words were identified by Edward William Dolch, PhD., in 1948; the theory is that children who can read these words rapidly and without conscious effort will be well on their way to becoming good readers. The “Dolch List” is the backbone of many English reading programs, including Progressive Phonics.

on  
Don  
Ron

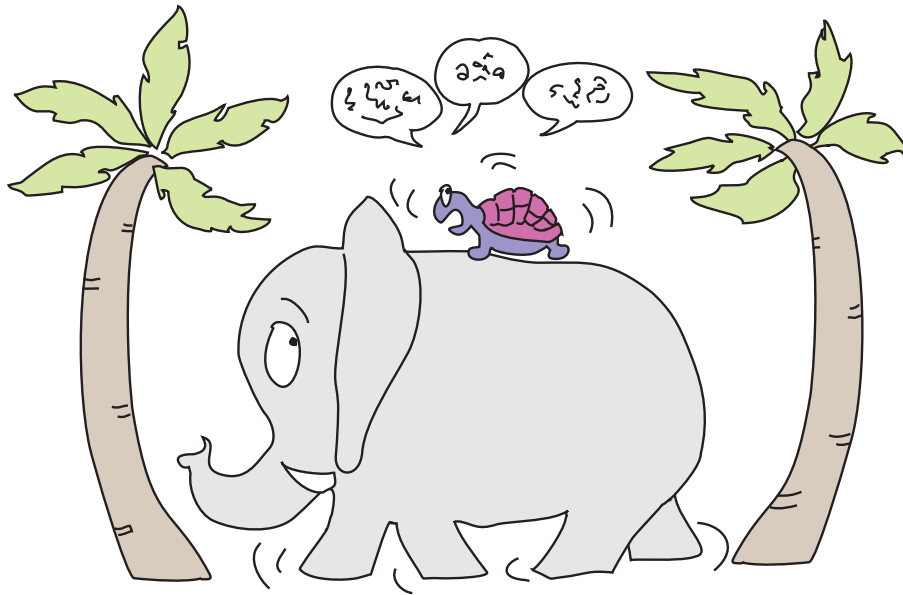
on



in

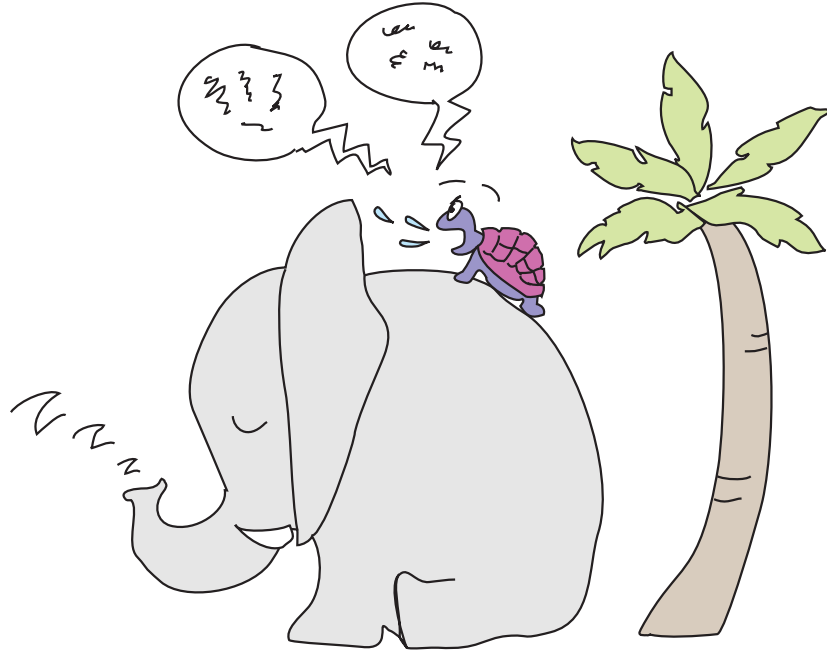


# Jungle Rumble



**Ed** the Elephant was **on** a walk. **On** his back, a purple turtle talked. **On** and **on**, **Ed** stumbled **in** the jungle while the purple turtle **on** his back burble bubble bungled.

“**I am** tired,” **Ed** mumble



crumple grumbled, and he

**sat on** his rump with a

ruffle tumble “thumple.”

“**Get** back **on** your feet!”

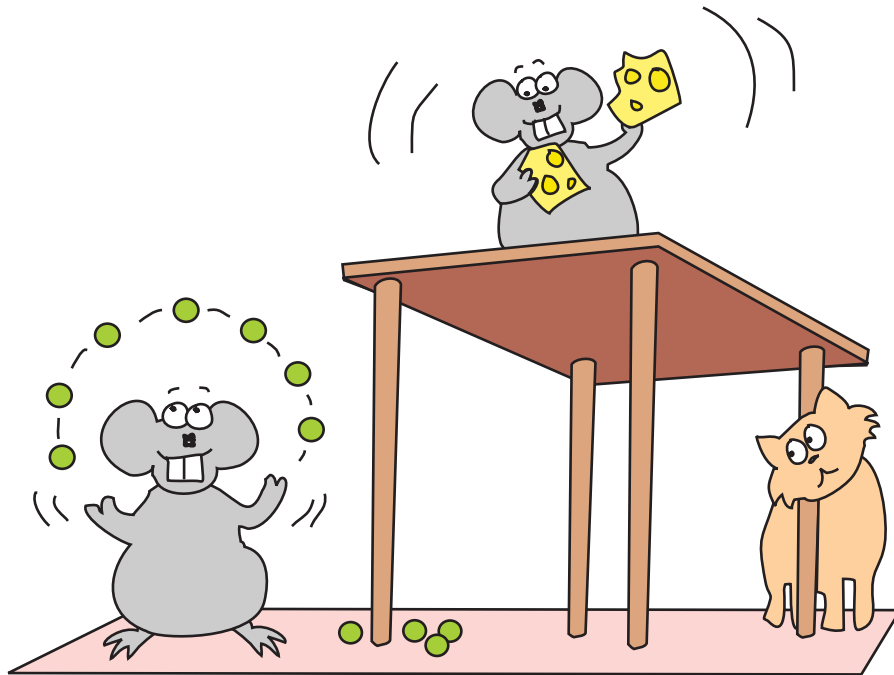
the purple turtle warbled,

but sleepy-head **Ed** was

snoring snorkel snortles.

