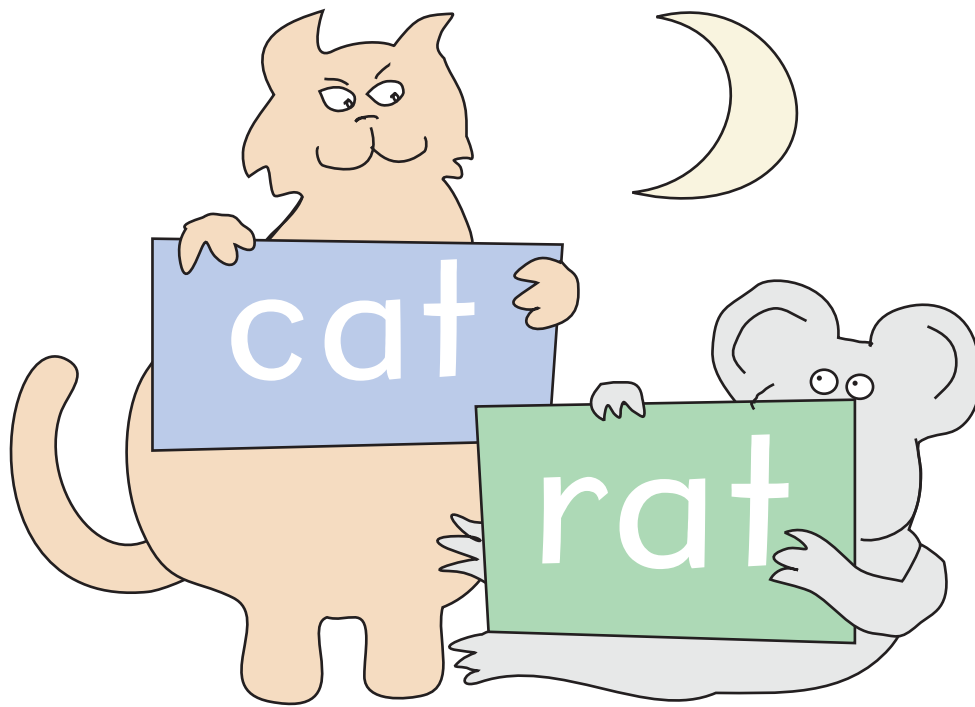


# Beginner Book One

## Short Vowel a



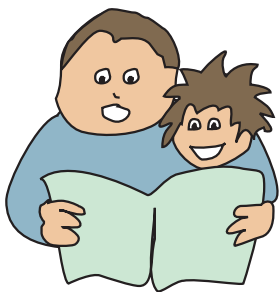
Written and illustrated by

Miz Katz N. Ratz<sup>TM.</sup>

A Progressive Phonics<sup>TM.</sup> book

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# Quick Start Guide



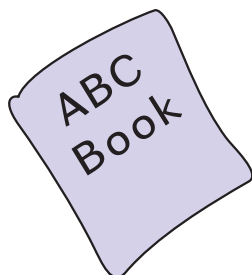
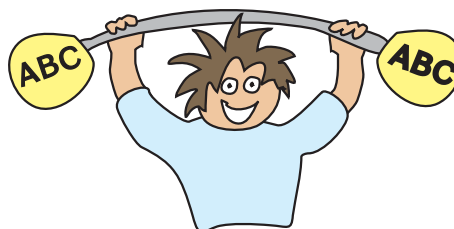
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



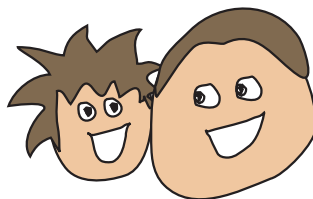
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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:

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?

