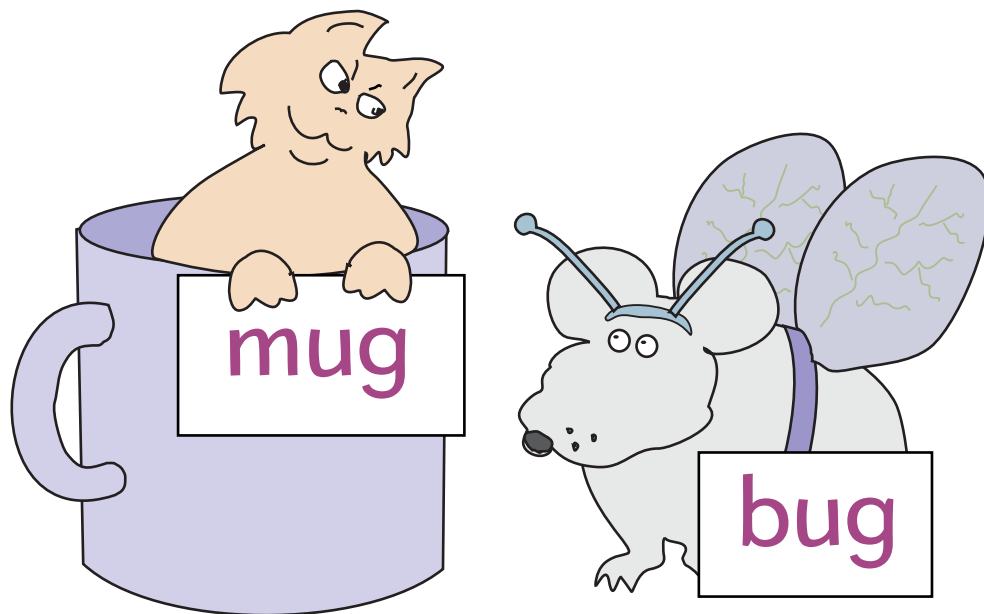


# Beginner Book Five

## Short Vowel u



Written and illustrated by

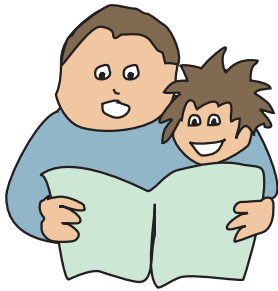
Miz Katz N. Ratz<sup>T.M.</sup>

and introducing a story by Daniel White

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

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# Quick Start Guide



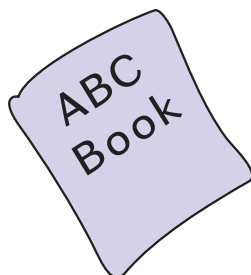
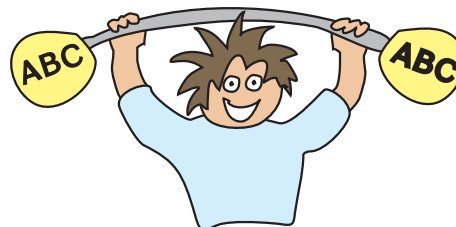
Read the book **WITH** your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



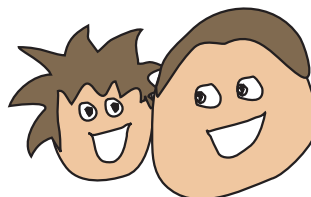
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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:

bus, Gus, us

fun, run, sun

gum, hum

but, cut, nut

cup, pup, up

bug, hug, jug, mug, rug

bud, mud

cub, tub

tux

## The above list includes the following Dolch words:

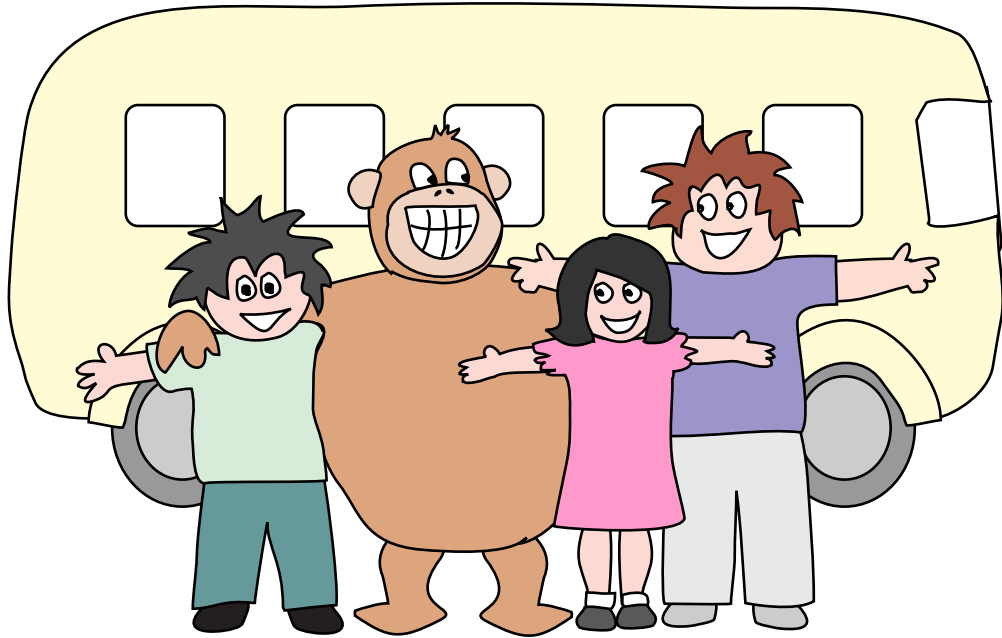
but, cut, run, up, us

\*\* 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.