# Peas And Cheese

7



**Don** is **on** the table,

eating all the cheese. His

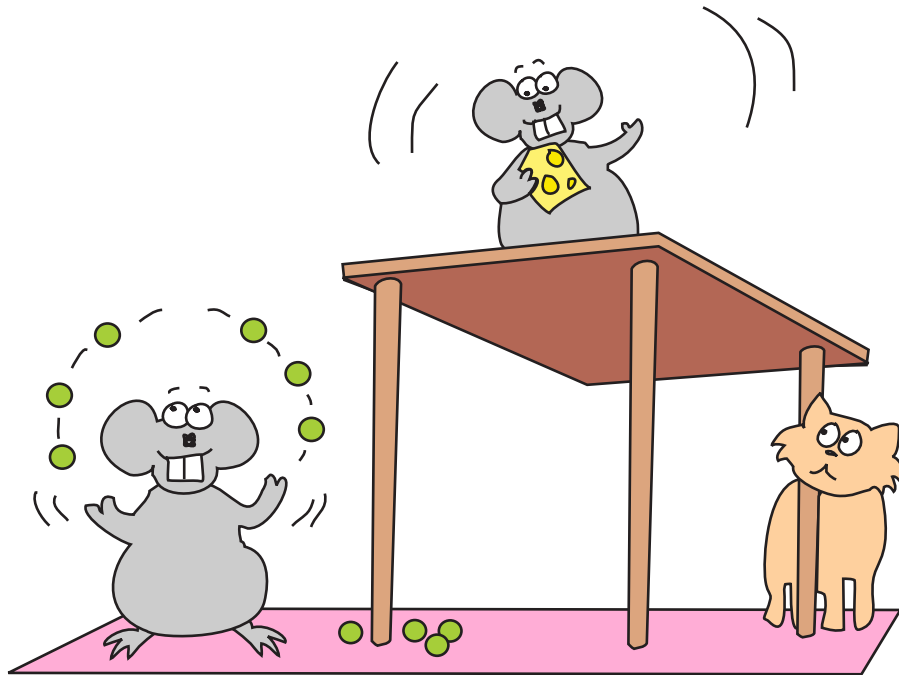
brother, **Ron**, is **on**

the floor, eating all the peas.

Cheese **on** peas for

(This picture has 5 differences.)

8



munching. Peas **on**

cheese for lunching.

**Ron** and **Don** eat

**on** and **on** their cheesy,

“peasy” luncheon.