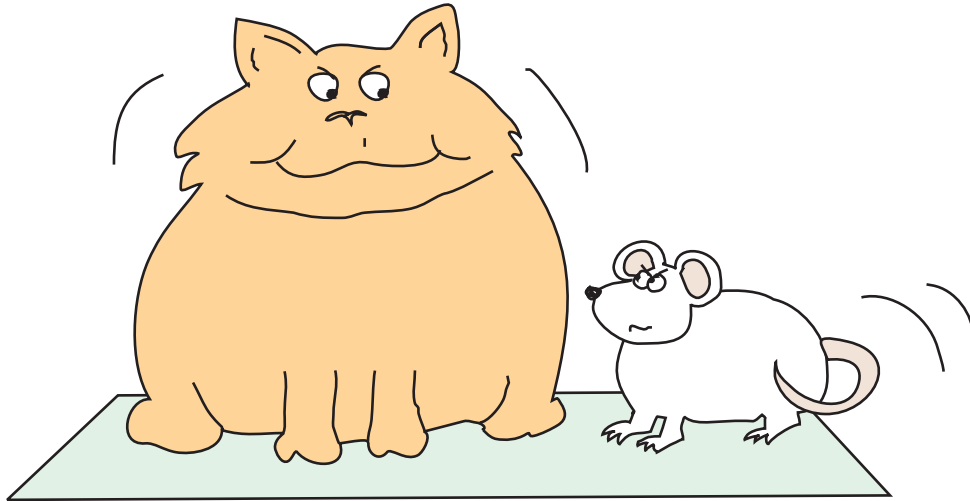


And look at that **mat**.

That funny **mat** is yellow.

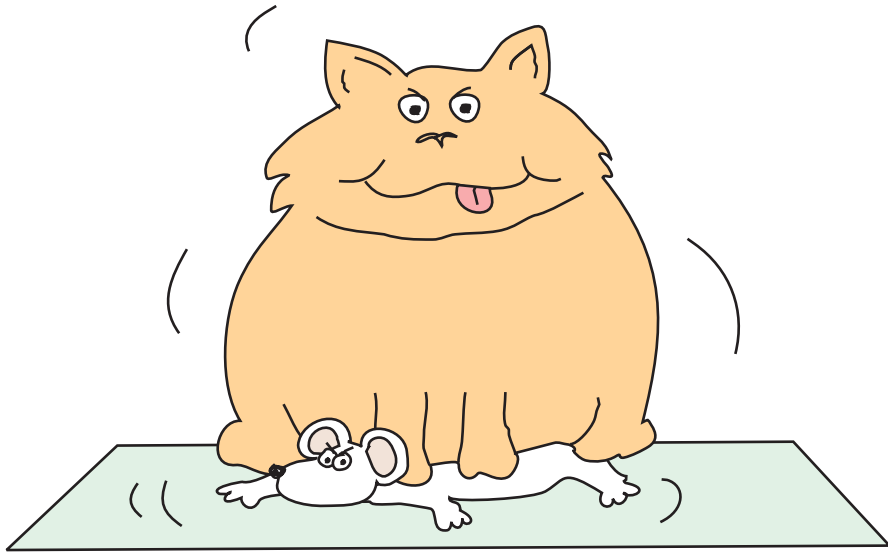
I think my **cat sat**

on a bowl of yellow jell-o.



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**?



Do not throw a ball **at** me.