us

bus

Gus



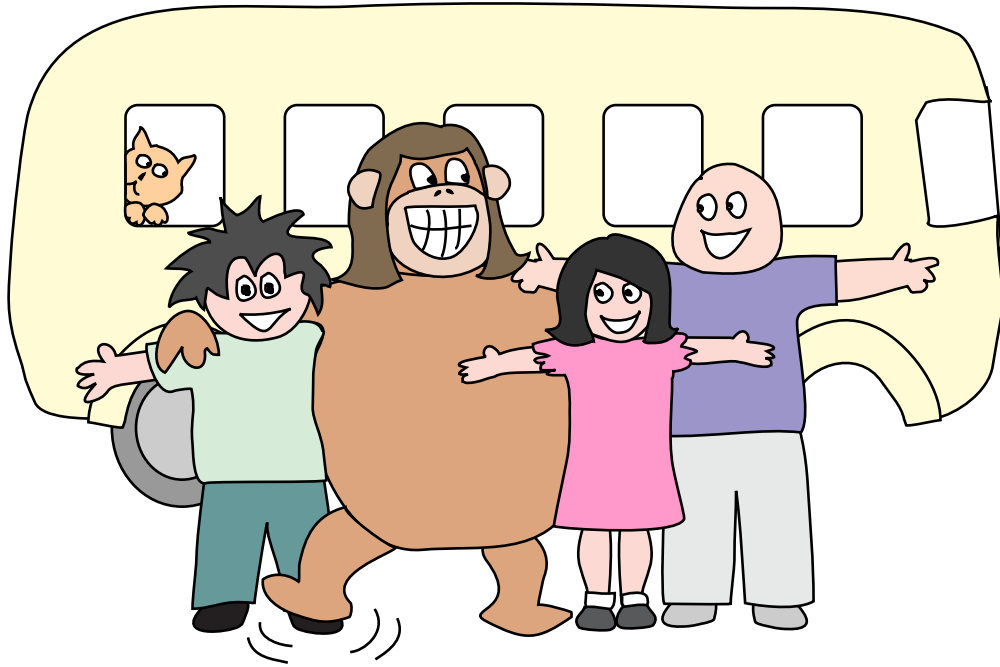
They took **us** to the zoo.

They took **us** on a **bus**.

They took **us** to a monkey  
that they all called **Gus**.

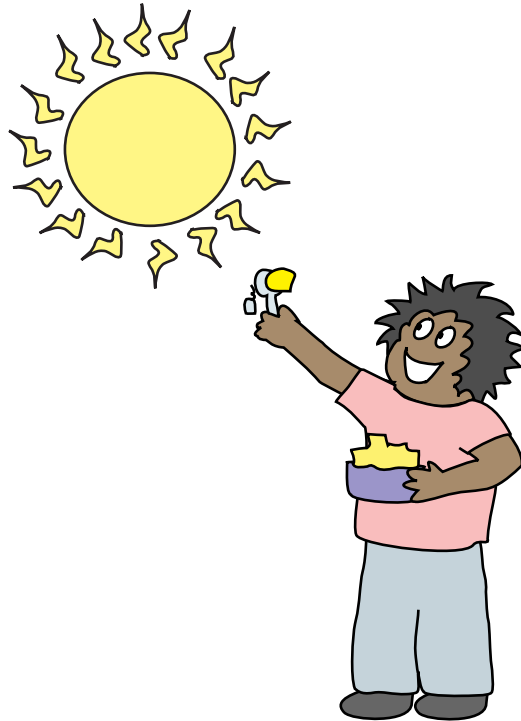
(This picture has 5 differences.)

6



Well, we liked **Gus**,  
and **Gus** liked **us**,  
so we took **Gus** home  
with **us on** the **bus**.

fun  
run  
sun



The **sun** is **big**,  
and the **sun** is yellow.

The **sun** is like  
my lemon Jell-o.





Are we having **fun**  
**yet**? Are we having  
**fun**? We thought **it**  
would be lots of **fun**  
to watch the grass  
grow **in** the **sun**.



I like to **run**; **I** really do.

**I can run, run,**  
**run** much faster than you.

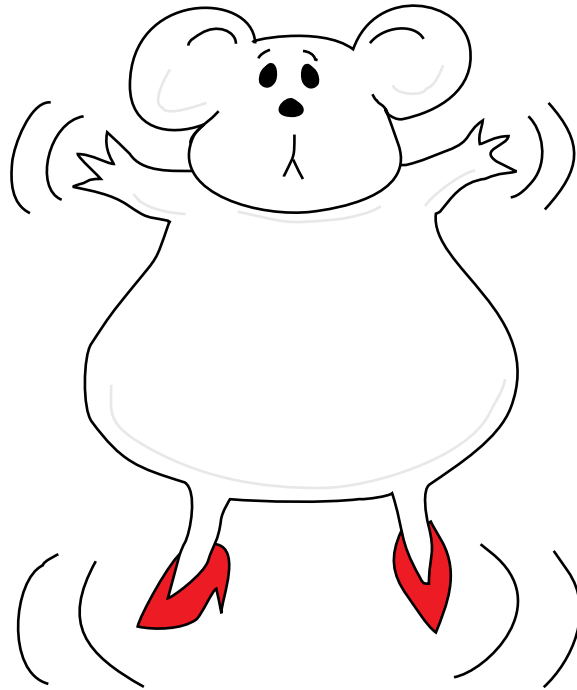
**If** you want to **run** as  
fast as me, you need another  
**leg** – **I run** with three.