dot

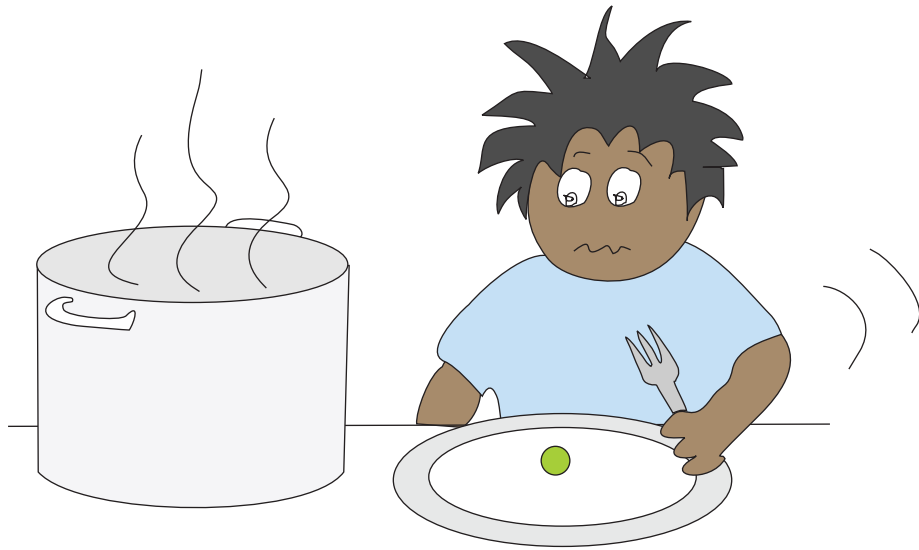
got

hot

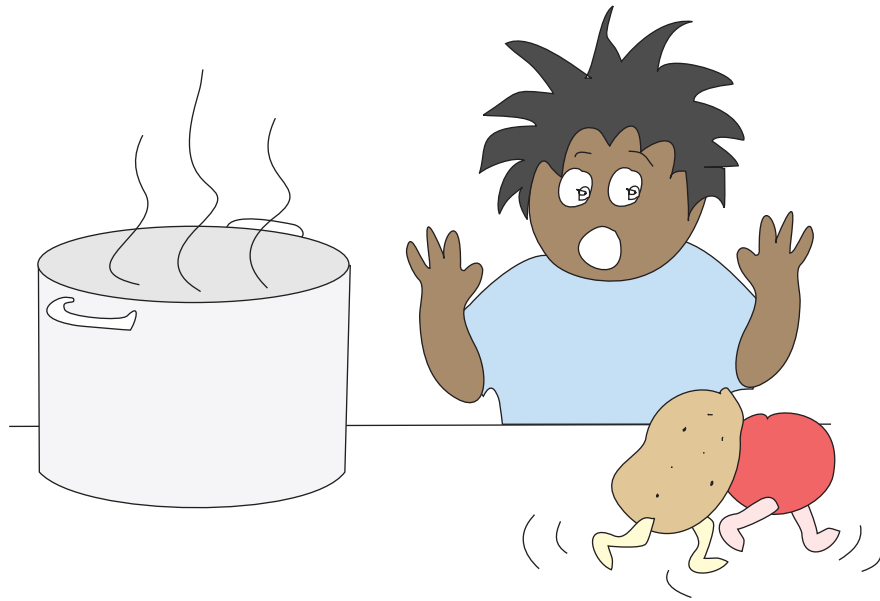
lot

not

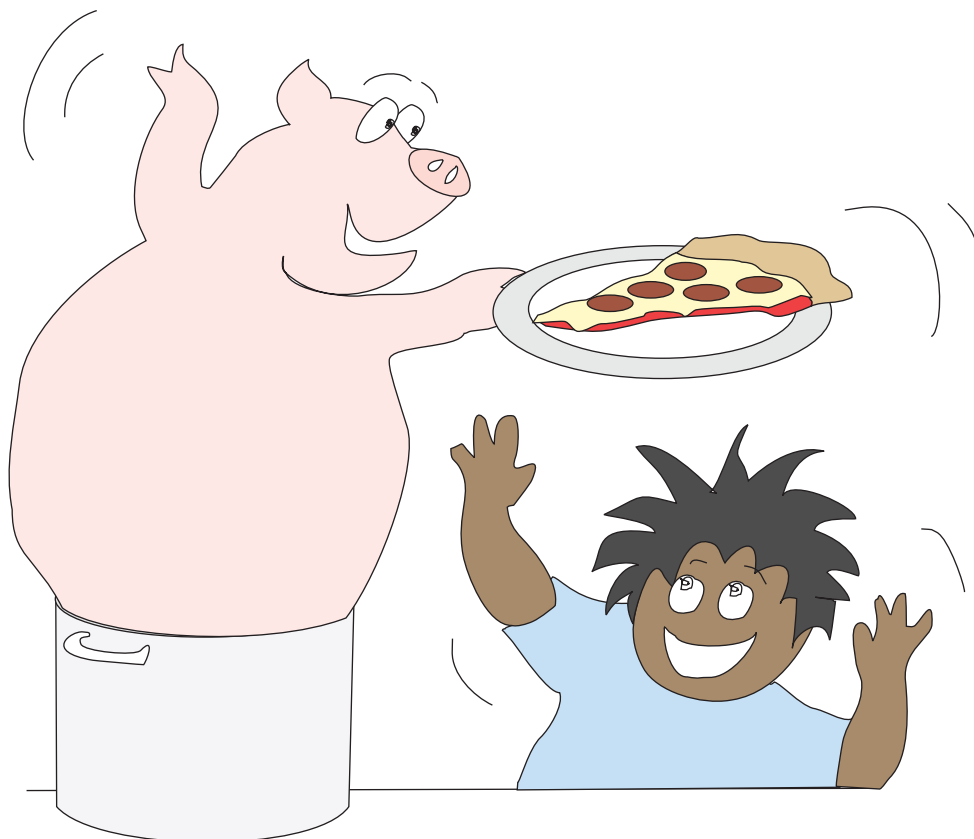
pot



**I** put a pea **in** a **pot**,  
and when the **pot** got  
**hot**, **I** had a yummy  
pea, but a pea is **not**  
a **lot**.



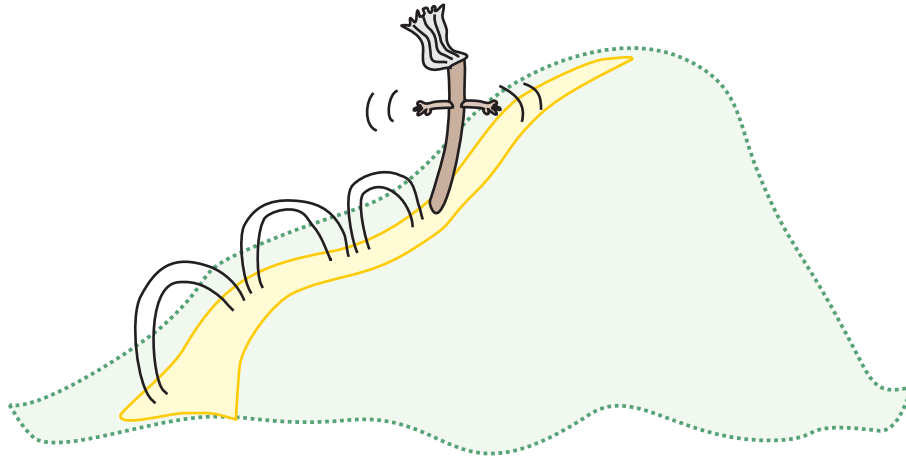
So **I** put a potato **in** the  
**pot**, and when the **pot**  
**got hot**, my **big**,  
**bad** boiled potato **ran**  
off with a **red** tomato.



So **I** put a **big pig** in  
the **pot**, and when the  
**pot got hot**, the  
**pig** made me a “piece-a”  
of pepperoni pizza.

hop  
mop  
pop  
top

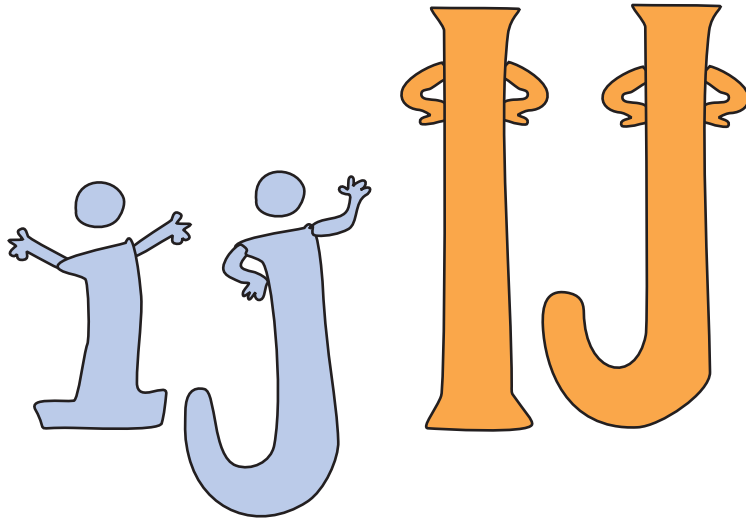
# Mop Hop



When **I** told my **mop**  
he must **not hop**, the  
**mop** said, “Yes, **I** will.”