Because of this **hat**, I

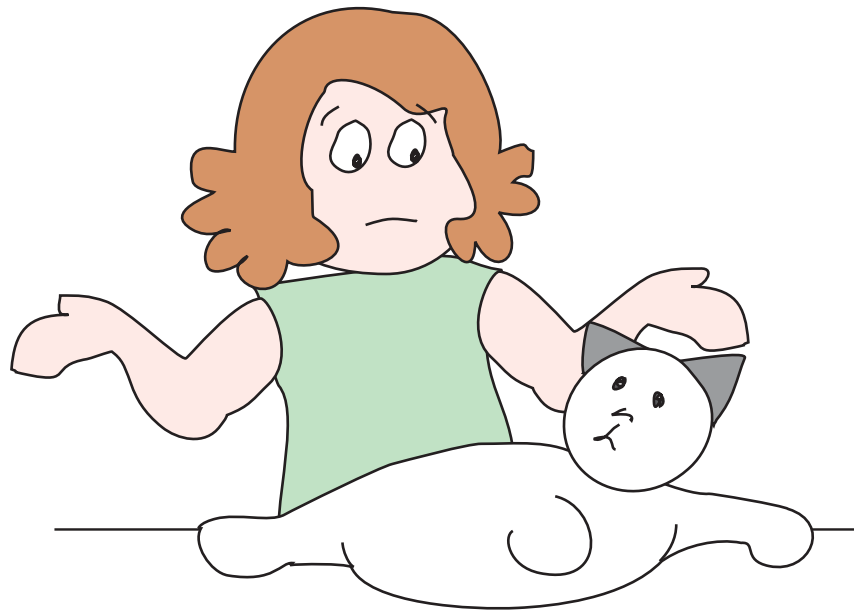
cannot see. The **hat** is so

big it covers my eyes. I need

a **hat** that's more my size.

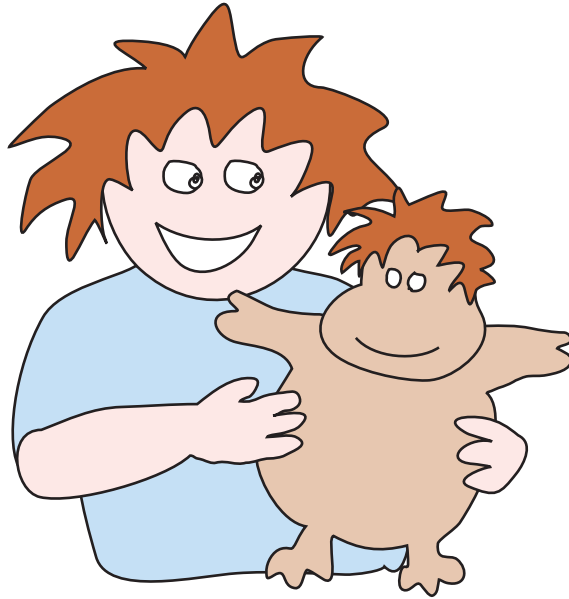
b a d  
h a d  
p a d  
s a d

# 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



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 choco-  
late on my clothes?