gum  
hum



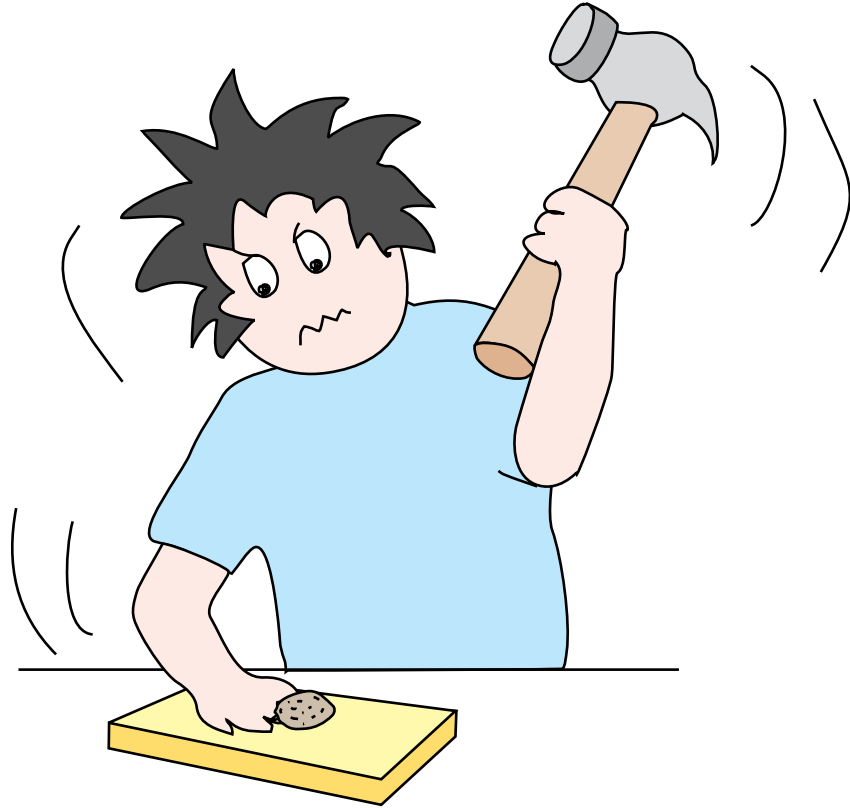
**I** like to **hum** when  
**I** chew **gum**. To  
**hum** with **gum** is  
**fun, fun, fun.**

but  
cut  
nut



**I am not big,**  
**but I am** very fast.

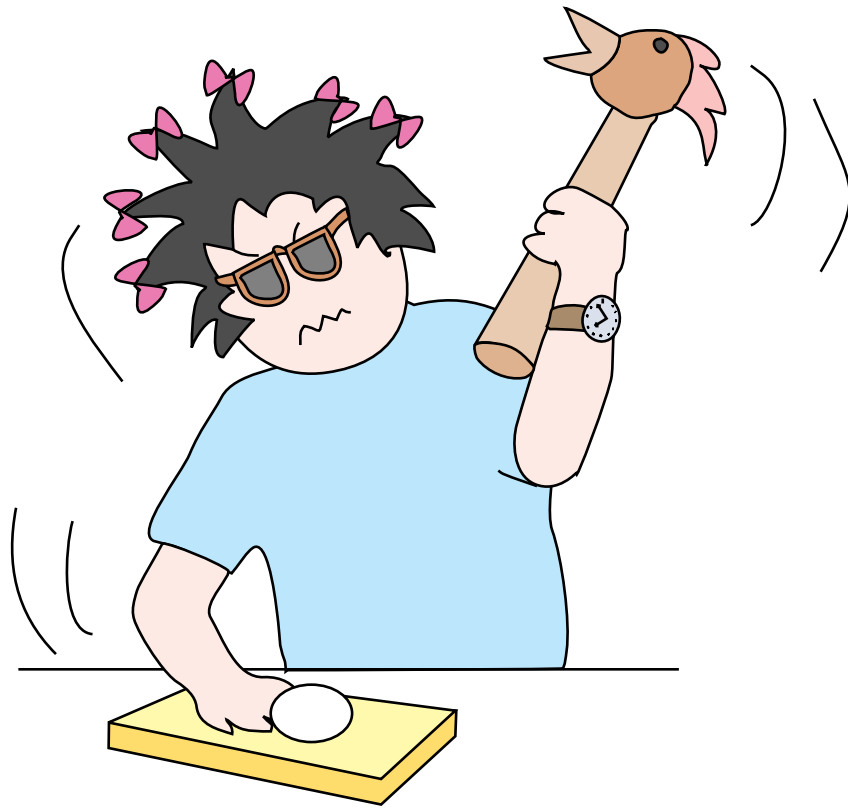
**But if I am** so fast,  
then why **am I** last?



**I** tried to eat a **nut**,  
**but I** just couldn't  
chew **it**. **I** tried to **cut**  
**it** open, **but I** couldn't  
**cut** through **it**.

(This picture has 5 differences.)

16



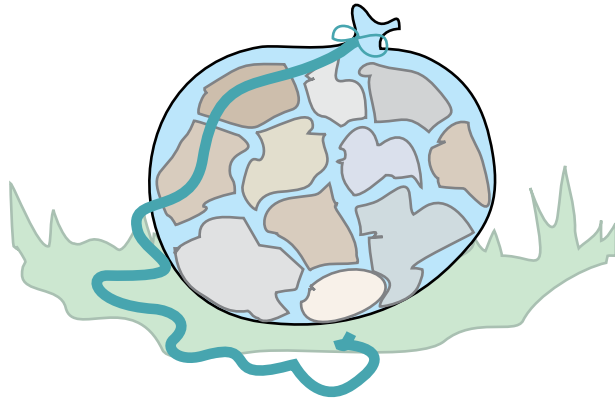
So **I hit it** with a  
hammer, bang, bang,  
crash! Then **I** couldn't  
eat the **nut; it** was  
smash, smash, smashed.



up

cup

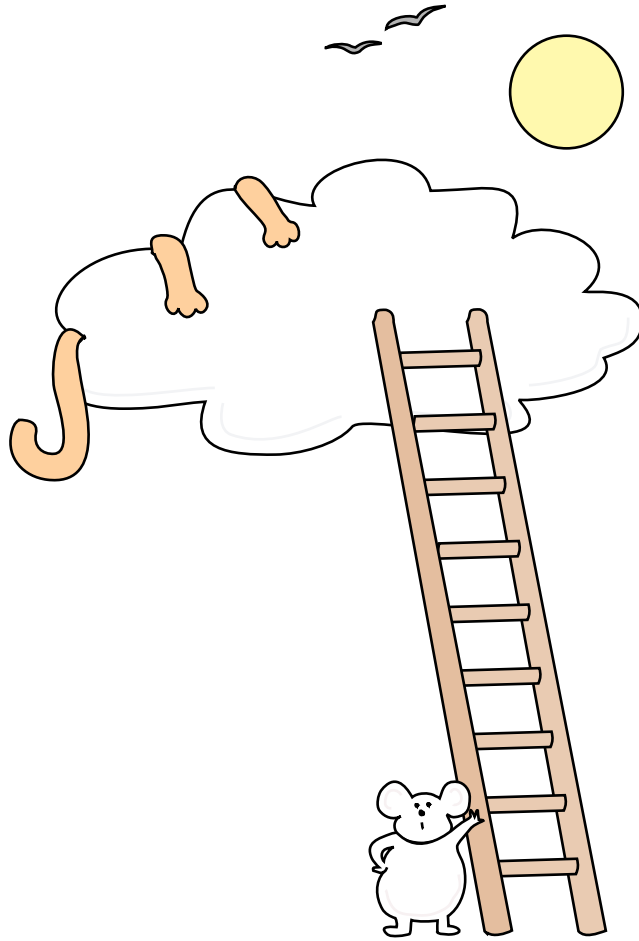
pur



**I** lost my balloon, **up**  
**in** the sky. **Up, up**  
**it** went, and **it** made  
me cry. My next balloon  
will never **get** lost...  
**it** can't go **up if**  
it's full of rocks.

