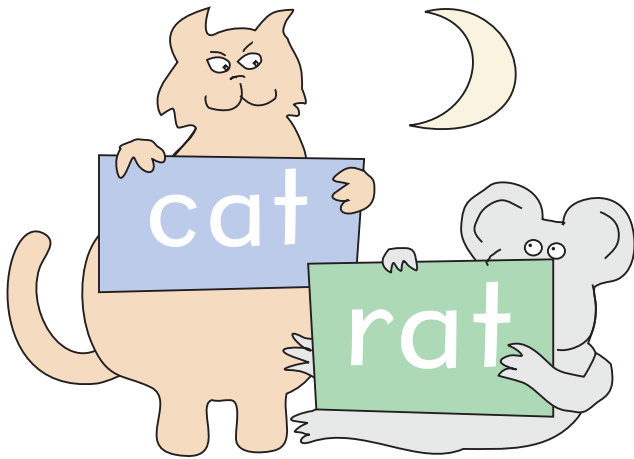


Beginner Book One

Short Vowel
a



Written and illustrated by

Miz Katz N. RatzTM

A Progressive PhonicsTM book

Copyright (c) 2004–2012 by Miz Katz N. Ratz, patent pending

Quick Start Guide



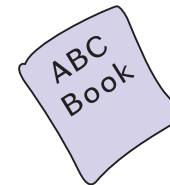
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



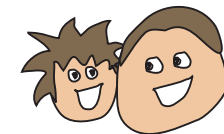
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. 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:

at bat cat fat hat mat
rat sat

bad had pad sad

bag

am ham Sam yam

can Dan man ran

cap map nap

The above list includes the following Dolch** words:

am at can ran

** 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.

at
bat
cat
fat
hat
mat
rat
sat

Yellow Jell-o



Look **at** my **cat**.

His name is Hello Yellow.

And look **at** him eat

a bowl of yellow jell-o.



Look **at** his **hat**. His

hat is very yellow. Did

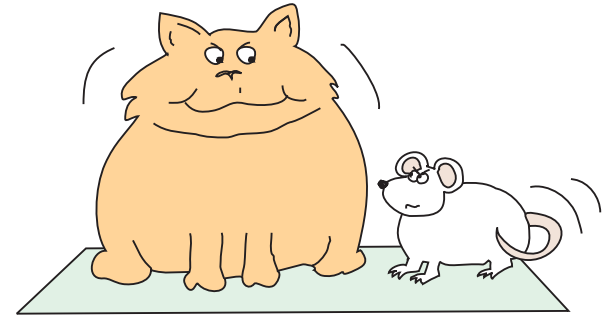
my **cat** make his **hat**

from a bowl of yellow jell-o?

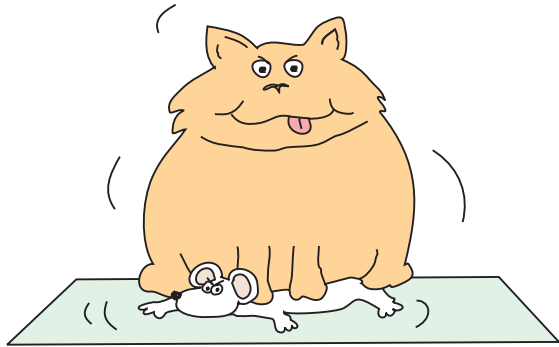


And look at that **mat**.
 That funny **mat** is yellow.
 I think my **cat sat**
 on a bowl of yellow jell-o.

Fat Cat



A **fat cat sat**
 on a big, **fat mat**,
 right beside a big, **fat**
rat.



If the **fat cat sat**
on the **rat**, would the
fat rat be as flat as
the **mat**?

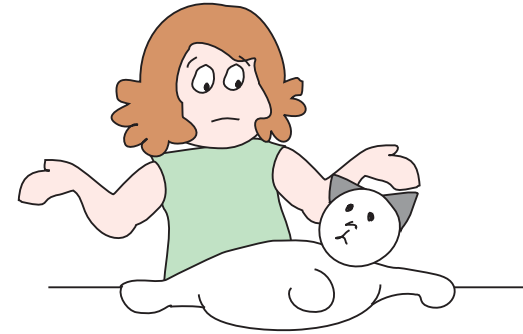
At Me



Do not throw a ball **at** me.
Because of this **hat**,
I cannot see. The **hat**
is so big it covers my eyes.
I need a **hat** that's more
my size.