a m

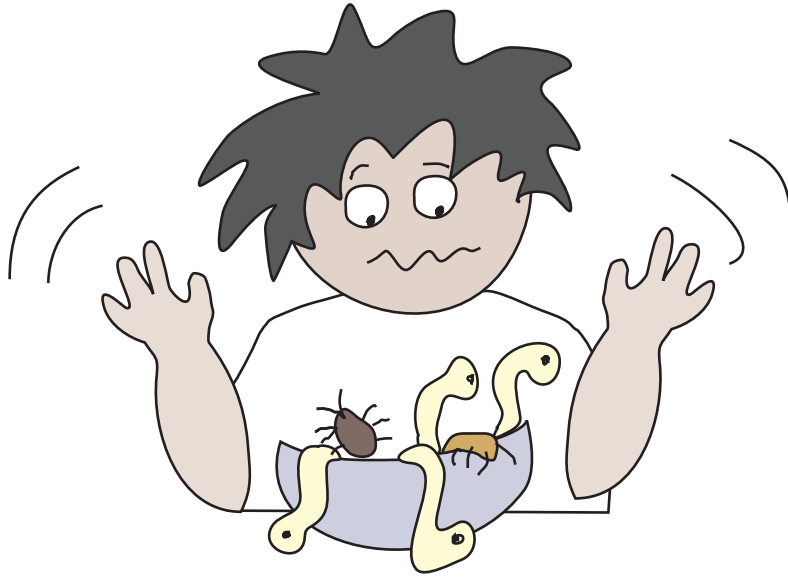
h a m

S a m

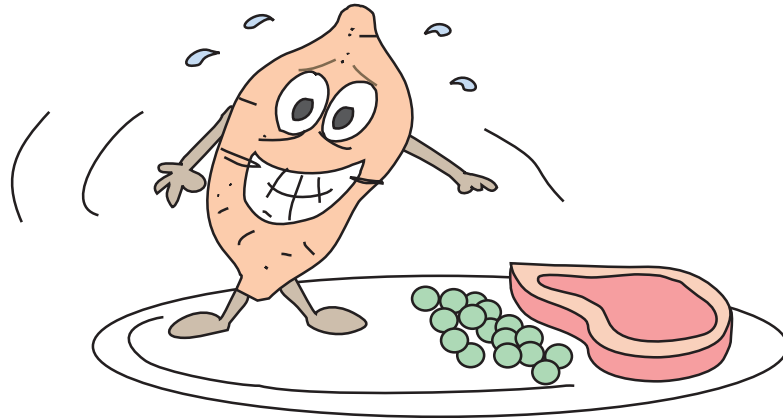
y a m

# I Am Sam

19

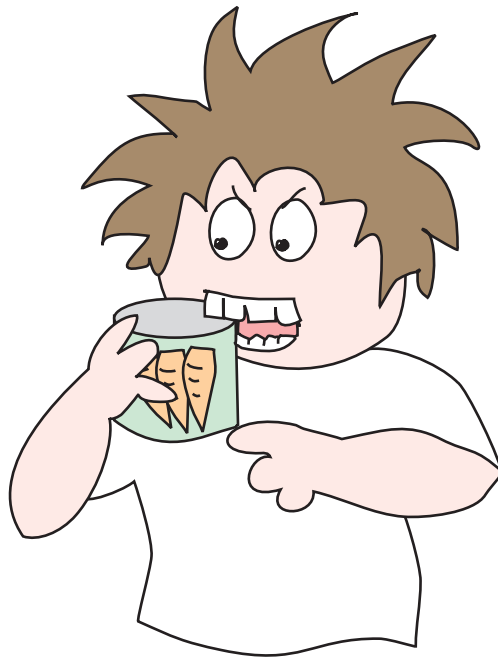


I **am Sam**, and I  
**am** nice. Today for lunch, I  
**am** eating rice. But the rice  
in the bowl doesn't look yummy.  
I **am** sure those worms  
don't belong in my tummy.



“I **am** a **yam**,” 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**.”

c a n  
D a n  
m a n  
r a n



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

24

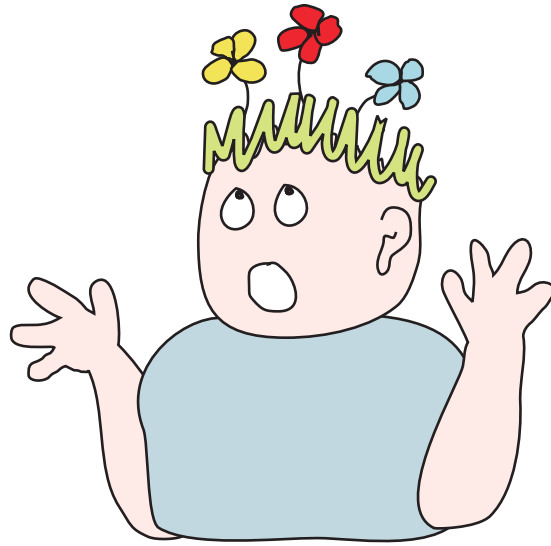


A pair of shoes **ran** down the street. A **man ran** too, but he **had** bare feet. “Wait for me!” said the **man** as he **ran**. The shoes just laughed, “Catch us if you **can**!”