# Cat Cloud

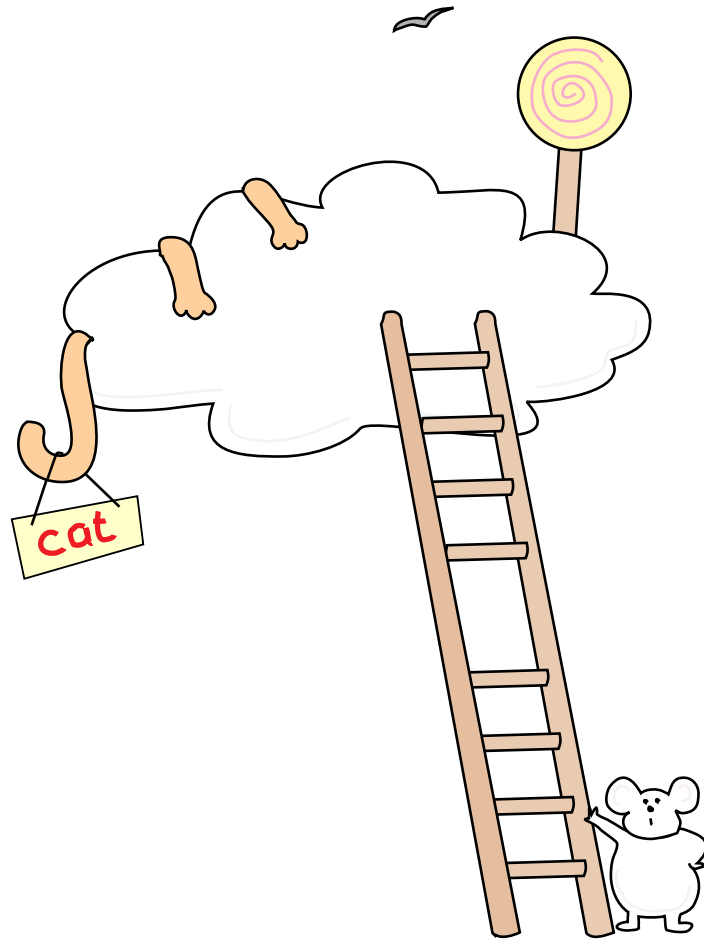
19



There's a cloud **up**  
there, **up in** the sky,  
white and fluffy and  
**up** really high.

(This picture has 5 differences.)

20

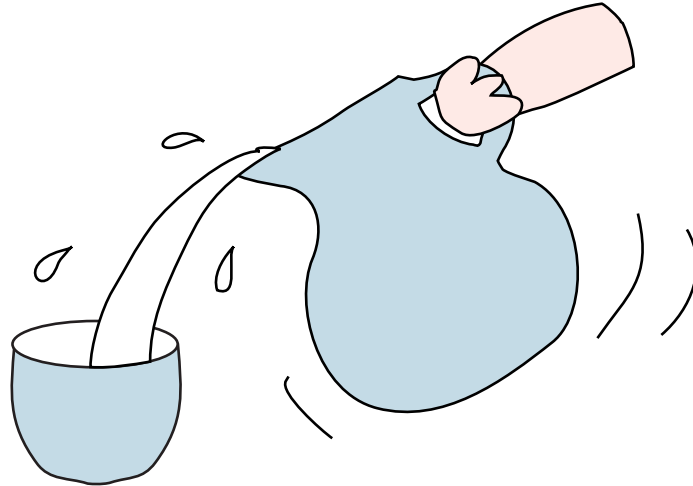


**I** think my **cat** goes

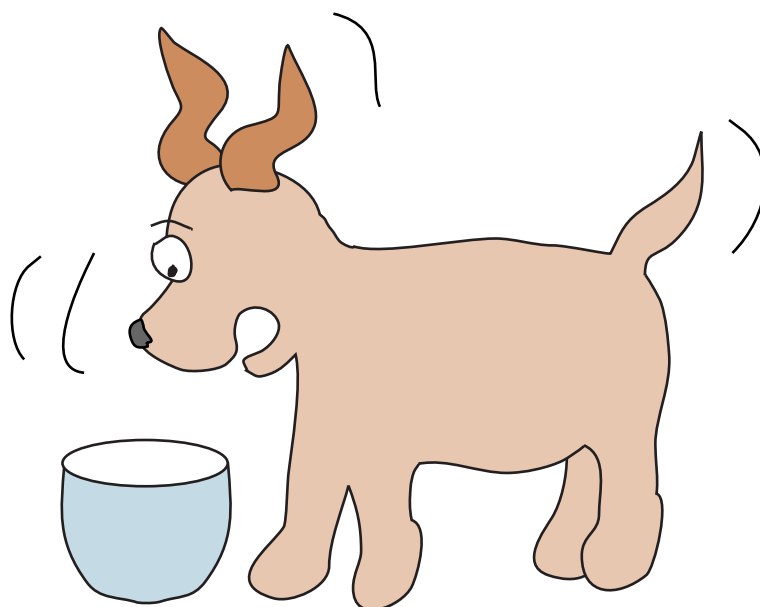
**up** there to sleep.