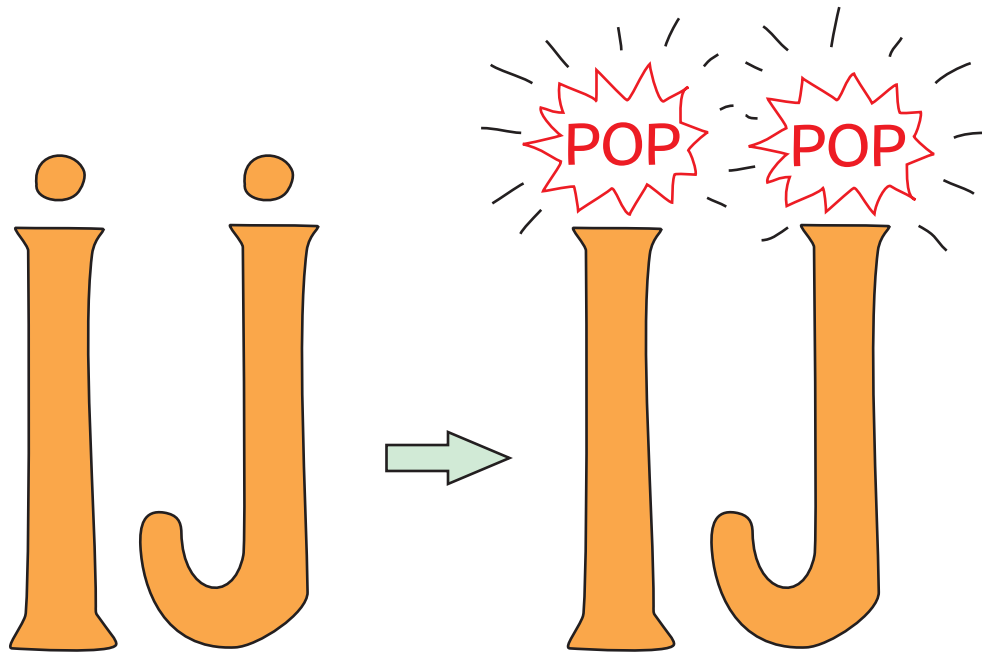
Then **I** watched my silly  
**mop hop** all the way  
to the **top** of the hill.

# Dot On Top



The little letters ‘**i**’ and ‘**j**’  
have a **dot on top**.

But the **big** letter ‘**I**’,  
and the **big** letter ‘**J**’,  
do **not** have a **dot**.



Did the **big** letter 'I',  
and the **big** letter 'J',  
ever have a **dot**? If they  
**did** then maybe the **dot**  
**on top** went **pop**!



# Tom The Top Cat

17

by Daniel White and Miz Katz N. Ratz



Tom the Top  
Cat wore a  
top hat on  
the top of his  
top cat head.



Then one day his

**top hat** went

**pop hat on**

the **top** of his

**top cat** head.



And that is when

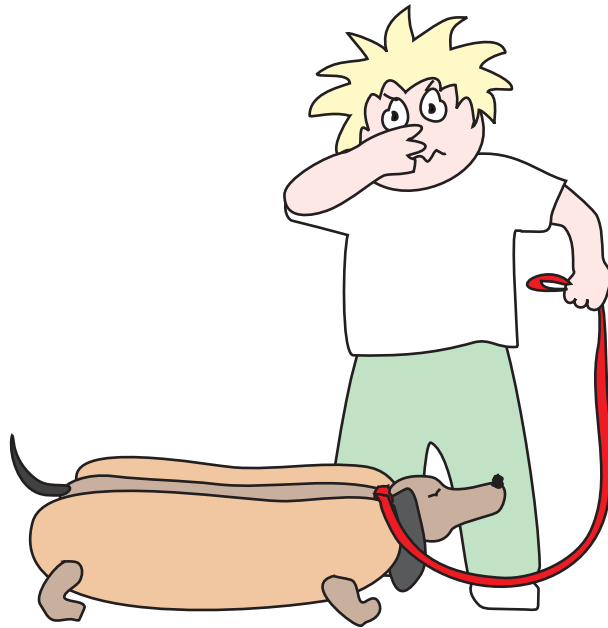
**Tom Cat** saw

that a **pig sat**

**on** the **top** of his

**top cat** head.

dog  
jog



I got myself a hot  
dog. I got him

yesterday. I thought that

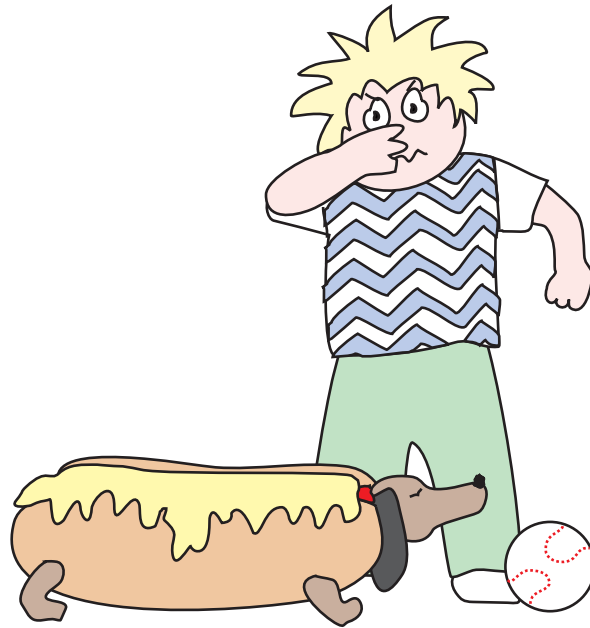
a hot dog would run

and jump and play. But

my hot dog does

(This picture has 5 differences.)

