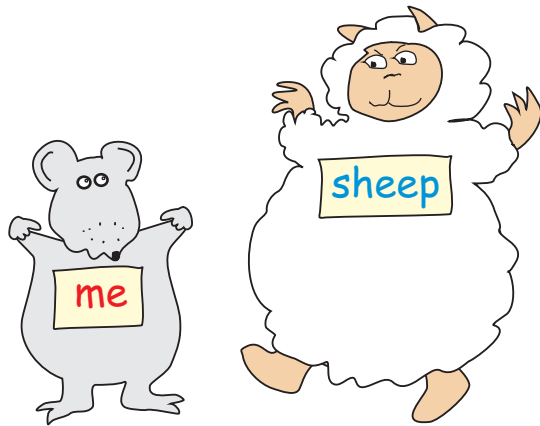


Intermediate
Book 5

Long Vowels
E



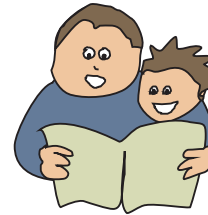
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

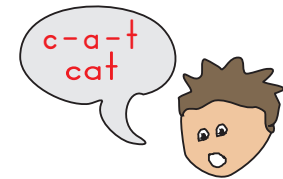
Copyright (c) 2004–2008 by Miz Katz N. Ratz, patent pending

Quick Start Guide



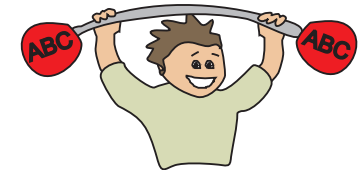
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



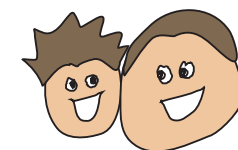
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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 simple short vowel words. Read or re-read the Progressive Phonics Beginner Books a few times, and then try this book again.

And most important of all, HAVE FUN!

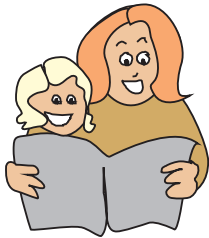
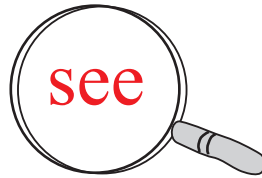


Additional instructions for Intermediate Books 5–7



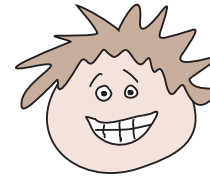
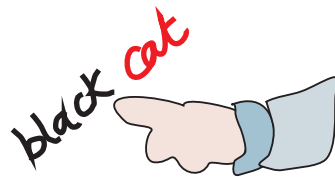
Repetition is important!
That's why each "poem" is
included **twice**...

Once to focus on the
word(s) being learned

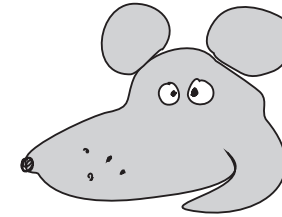


The **second time** to practice
the new word(s) along with
other words the child should
already know by now.

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
Progressive Phonics books.



And 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
the changes.

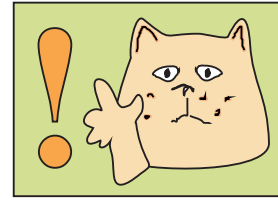
Words taught in this book:

bee feed feet green
 keep meet need see
 seen sheep sleep
 sweet teen three
 tree weep

be he me she we

the

(Pages like this are read TO the child)



**Intro to
vowels**

The alphabet has five very special letters called vowels.

hat



wet



wig



box



sun



Intro to vowels....

(Read this page TO the child)

Every word has a vowel. Tell me the names of the vowels in these words:



man



bed



lip



pot



mug

Intro to vowels....

