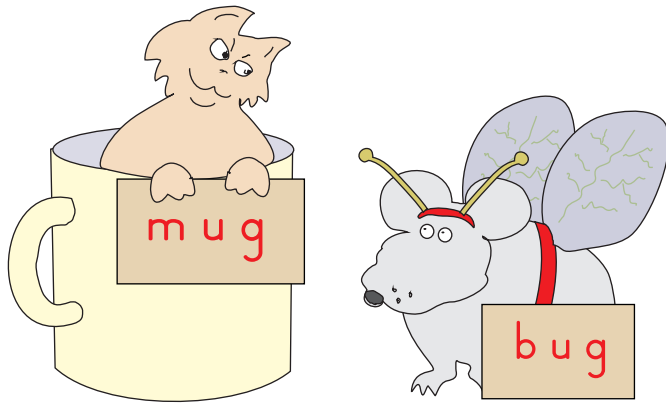


Book Five

Short Vowel u



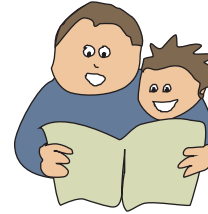
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

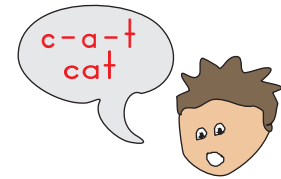
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Quick Start Guide



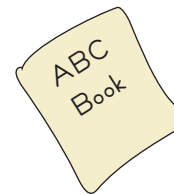
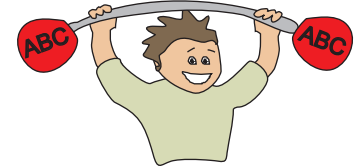
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



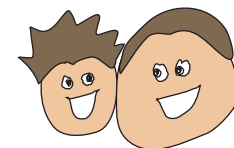
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. 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 the alphabet. Get a fun book about the alphabet, and read that lots of times. Then come back to Progressive Phonics.

And most important of all, HAVE FUN!



Word list:

bug dug hug mug rug

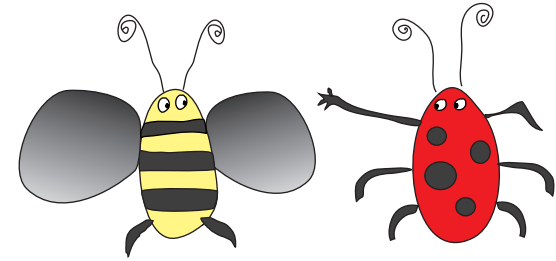
up cup pup

but cut nut

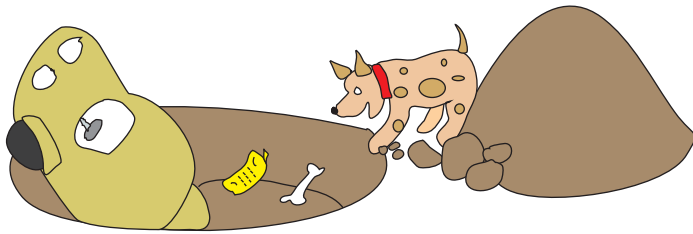
fun gun run sun

gum hum

mud bud



How does a **bug** give another **bug** a **hug**? Does a **bug** give a **hug** with a bump of its head? Does a **bug** give a **hug** with an arm or a leg? Or maybe a **bug** jumps up in the air to **hug** another **bug** when they meet on the stair.



My dog **dug** a hole in the garden; he wanted to bury a bone. But the hole that he **dug** was as big as a **rug**, so he buried the bone, the car and the phone in the very big hole that he **dug**.

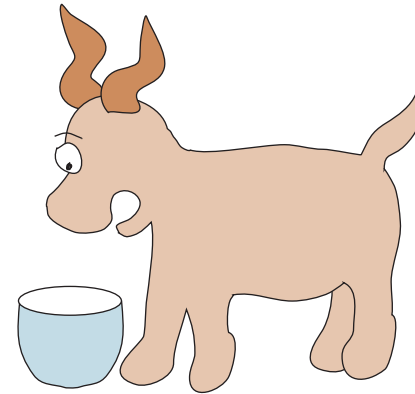


I left some milk in my big, blue **mug**, and I left the **mug** on the **rug**. A few days later, I found my **mug** – I looked inside, and I said, “Ugh!”