**If** you look **up**, you

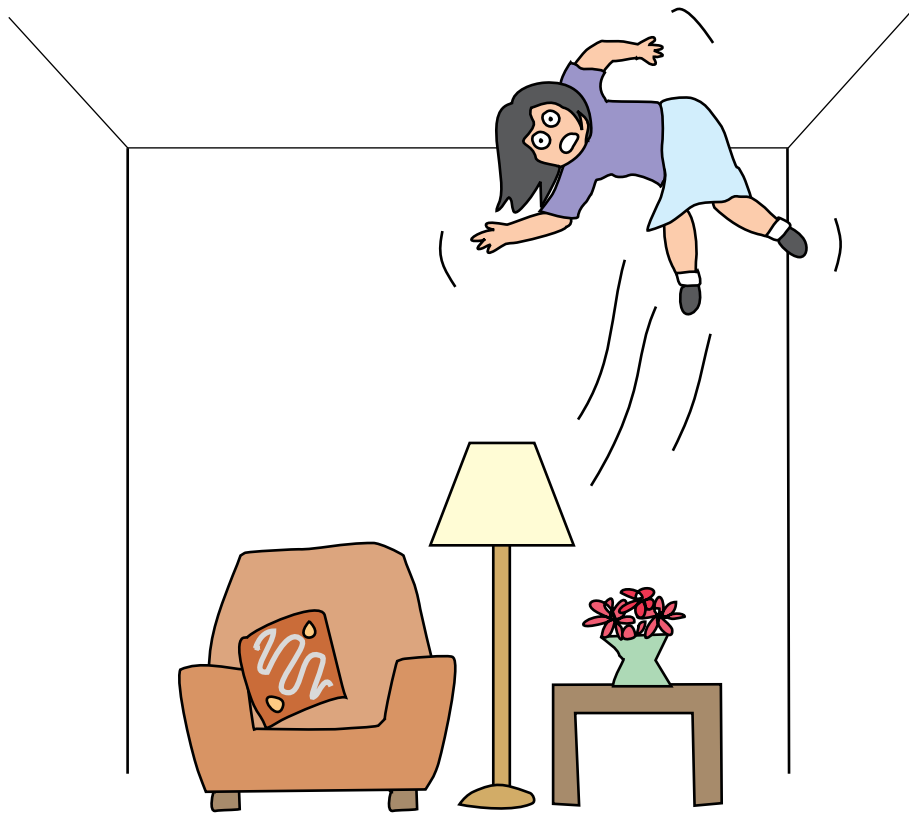
**can** see her feet.



**I** poured some milk  
into a **cup**, and  
when the **cup** was  
all filled **up**, **I**  
took the **cup** to a



little **pup**. I told  
the **pup** to drink  
**it up, but** the silly  
little **pup** said, “Yuck,  
yuck, yuck!”



**I** fell down, and

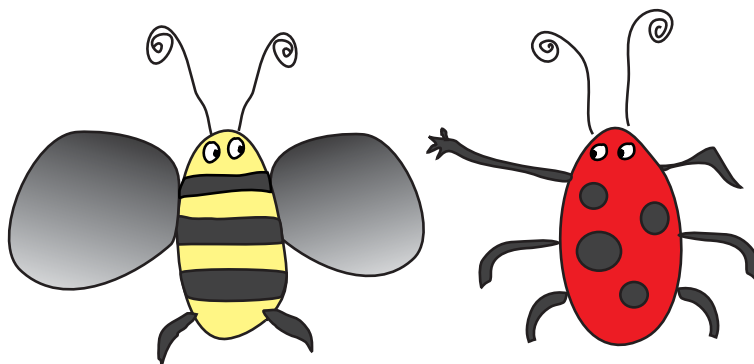
**I cut** my toes.

**If I** fell **up**, would

**I cut** my nose?

bug  
hug  
jug  
mug  
rug

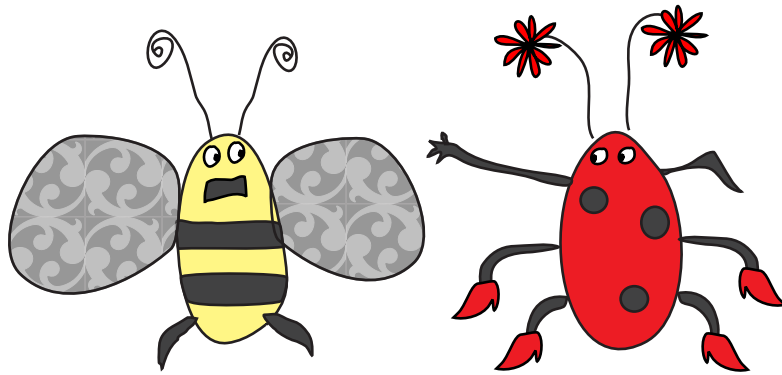




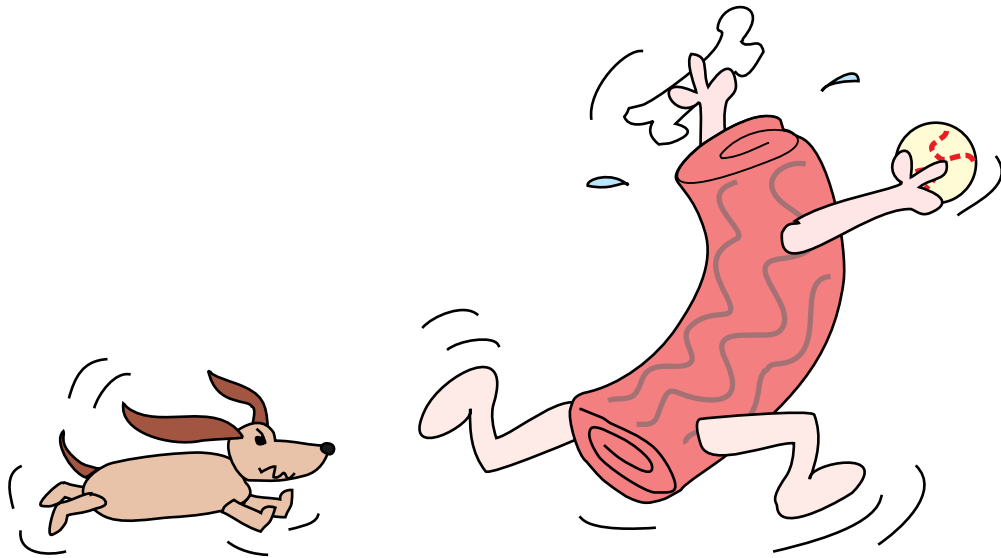
How does a **bug**  
give another **bug**  
a **hug**? Does a  
**bug** give a **hug**  
with an arm or a **leg**?  
Does a **bug** give a

(This picture has 5 differences.)