(Read this page TO the child)

Some words have two vowels. Tell me the names of the vowels in these words:



rabbit



monster



listen



bee

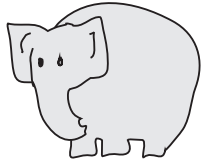


flower

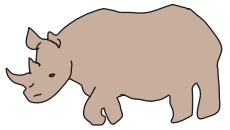
Intro to vowels....

(Read this page TO the child)

And some words have lots of vowels.
Show me the vowels in these words:



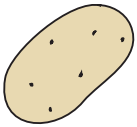
elephant



rhinoceros



calculator



potato

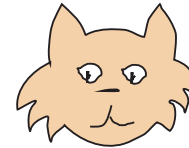


alligator

Intro to vowels....

(Read this page TO the child)

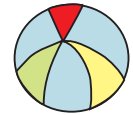
Vowels are special because they
can make different sounds. Here
are some of the sounds that the
letter "a" makes. Say after me:



cat



star

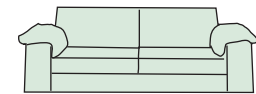


ball

a



cake



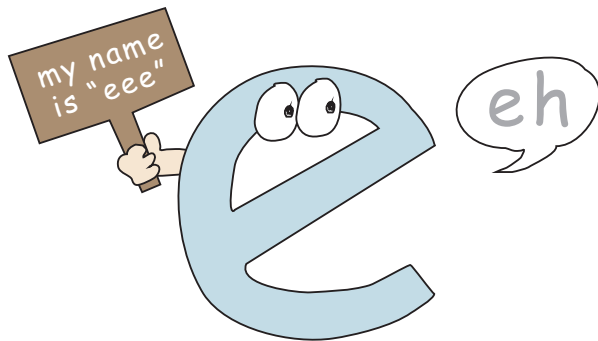
sofa

10 Intro to vowels....

(Read this page TO the child)

Part of learning how to read is learning about the different sounds that vowels make. In this book, we're going to learn about two of sounds that the letter "e" makes.

The letter "e" has a name, "Eeeee," and it makes a sound, "eh."



Your turn – what is the name of this letter?

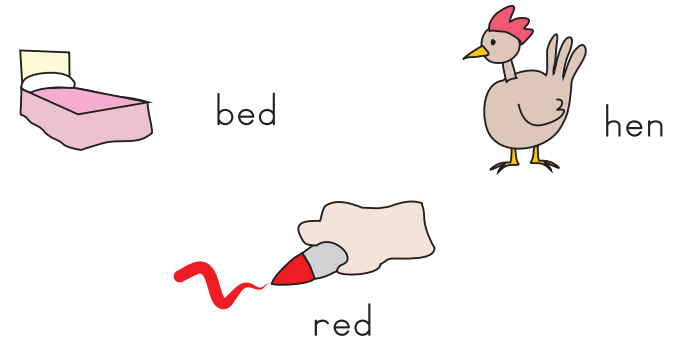
And what sound does it make?

Intro to vowels....

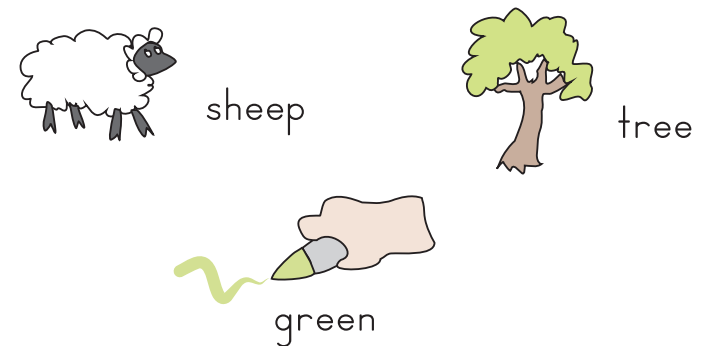
(Read this page TO the child)