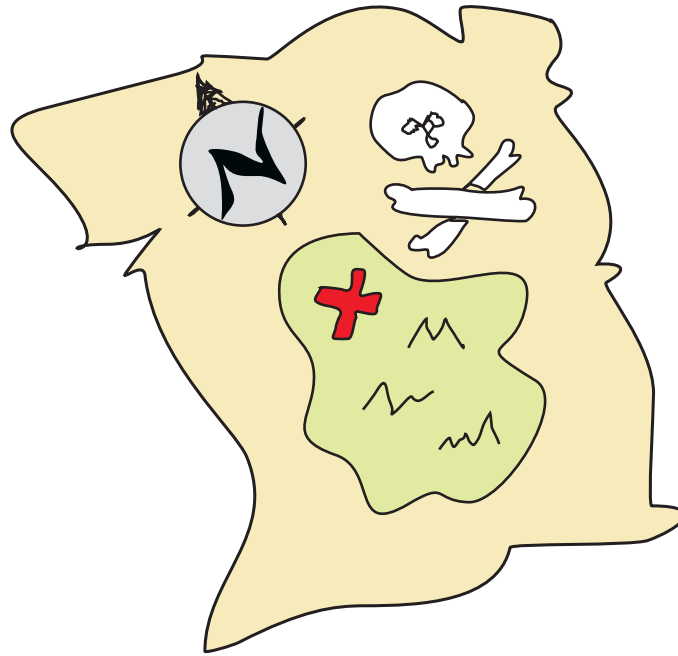
cap  
map  
nap

# 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**.

## NOTE TO TEACHERS/PARENTS

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



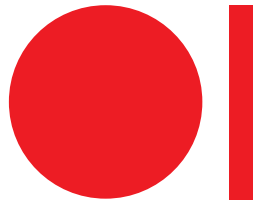
We are teaching this because many children’s books use a “serif” style of font. (Serifs are short lines and “curls” that are attached to a letter’s basic shape. Serifs help make printed letters easier to read.)

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.

## How we write the letter “a”:

30



The basic shape is a ball with a stick.



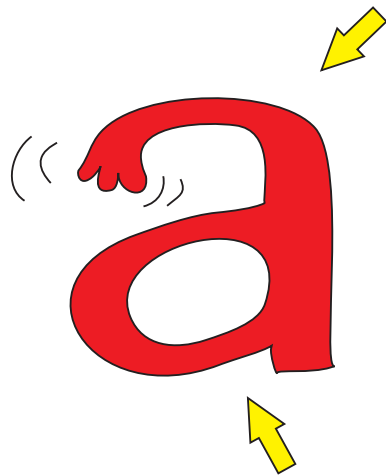
First we draw the ball, and then we draw the stick.

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 letter “a” grows a little “arm.”

The ball and stick shape is under the arm.

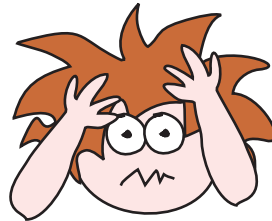
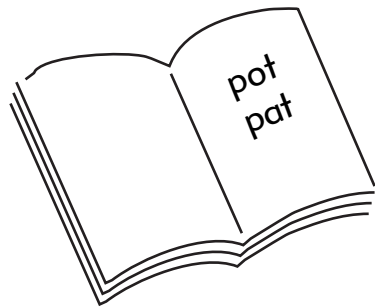
The special letter “a” for books/ can look different in different books, but the basic shape is the same – each letter “a” has a little “arm”:



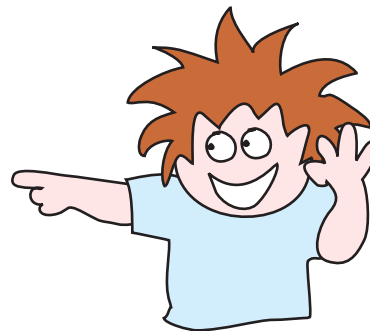
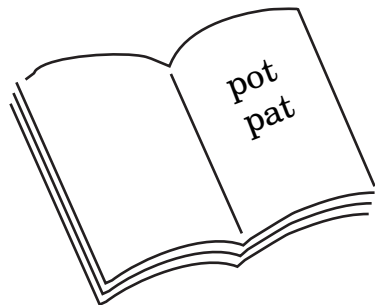
## The reason why...

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:

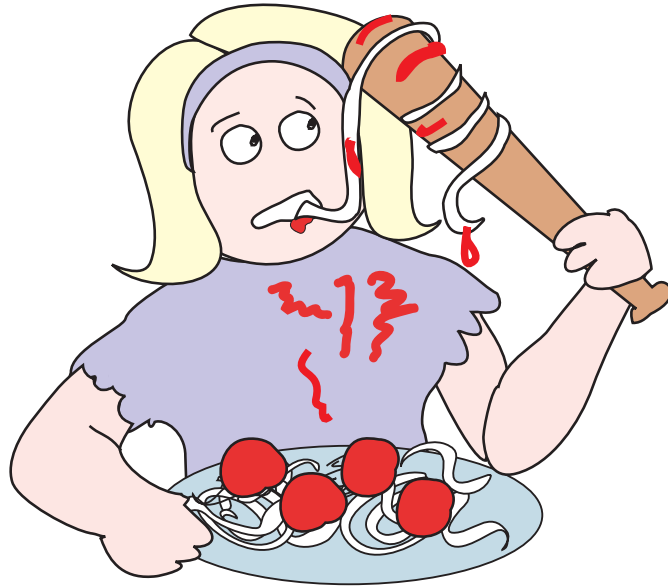


Let's practice reading the special letter “a” for books...