22

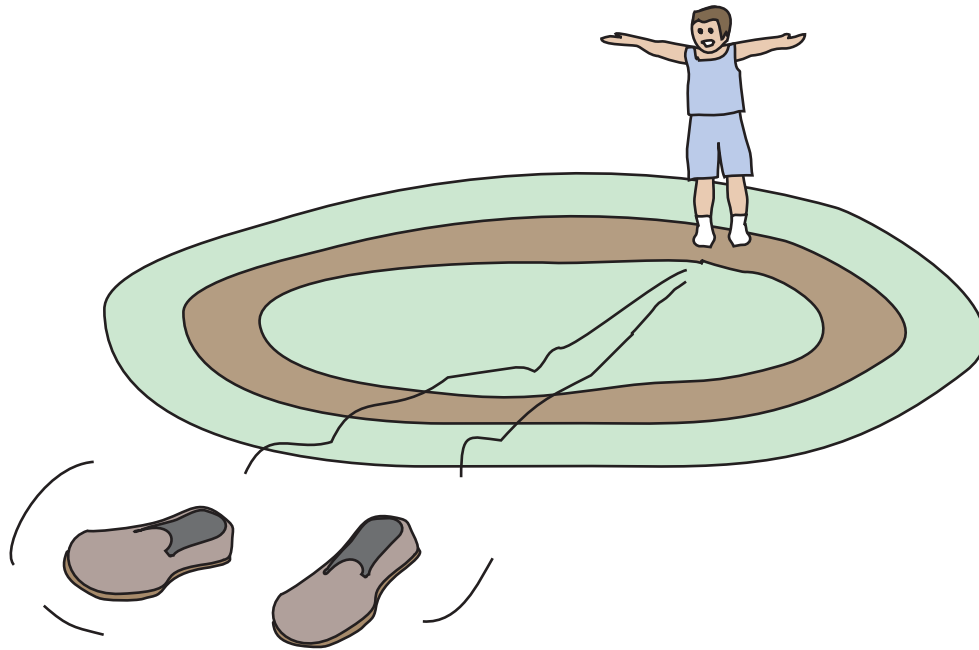


**not** do a **lot**; he  
only wants to sleep  
a **lot**. And because  
he smells a **lot** like  
cheese, **I** want a real  
**dog**... please?

Bob  
job  
rob

## Bob's Job

24



**Bob** has a **job**, and  
the **job** of **Bob** is to  
**jog** around a track.

But the shoes of **Bob**  
hate to **jog**, so they  
keep running back.



# The Robber

25

**BANK**

**JAIL**



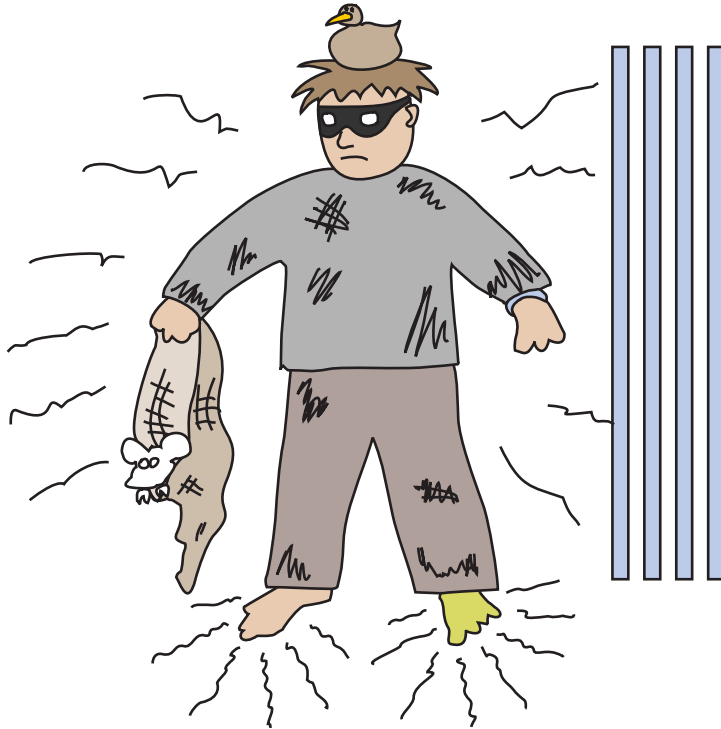
A robber tried to **rob**  
a bank, but he never  
washed, and his feet  
really stank. So he  
**did not rob**

(This picture has 5 differences.)

26

BATH

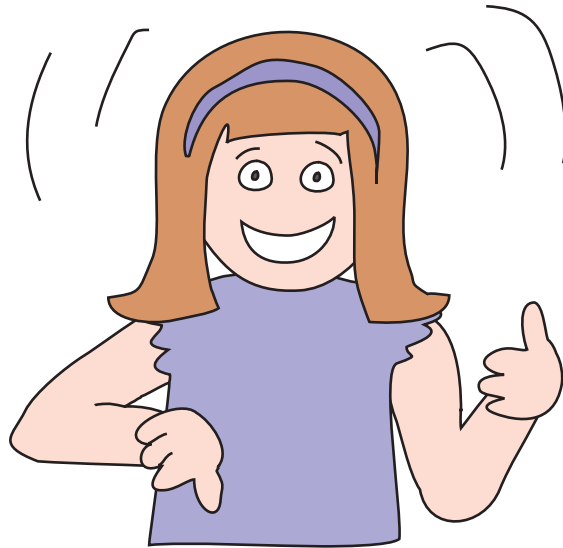
JAIL



a bank, and he **did**  
**not rob** a store.