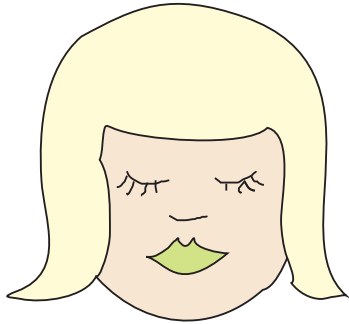
11

When there is ONE letter "e" in the middle of a word, the "e" usually makes it's sound, "eh" –

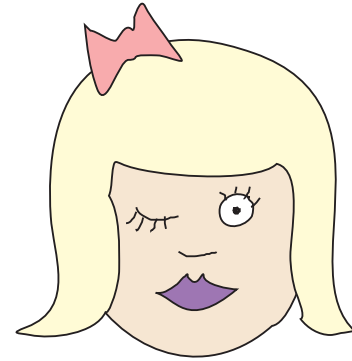


But when a word has TWO letter "e's" sitting next to each other, the "e" usually calls out it's name, "eee" –





My sister is **ten**, but
 she thinks she is a **teen**.
 She wears a lot of makeup,
 and she likes the color **green**.
 When I am **ten**, I won't think
 I am a **teen**, and I won't wear
 lipstick, purple, pink or **green**.



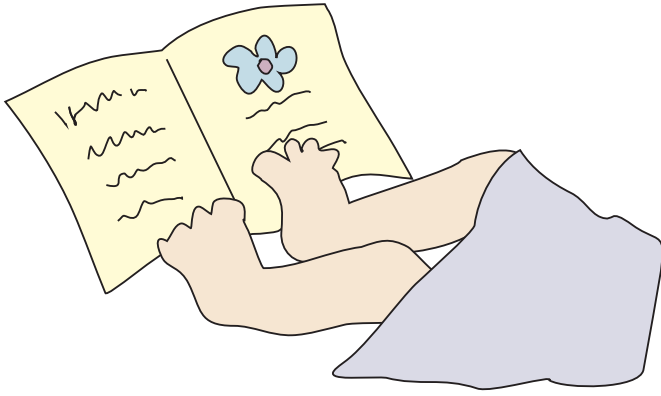
My sister **is ten**, but
 she thinks she **is a teen**.
 She wears **a lot of**
 makeup, and she likes **the**
 color **green**. When **I am**
ten, **I** won't think **I am a**
teen, and **I** won't wear
 lipstick, purple, pink or **green**.



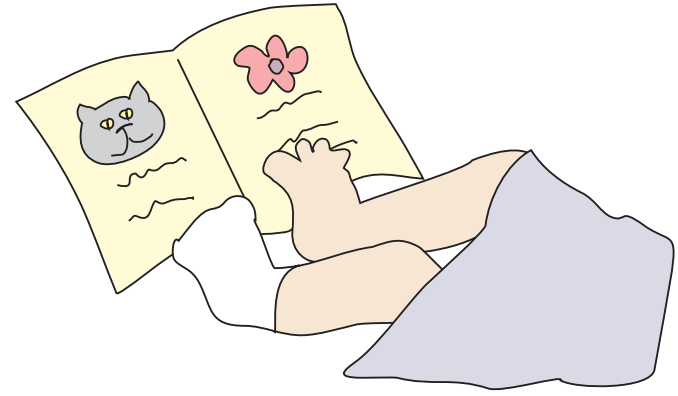
My feet need candy.
 My feet need something
 sweet. So can I have
 some candy, so that I
 can feed my feet?



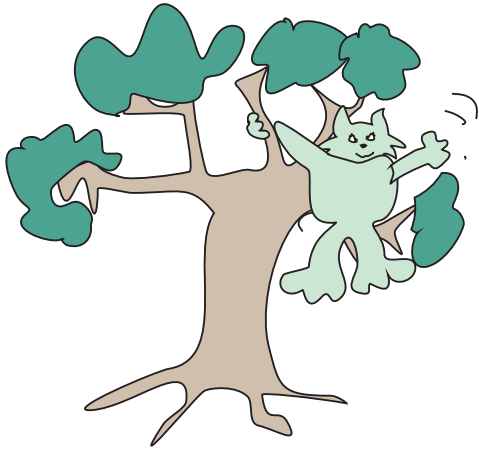
My feet need candy.
 My feet need something
 sweet. So can I have
 some candy, so that I
 can feed my feet?