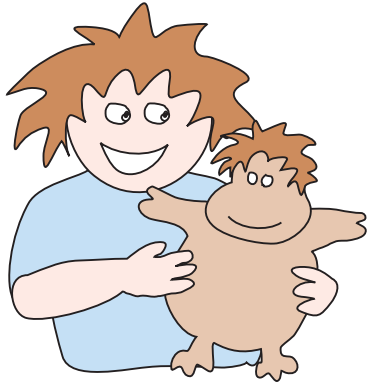
bad
had
pad
sad

Toy Cat



Is my toy **cat** good? Is my
toy **cat bad**? I never
know if she is happy or **sad**.

My toy **cat** never plays with
a ball. All she does is nothing
at all.

Had

When I was a baby, I **had**
 a yellow duck. When I was
 two, I **had** a red truck.
 When I was three, I **had**
 a chimpanzee. Everyone said
 he looked a lot like me.

Had To

My mother said I **had** to
 take a **nap**. My sister said
 I **had** to feed the **cat**.
 My brother said I **had** to tie
 his shoe. Everyone tells me
 what to do. I think I'll scream
 until I **am** blue.

bag

Bad Bag



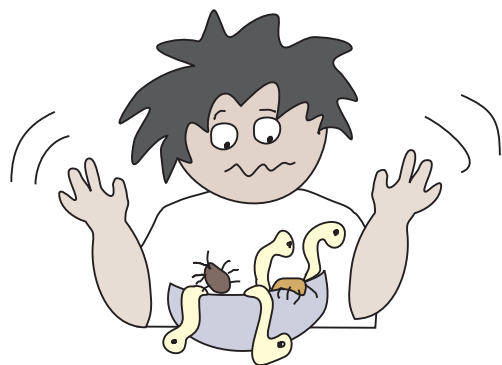
I **had** a **bag** of candy,
but I guess the **bag** was
bad. The **bag** ate my
candy, and now I feel so
sad. Wait a minute!



If the **bad bag** ate the
candy, why is sugar on my
nose? And if the **bag** was
bad, why is chocolate
on my clothes?

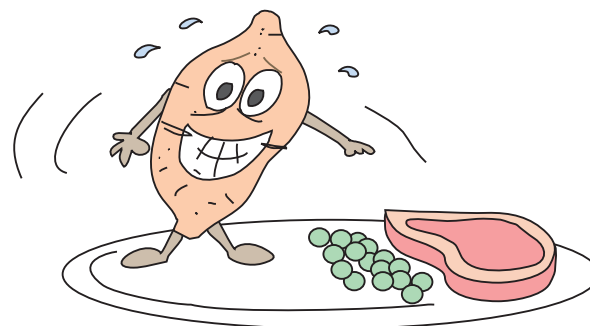
a m
h a m
S a m
y a m

I Am Sam



I **am Sam**, and I
am nice. Today for lunch, I
am eating rice. But the rice
 in the bowl doesn't look yummy.
 I **am** sure those worms
 don't belong in my tummy.

I Am A Yam



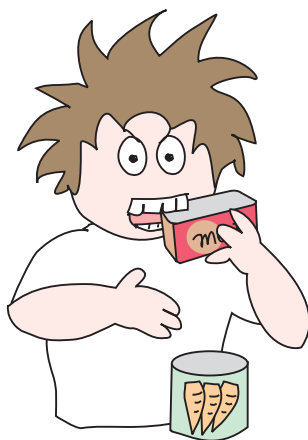
"I **am** a **yam**," said a
yam to me, "and I **am**
 as happy as a **yam can**
 be. I **am** ready to be eaten
 if you want to eat a **yam**...
 but it would be better if you
 ate the **ham**."

can
Dan
man
ran

Can Of Carrots



I **can** eat a **can** of
carrots, I **can**, I **can**,
I **can**. Like this **can**
of carrots I **am** holding
in my hand.