They could smell **him**  
coming, and they caught  
**him at** the door.

nod



**If I nod** my head  
when **I** mean no, and  
**I nod** when **I** mean  
**yes**, then everybody  
has to guess **if** my  
**nod** is no or **yes**.

box

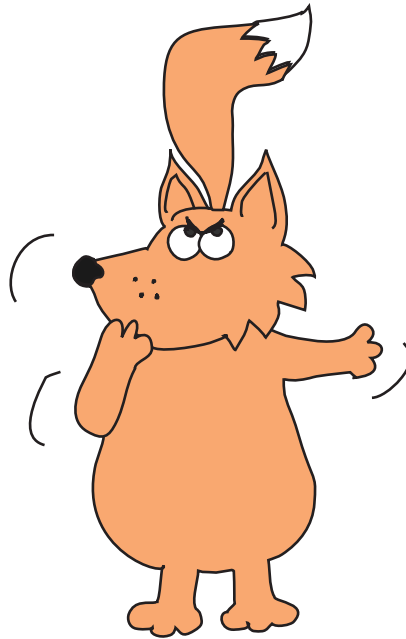
fox

ox

# Fox Tail

30

by Daniel White



“Oh, no!” said the funny fuzzy

**fox**, “my tail is gone—**it** is

**not on** the **box**. **It**

is **not on** the chair. **It**

is **not on** the **bed**.

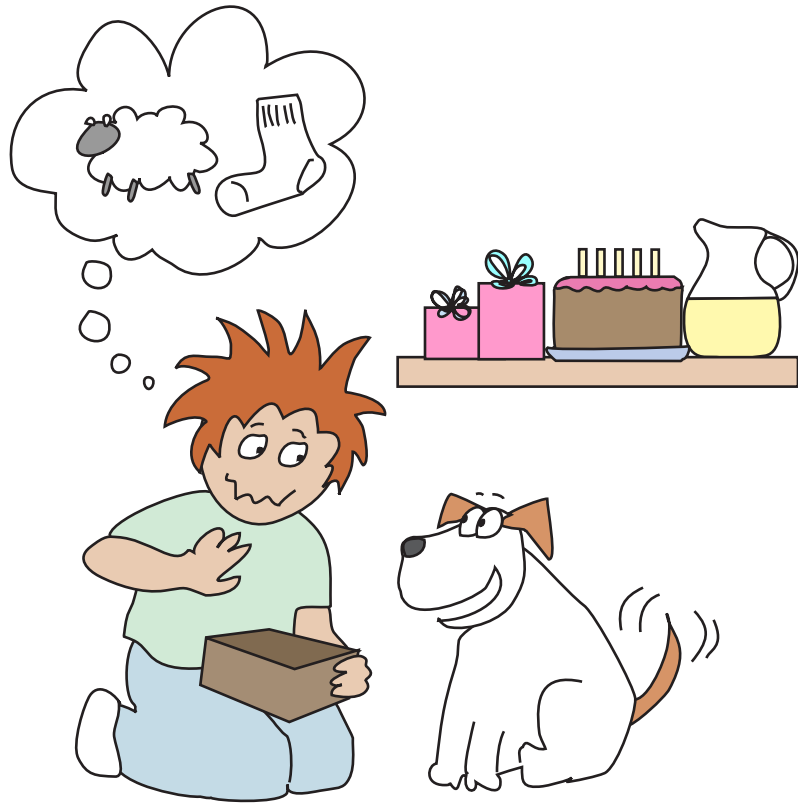
Oops, I found **it on** my head.”

# For My Birthday

31



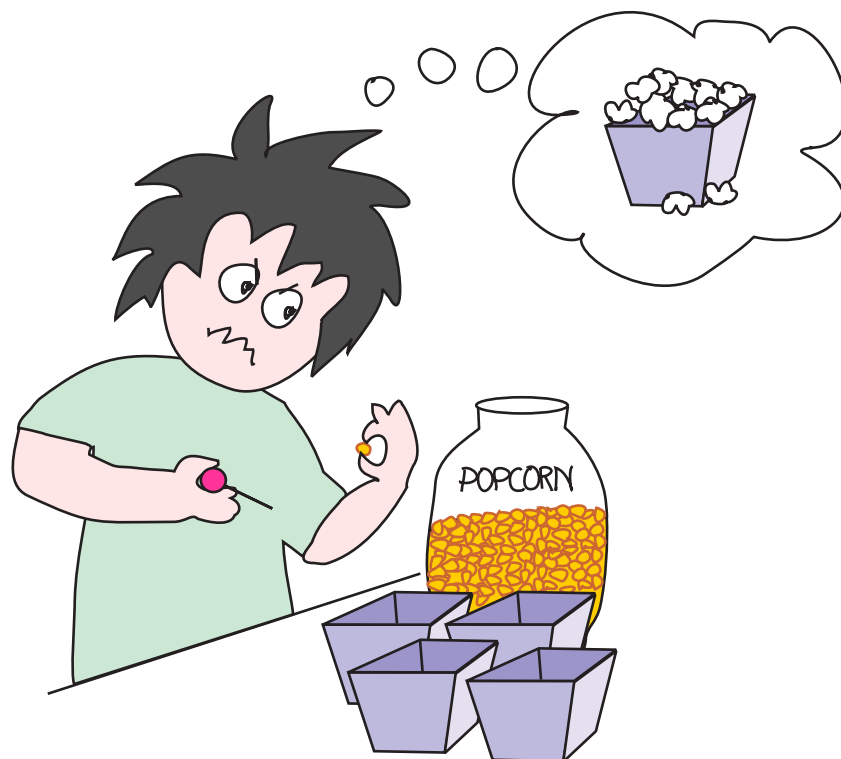
For my birthday, **I**  
**got** a **lot** of cake.  
**I** also **got** some  
candy and a **lot** of  
lemonade. From my



dog, I got  
a bone **in** a **box**.