I **see** a bird. I **see**
 a **bee**. I **see** my **feet**,
 but they can't **see** me.
 My **feet** can't **see**
 because **feet** never look,
 which is why **feet** never,
 ever read a book.



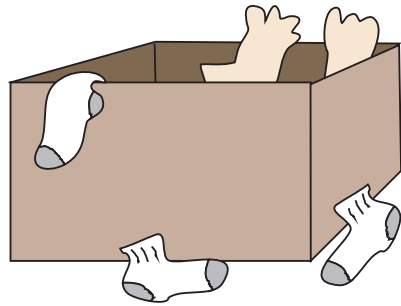
I **see** a bird. I **see**
 a **bee**. I **see** my
feet, **but** they can't
see me. My **feet** can't
see because **feet** never
 look, which **is** why **feet**
 never, ever read **a** book.



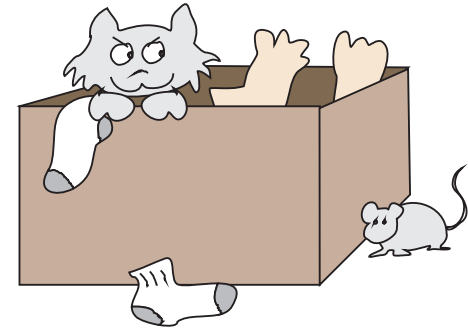
See the cat in the tree,
 tree, tree. If you look,
 look, look, you can see, see,
 see. That cat is green,
 green, green with the
 biggest feet I have seen,
 seen, seen.



See the cat in the
 tree, tree, tree. If you
 look, look, look, you can see,
 see, see. That cat is
 green, green, green
 with the biggest feet I have
 seen, seen, seen.



I cannot **keep** my shoes
on my **feet**. My **feet**
always run away. Maybe I
should **keep** my **feet**
in the box where I **keep**
my shoes and socks.



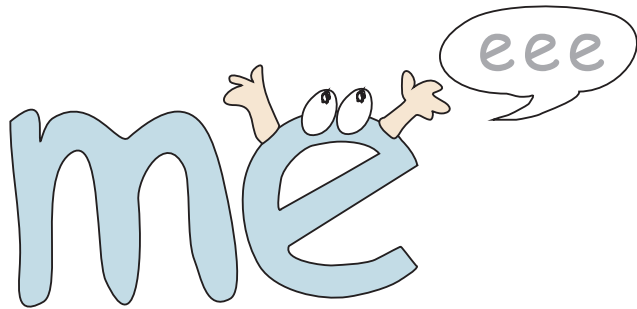
I cannot **keep** my shoes
on my **feet**. My **feet**
always **run** away. Maybe
I should **keep** my **feet**
in the box where I
keep my shoes and socks.

Intro to vowels....

(Read this page TO the child)

Sometimes, the letter "e" calls out his name even though there isn't another "e" sitting next to him.

Like in the word "me" – the "e" at the END of "me" is calling out his name, "Eee!"

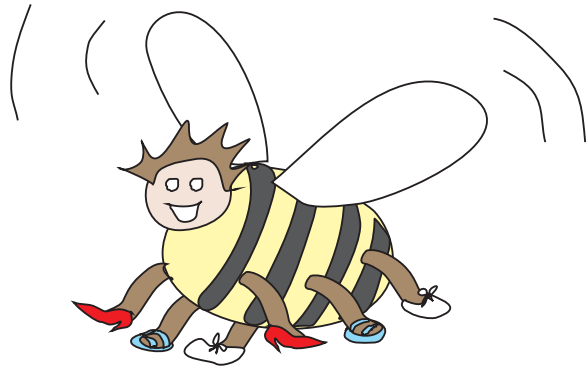


Intro to vowels....