But they say a **can** of
carrots **can** break my
teeth, so would it be better
to eat a **can** of meat?

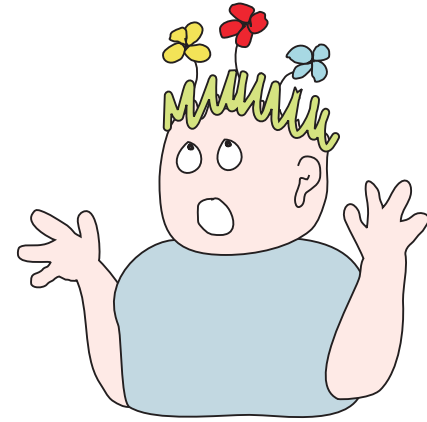
A Man Ran



A pair of shoes **ran** down the
street. A **man ran** too,
but he **had** bare feet. “Wait
for me!” said the **man** as he
ran. The shoes just laughed,
“Catch us if you **can**!”

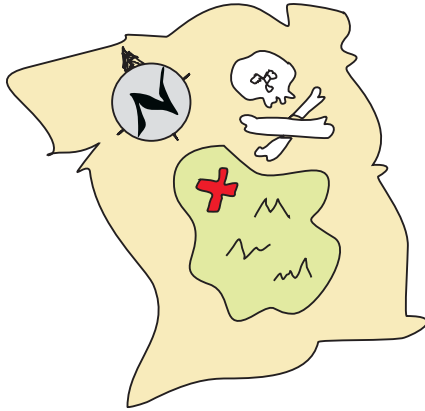
cap
map
nap

Baseball Cap



I always wear my baseball
cap. I never take it off,
not even for a **nap**. One
day my **cap** fell off my
head... I didn't have hair, I
had flowers instead.

Treasure Map



Although this **map** is a little
bit scary, the **map** shows
where the treasure is buried.
So I put a pirate **hat** on my
pirate **cat**, and we went



outside with our pirate
map. But the **map**
was wrong, the **map**
was **bad**. We only found
a frog on a lily **pad**.

Part Two

NOTE TO TEACHERS/PARENTS:

In Part Two, we teach the two “types” of fonts for the letter “a”:



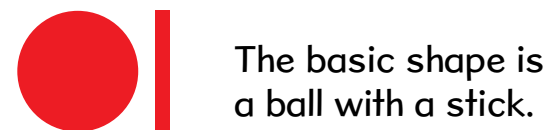
We are teaching this because many children’s books use a “serif” style of font. (Serifs are short lines and “curls” that are attached to a letter’s basic shape. Serifs help make printed letters easier to read.)

If you read a variety of books with your child/students, it’s a good idea to introduce serif fonts sooner than later.

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

(Read this page TO your child)

How we write the letter “a”:



The basic shape is a ball with a stick.



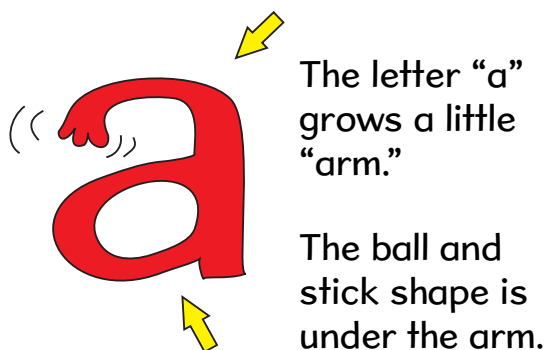
First we draw the ball, and then we draw the stick.