26



**hug** with a bump  
of its head? Or maybe  
a **bug** jumps **up**  
**in** the air to give  
another **bug** a  
**hug-a-bug** there.



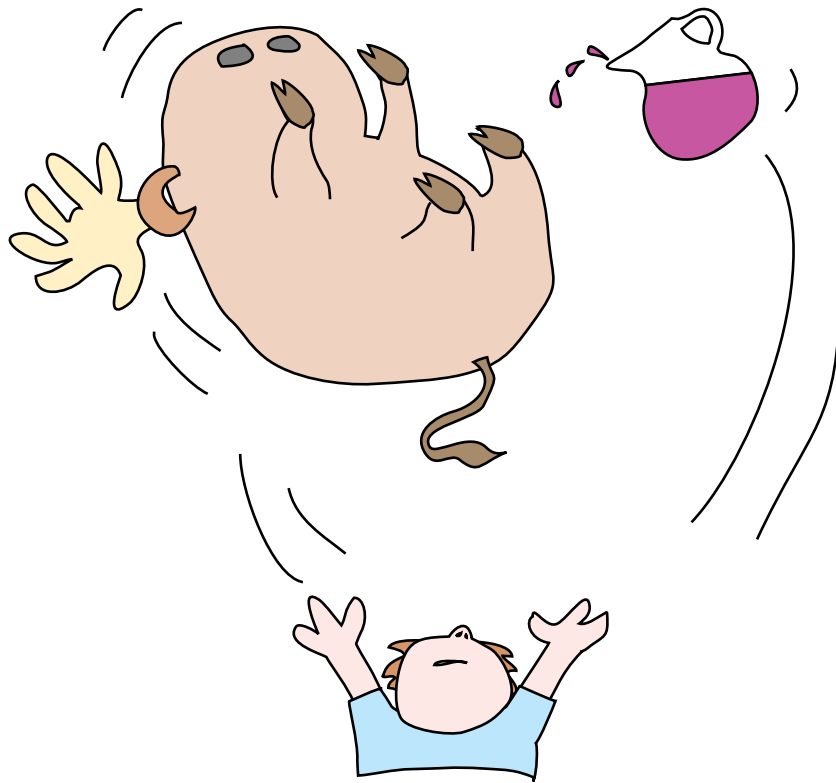
I had a red rug,  
my red rug was so  
nice, but my red,  
red rug ran away  
last night. I wouldn't

(This picture has 5 differences.)

28



be so **sad if** my **rug**  
**had** gone alone, **but**  
my **red rug** took my  
baseball and my doggy's  
favorite bone.



**I** saw Jack juggle with  
a **jug** full of juice.

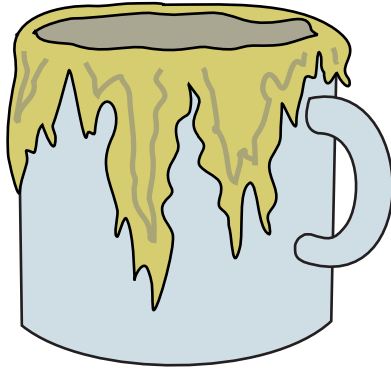
Then **I** saw Jack juggle  
with a **jug** and a  
moose. **But** the

(This picture has 5 differences.)

30



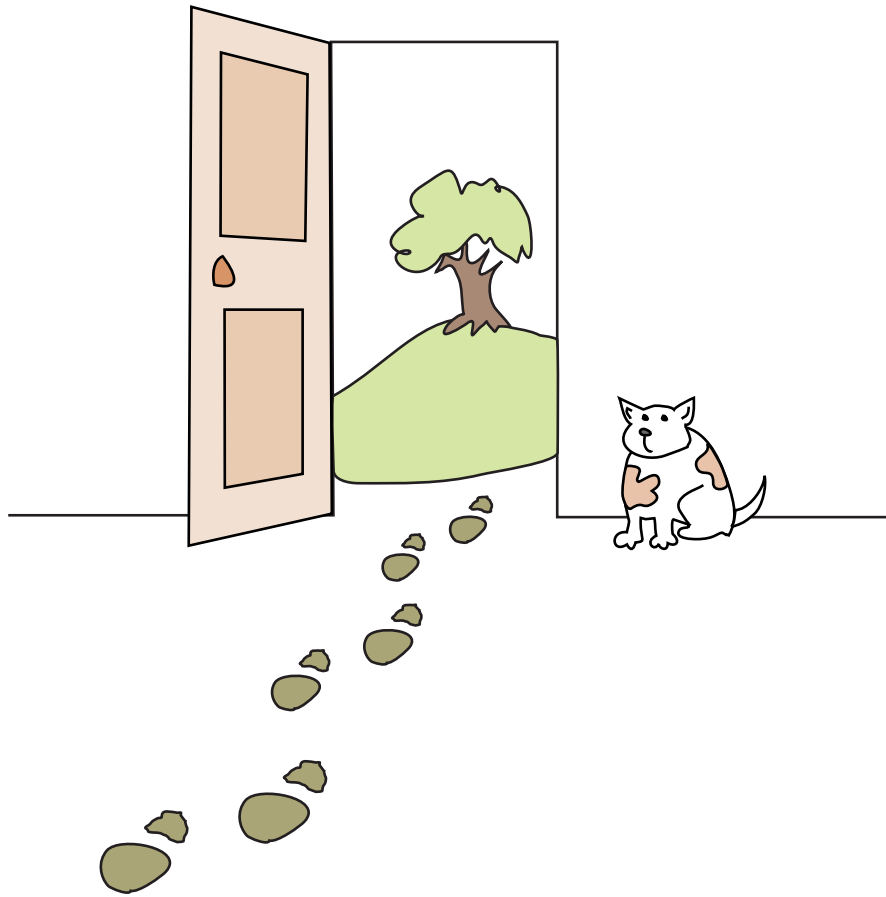
moose **got** loose  
and drank the **jug**  
of juice, so now Jack  
juggles with no **jug**,  
no juice, no moose.