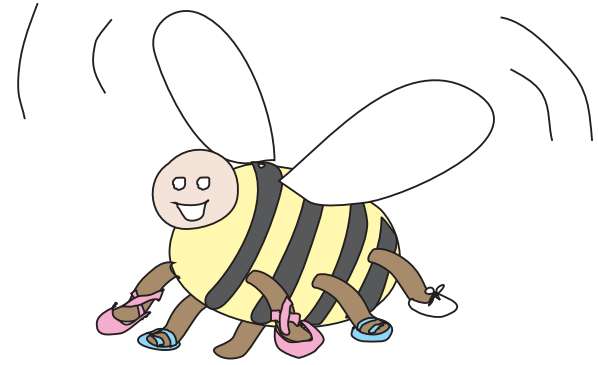
(Read this page TO the child)

There are five very special words where the letter "e" at the end of the word is calling out his name.

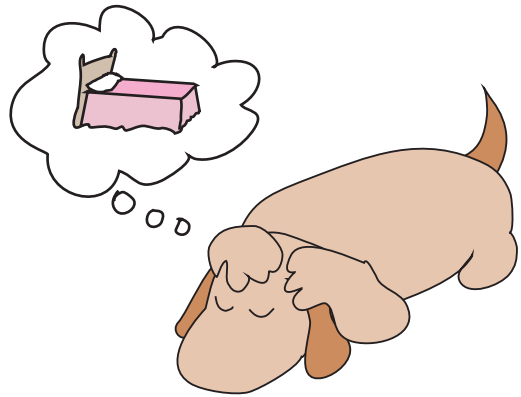
be
he
me
she
we



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 six little **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 six little **feet**.



I think my dog would like to **be** a **bed**. **He** likes to sleep all day with his paws on his head. But **he** is tiny; he could never **be** a **bed**. Maybe he should **be** a pillow instead.



I think my **dog** would like to **be** a **bed**. **He** likes to **sleep** all day with **his** paws **on his** head. **But he is** tiny; **he** could never **be** a **bed**. Maybe **he** should **be** a pillow instead.



Meet me at the
zoo at a quarter to two.

Meet me at the
zoo, and so I know it's
you, meet me at the
zoo wearing purple pants,
and remember to do your
silly, little dance.

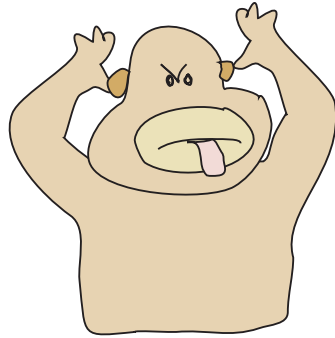


Meet me at the
zoo at a quarter to two.

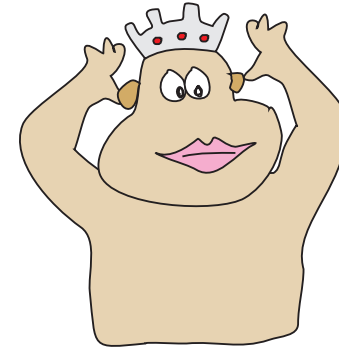
Meet me at the
zoo, and so I know it's you,
meet me at the
zoo wearing purple pants,
and remember to do your
silly, little dance.



We say, "met" when we talk about a meeting that happened in the past. Like, "I met him yesterday."



I **met** a monkey in a tree. I **met** him, and he **met me**. I said, "Monkey, can you talk to **me**?" He shook his head, and he spat at **me**.



I **met** a monkey in a tree. I **met** him, and he **met me**. I said, "Monkey, **can** you talk to **me**?" He shook **his** head, and he **spat at me**.



When **we weep**,
our eyes get **wet**.

And when **we weep**,
our nose gets **wet**.

So **we** wipe our nose,
and **we** blow our eyes —
that is what **we** do,
surprise, surprise!



When **we weep**,
our eyes **get wet**.