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

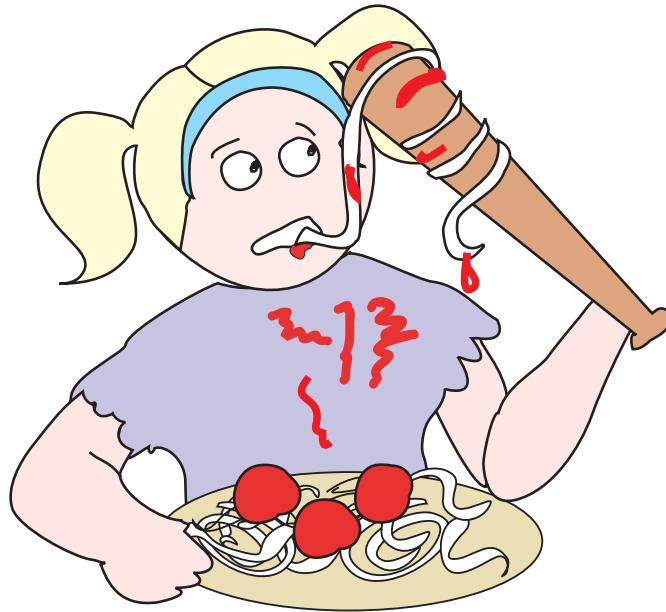
33



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?

34



It is **bad** to eat with a **bat**.

It **can** make a big, **bad**

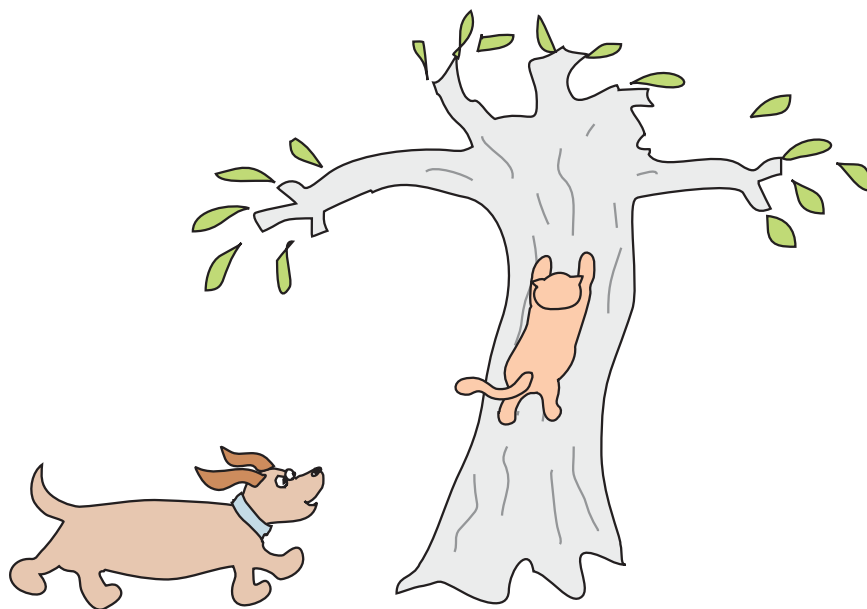
mess. I tried it yesterday, and

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.)