**I** know **I** should be  
happy, but **I** wish I'd  
gotten socks.





My **job** is to **pop**  
popcorn, and **I** need to  
fill each **box**. But when  
**I** poke **it** with a **pin**, the  
popcorn will **not pop**.

# Part Two

## NOTE TO TEACHERS/PARENTS:

In Part Two, we practice the reading of “book style” fonts (letters). Two of the biggest differences are the letters “a” and “g” –

writing  
style:

book  
style:

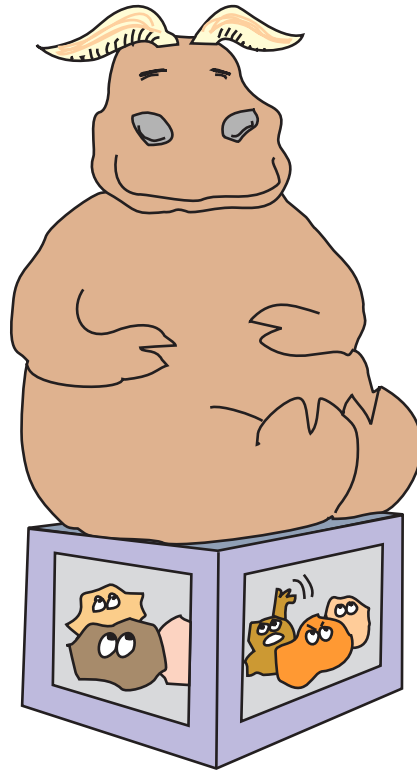
a

a

g

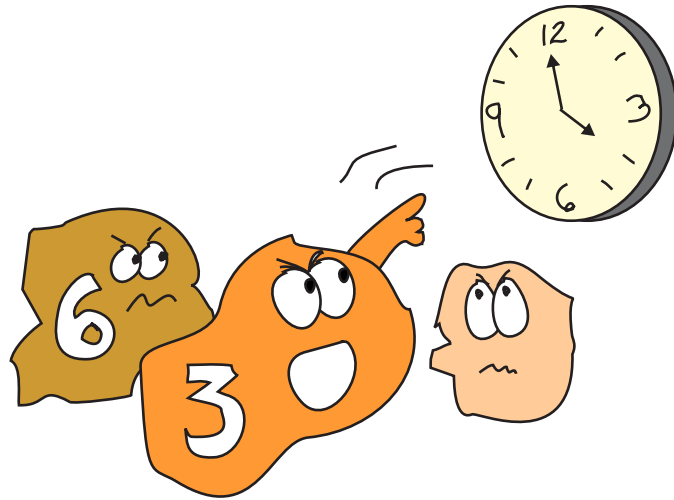
g

If your child/student is very young, or if he/she struggles with “book fonts,” you may want to skip this section and come back to the subject when your child has more experience with reading.



In a **box** were **six**  
little rocks, but Mr. **Ox**  
**sat on** the **box**.

“You are **on** our **box**,”  
said rock number **six**.



Mr. **Ox** said, “**Yes, I**  
like to **sit.**”

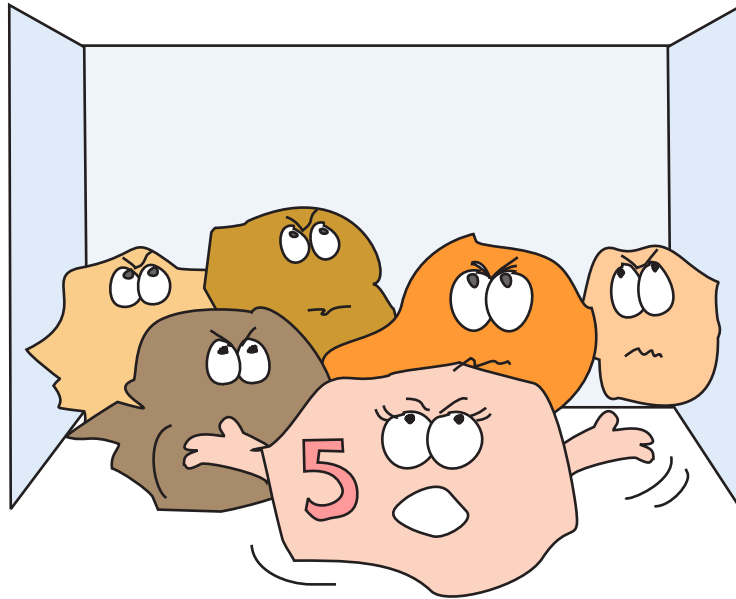
“But we are **in,**” said rock  
number three. “Look **at**  
the clock—**it** is time for tea.”



“Tea is good, but **not in**  
a **box**,” said Mr. **Ox**  
**on top** of the **box**.

“Then **get** off our **box**!