Everyone’s handwriting is a little different, but we can see that each letter “a” has a ball (squished or not) and a stick:



How it looks in books:

Some books use the same kind of letter “a” that we use in handwriting, but many books use a special letter “a” for books:



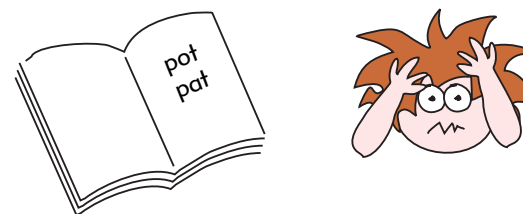
The special letter “a” for books can look different in different books, but the basic shape is the same – each letter “a” has a little “arm”:



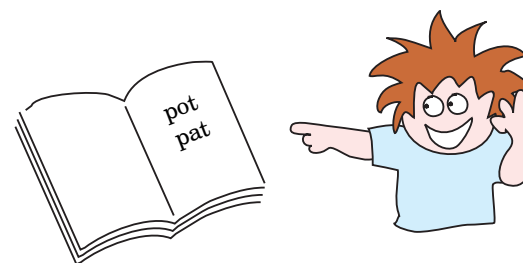
The reason why...

Sometimes, the letters in books are small – especially in books for older children and for grown-ups.

This can make it hard for some people to see the difference between the letter “o” and the letter “a”:

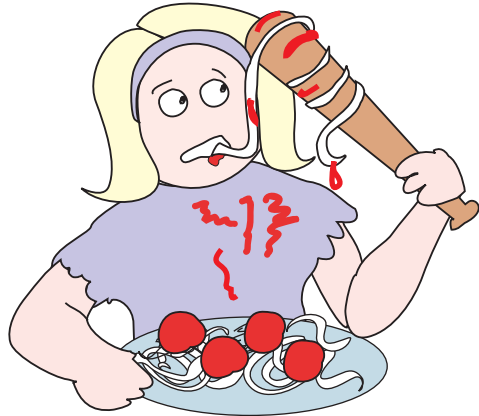


So they change the letter “a” to make it easier to read:



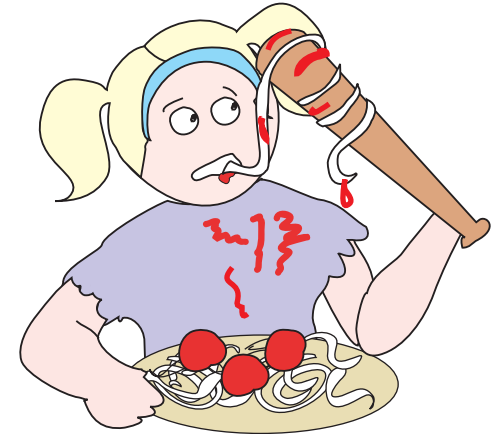
Let’s practice reading the special letter “a” for books...

(Read this page WITH your child.)
(He/she reads the big, red words.)



It is **bad** to eat with
a **bat**. It **can** make
a big, **bad** mess. I tried
it yesterday, and then I
had to wash my dress.

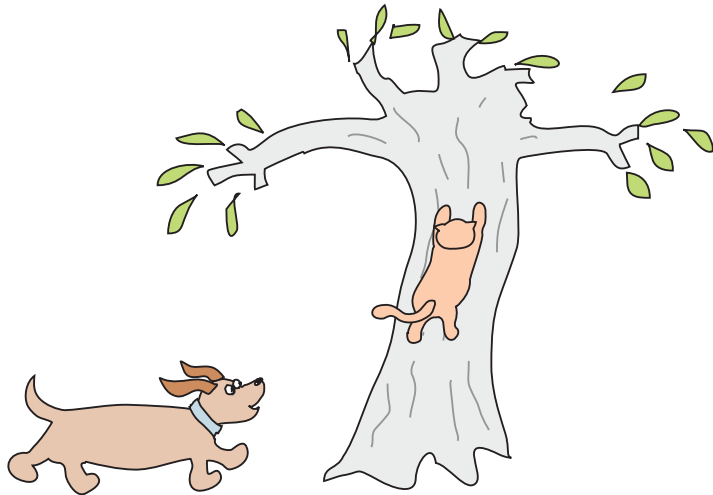
This picture has 5 differences.
Can you find them all?



It is **bad** to eat with
a **bat**. It **can** make
a big, **bad** mess. I tried
it yesterday, and then I
had to wash my dress.