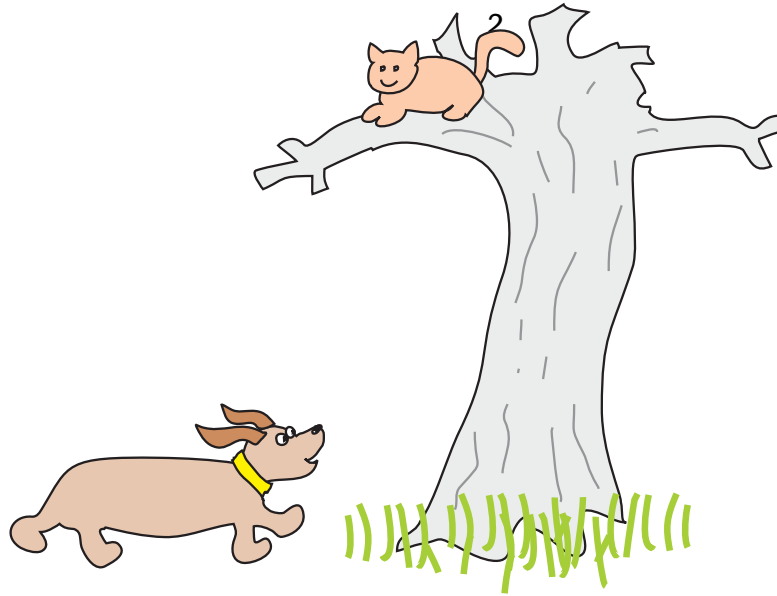
35



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?

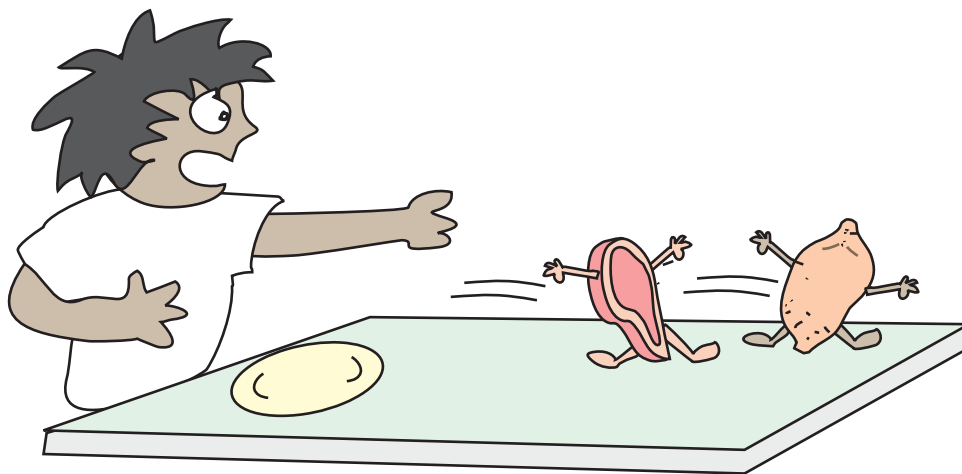
36



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.)

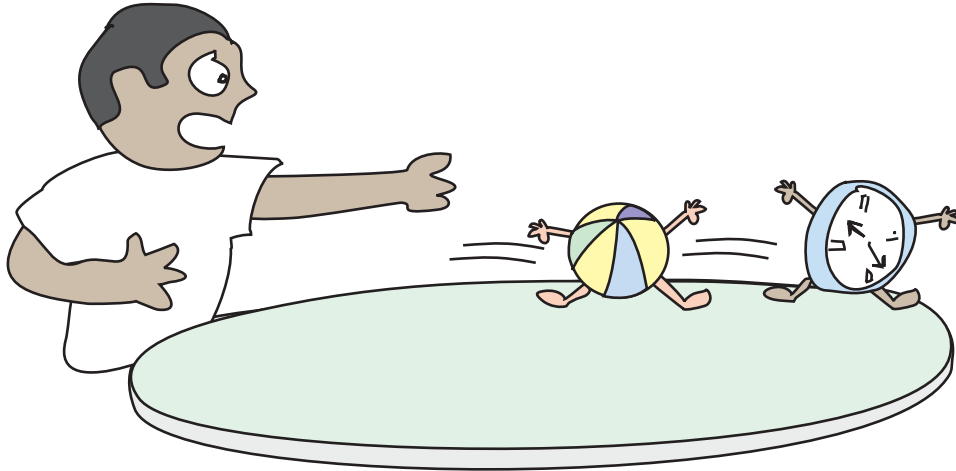
37



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?

38



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](http://ProgressivePhonics.com)

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