We can’t get out!” said rock



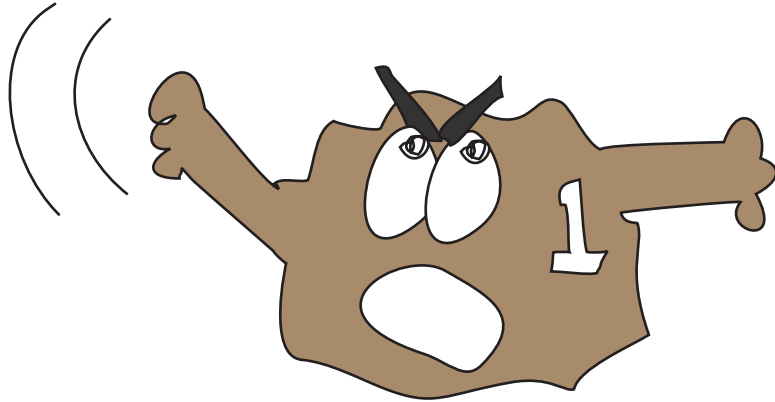
number five with an angry

shout. But the **OX ON** the

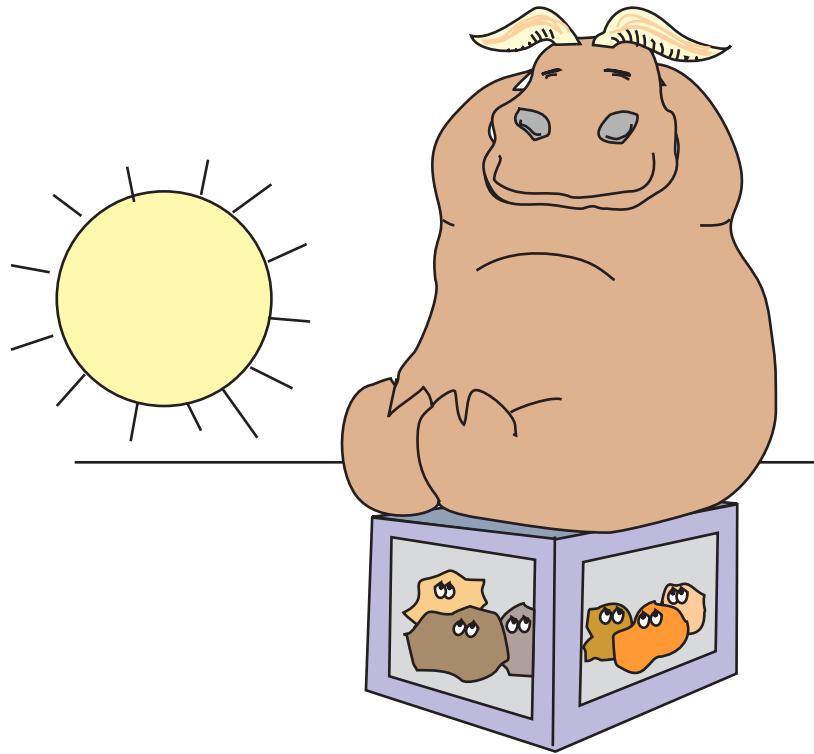
**box did not get**

off, and this made the rocks

**in** the **box** quite cross.



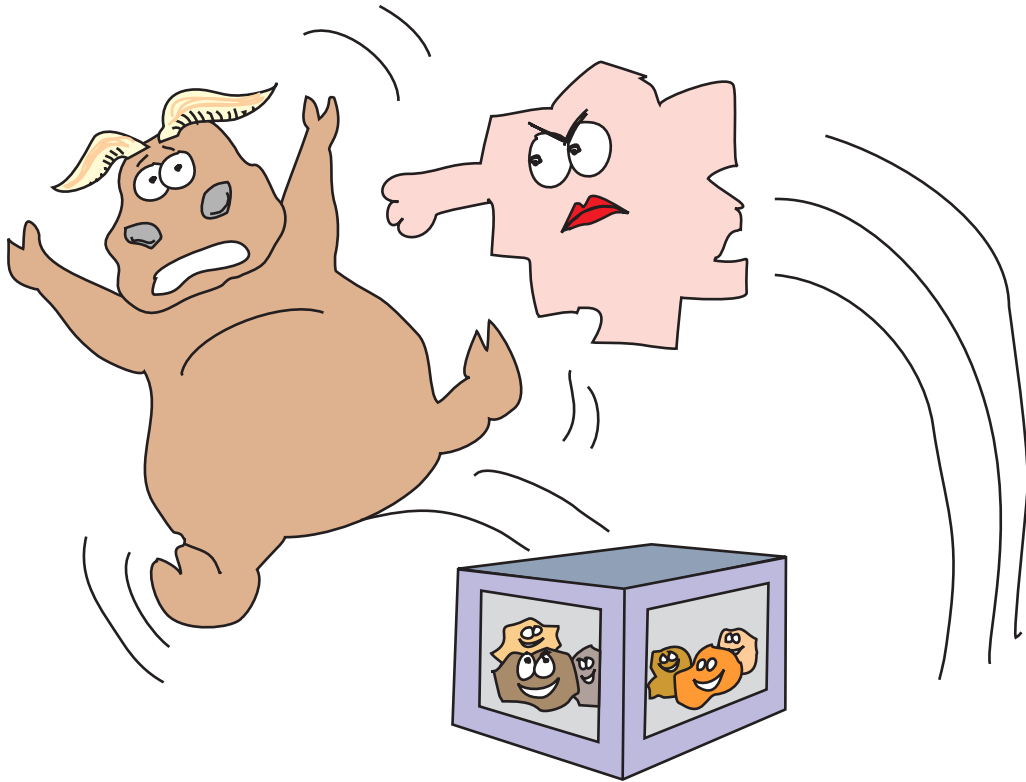
The oldest rock, rock number  
one, said, “Mr. **Ox**, are you  
quite done **yet**? We **in**  
the **box** aren’t having fun  
**yet**. Please **get** off



before the sunset, or our  
mother will be so upset.”

Well, the sun went down and  
the **OX** still **sat**, half  
asleep and quite relaxed...





And then a **big** rock  
knocked **him** flat, and  
the mother rock said,  
“Ha, ha, take that!”

# The End

Next:  
Progressive Phonics  
Intermediate Books

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

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