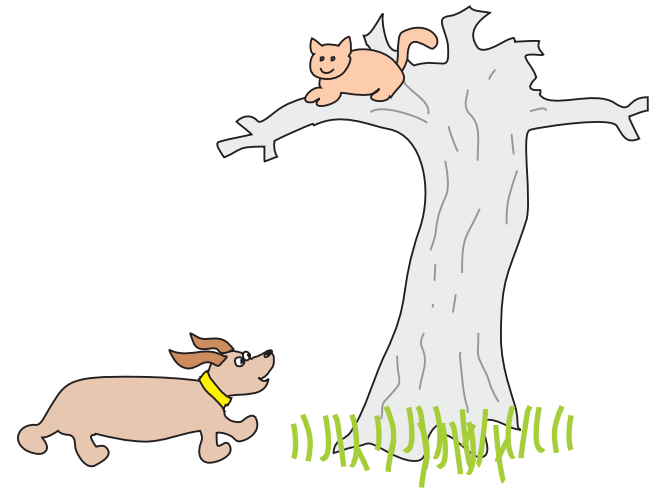
(The text on this page is for reference
and/or in case a child struggles
with the new font.)

(Read this page WITH your child.)
(He/she reads the big, red words.)



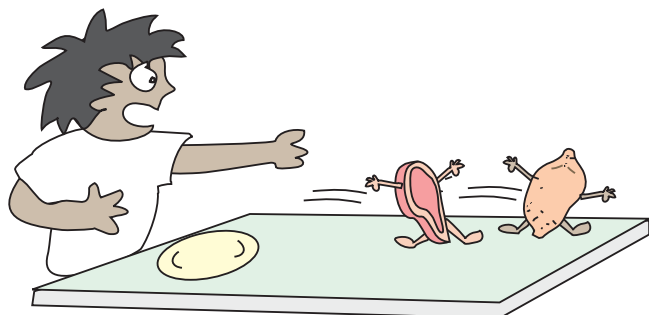
My dog, **Dan**, **ran** down
the road. He **ran** to catch
a **cat**, oh, no! But the quick
little **cat ran** up a tree.
Then the little **cat** laughed,
“Hee, hee, hee.”

This picture has 5 differences.
Can you find them all?



My dog, **Dan**, **ran** down
the road. He **ran** to catch
a **cat**, oh, no! But the quick
little **cat ran** up a tree.
Then the little **cat** laughed,
“Hee, hee, hee.”

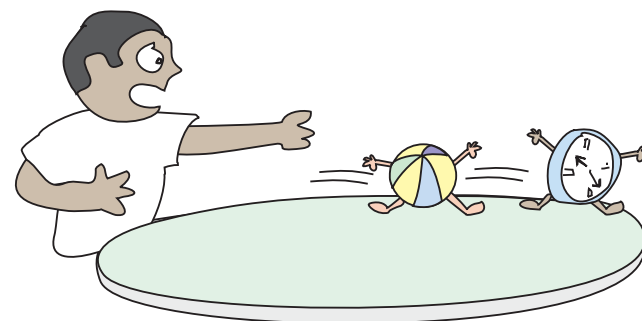
(Read this page WITH your child.)
(He/she reads the big, red words.)



I **am** so hungry, I **am**
so **sad**. Why is food so
bad, bad, bad? I
had ham and **yam**

for dinner today, but they
jumped off my plate and
ran away.

This picture has 5 differences.
Can you find them all?



I **am** so hungry, I **am**
so **sad**. Why is food so
bad, bad, bad? I
had ham and **yam**

for dinner today, but they
jumped off my plate and
ran away.

Suggested activities:

Younger children:

Flash cards and memory games using alphabet letters and simple words.

Finger painting, especially to make shapes (circles, squares, lines, triangles) and to make different alphabet letters.

Tracing, connect-the-dots, mazes, etc.

Beginner-style handwriting exercises.

Older children:

All the above plus:

More handwriting (writing actual words, not just tracing letters).

Photocopy a page from a book (such as Dr. Seuss's Cat in the Hat) and have the child find and circle words with a "book style" letter "a."

The End

Next:
Progressive Phonics
Book 2: Short Vowel "e"

ProgressivePhonics.com

Copyright (c) 2004–2012
by Miz Katz N. Ratz
Produced by
Progressive Phonics LLC