**I** left some milk **in** a  
**big**, blue **mug**, and  
then **I** left the **mug**  
**on** the **big**, blue **rug**.  
A few days later, when **I**  
found the **mug**, **I** looked  
inside, and **I** said, “Ugh!”

bud  
mud

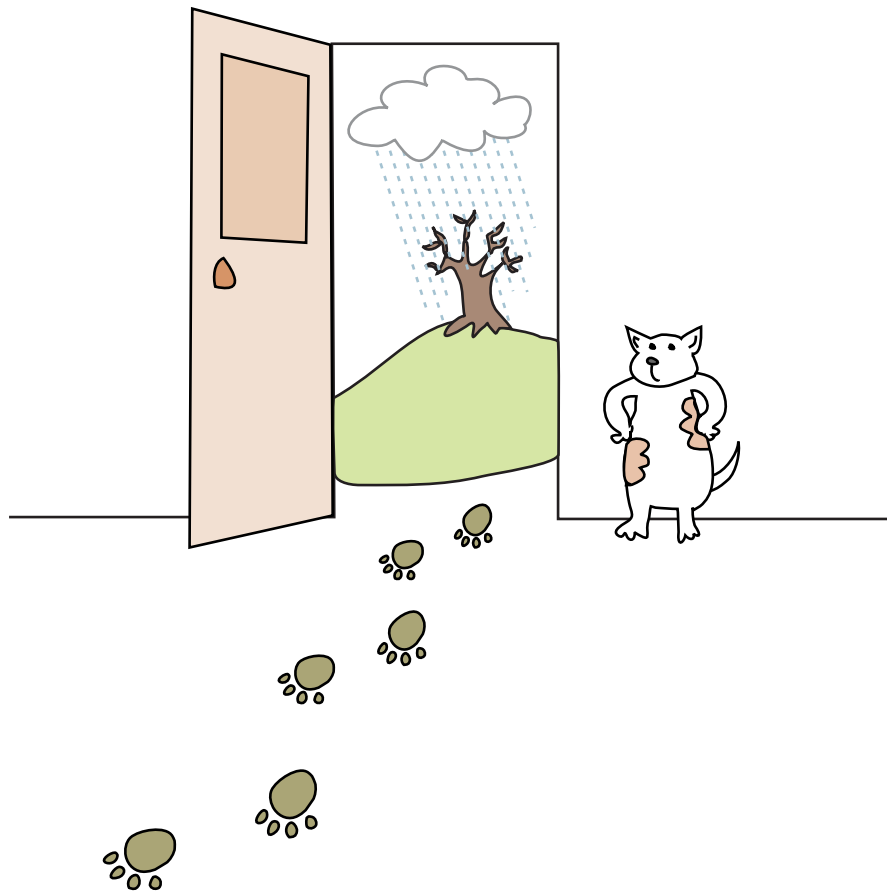




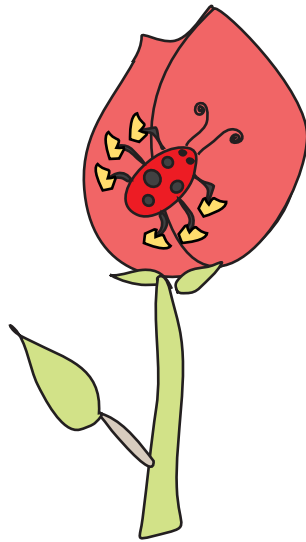
**I did not** do **it**,  
and **it** wasn't my feet,  
that made all this **mud**  
walk **in** from the street.

(This picture has 5 differences.)

34

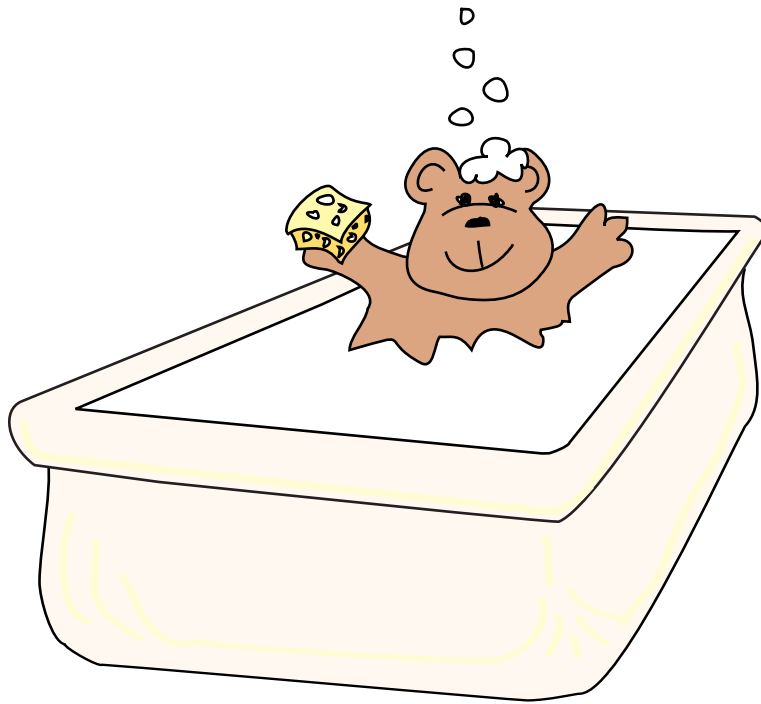


The messy **mud** just  
opened the door and  
left **mud** footprints  
**on** the floor.