And when **we weep**,
our nose gets **wet**.

So **we** wipe our nose,
and **we** blow our eyes —
that is what **we** do,
surprise, surprise!



We jumped in the water,
and we got wet.

We got as wet
as we could get.

We like to be wet –
that is our wish. Does that
mean that we are fish?



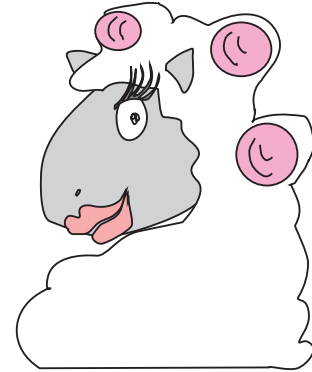
We jumped in the
water, and we got wet.

We got as wet as
we could get. We

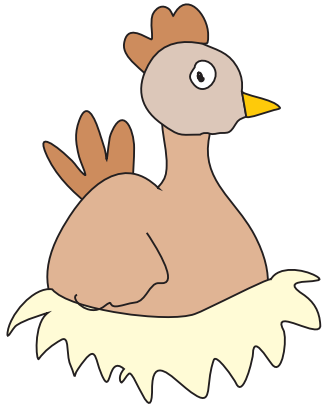
like being wet – that is
our wish. Does that mean
that we are fish?



My **sheep** is a
she. **She** is a
 girly **sheep**.
She wears curlers
 in her hair every night
she goes to **sleep**.



My **sheep** is
 a **she**. **She** is
 a girly **sheep**.
She wears curlers
 in her hair every night
she goes to **sleep**.



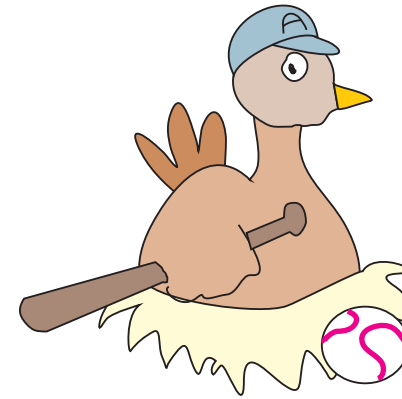
Is my **hen** is a **he**?

I think **he** is a him.

He doesn't lay eggs

and **he** says his name

is Tim.



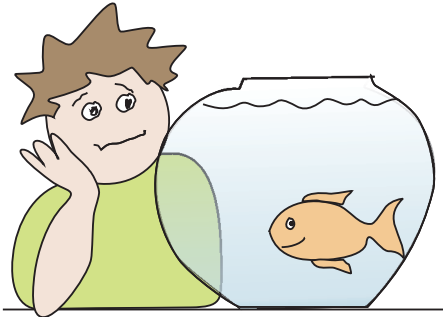
Is my **hen** a **he**?

I think **he** is a him.

He doesn't lay eggs

and **he** says **his**

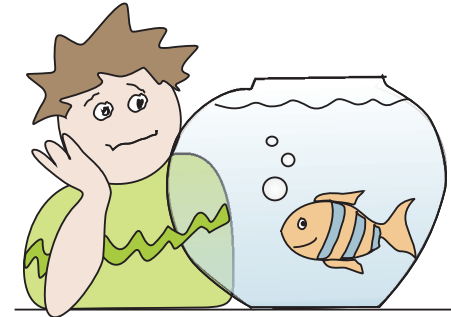
name **is** **Tim**.



My dog is a boy,
so **he** is a **he**.

My cat is a girl,
so **she** is a **she**.

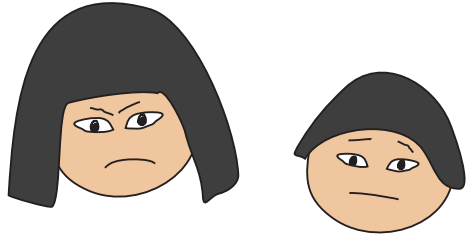
But is my fish
a **he** or a **she**?