Where is the **bug** on  
the flower **bud**? The  
**bug** is **red**, and the  
**bud** is **red** too.. oh,  
I see the **bug** – he is  
wearing yellow shoes.

cub  
tub



**Rub-a-dub-dub**  
a **cub** in a **tub**.

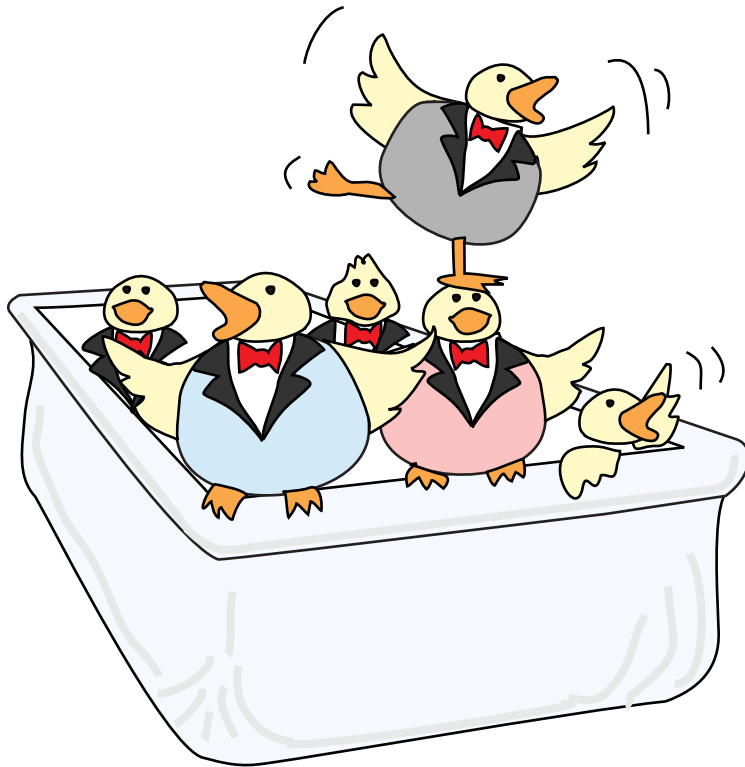
He washes his hair  
and wipes his eyes...



He goes outside and  
**big** surprise...**rub-**  
**a-dub-dub** a  
**cub in** the **mud.**

tux

Tux is informal for 'tuxedo' – a kind of jacket that is worn for special parties.



**Six** ducks **in** a **tux**  
are **in** my **tub**. **Six**  
ducks **in** a **tux** going  
**rub-a-dub-dub**.  
**I** wanted to wash, so **I**





wore a **tux** too, **but**  
a **lot** of duck feathers  
stuck **in** my shampoo...  
and now **I** look like a  
duck-**in-tux** too.

# 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.

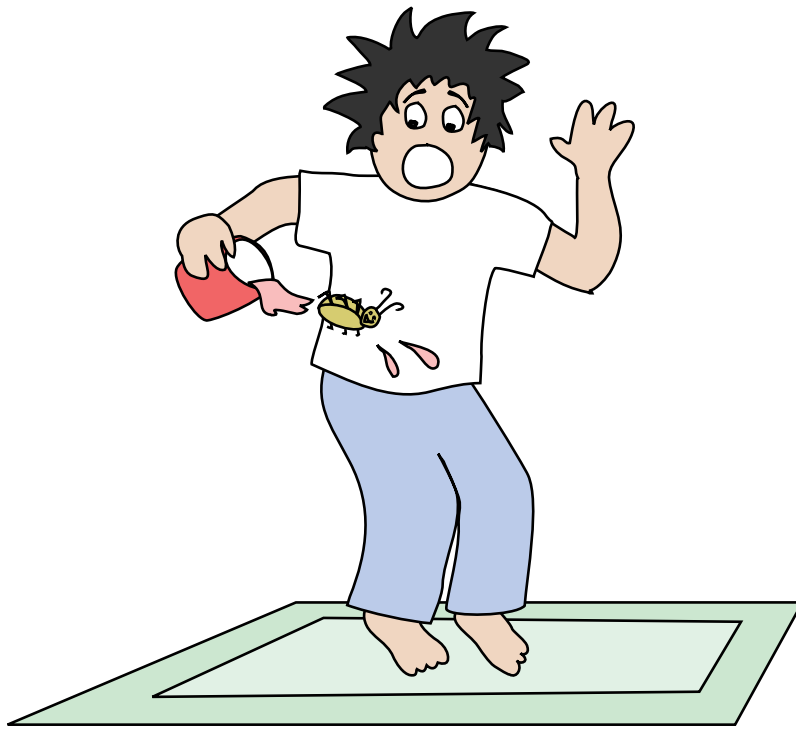


What's the right way to

**get rid** of a **bug**?

Do **I** say goodbye and

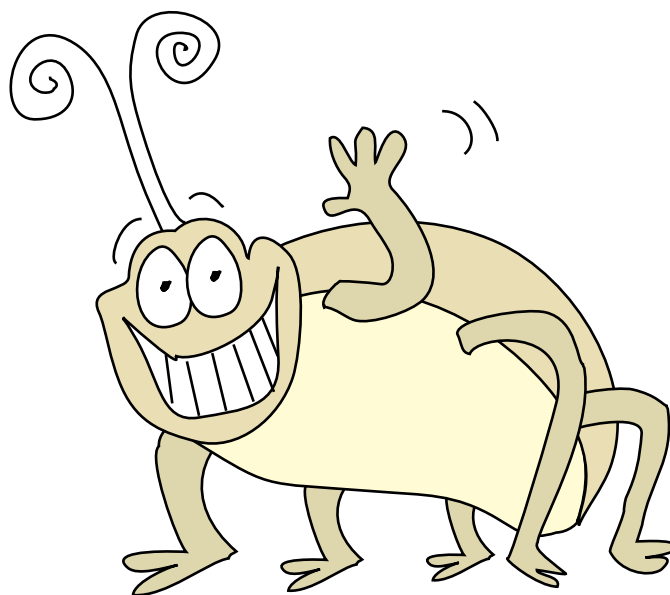
give **it** a **hug**?



And what **if** the **bug**  
is **in** a **red mug**?  
Do **I** **tip it** out all  
over the **rug**?



And what **if** the **bug**  
Crawls **up on** my toe?  
Do **I** scream and holler  
or just say no?



**I** really wish **I** knew

what to do. You see...

the **bug** isn't **on** me,

the **bug** is **on** you.

# The End

Next:  
Progressive Phonics  
Intermediate Books

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

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