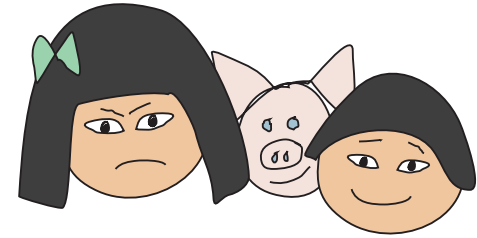
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so **he** is a **he**.

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so **she** is a **she**.

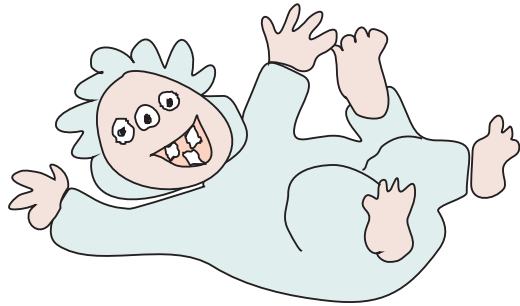
But is my fish
a **he** or a **she**?



I taught my brother one,
two, **three**. I also
taught him A, B, C.
Someday when **he** can
count to ten, I'll teach him
one, two, **three** again.



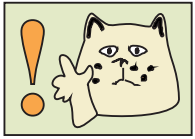
I taught my brother one,
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taught **him** A, B, C.
Someday when **he** can
count to **ten**, I'll teach **him**
one, two, **three** again.



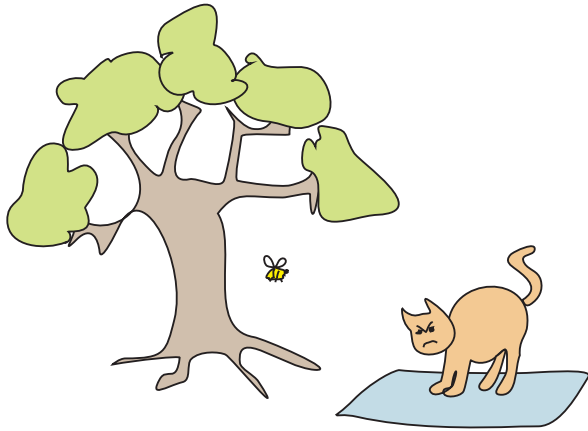
My baby brother has
three little teeth.
He likes to chew his
three little feet.
He has **three**
 eyes so **he** can
see Mom and Dad
 and **me, me, me.**



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.**



Remember the word "the"?
It looks the same as "he" and
"she" but sounds different.

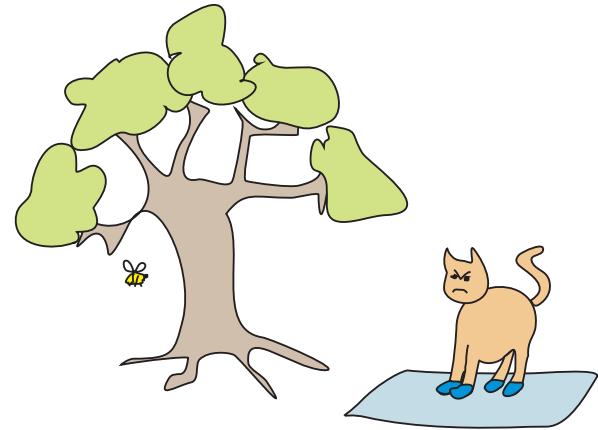


Can you **see the bee**?
He is flying by **the tree**.

And can you **see the** cat?
She is standing on **the** mat.

She is 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 angry at
the bee – I don't know

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



The sun did not shine
today. Maybe the sun just
went away. The rain and
the clouds said, "It's our turn
to play!" But the sun
said nothing, and the sky
was gray.

The End

Next:

Progressive Phonics
Intermediate Books
Book 6: Long Vowels
"Oooo!"

www.ProgressivePhonics.com

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