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

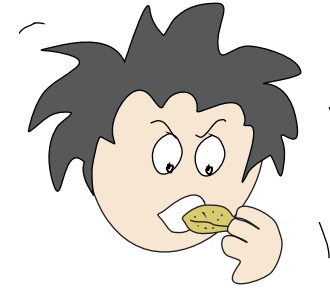
I wish I could sleep **up** there,
up so high, but first I must
learn how to fly.



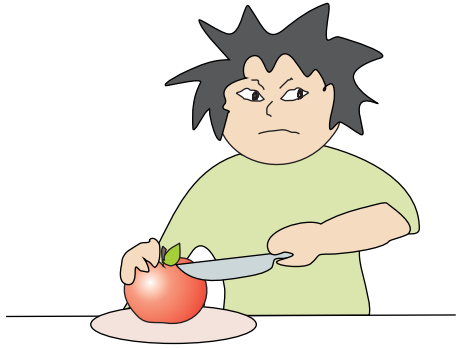
I poured some milk into
a **cup**, and when the **cup**
was all filled **up**, I took the
cup to a little **pup**. I told
the **pup** to drink it **up**, but the
silly little **pup** just said, "Yuck!"



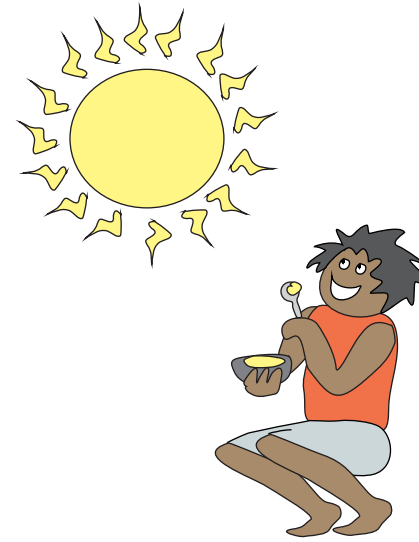
I want to play trains, **but** my brother says no. I want to play outside, **but** my brother won't go. I want to kick a ball, **but** I broke my toe. I guess I will sit and pick my.... no I won't, that's much too rude!



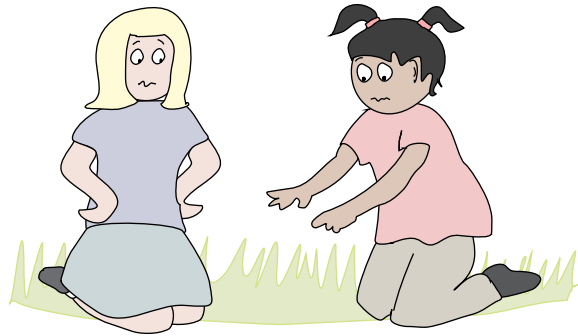
I want to eat this **nut**, **but** I cannot seem to chew it. I want to eat this **nut**, **but** my teeth can't **cut** through it. A **nut** would be nice, a **nut** would be good, **but** this **nut** is as hard as a piece of wood.



I am not greedy; I always share. So let's **cut up** this apple to show that I care. One **cut**, two **cut**, three **cut**, four... all for me, and I still want more!



The **sun** is big,
and the **sun** is yellow.
The **sun** is like
my lemon Jello.^{TM.}



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

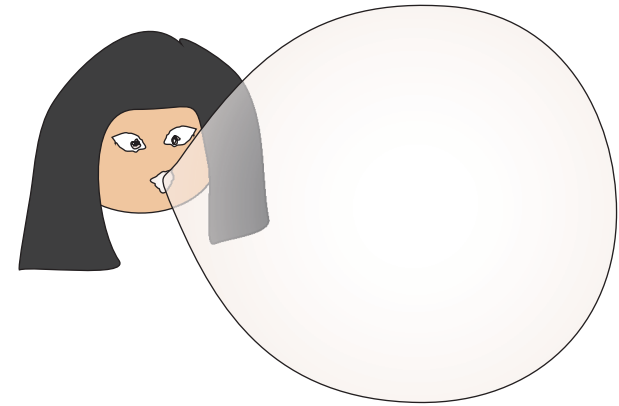
as me, you need another

leg – I **run** with three.

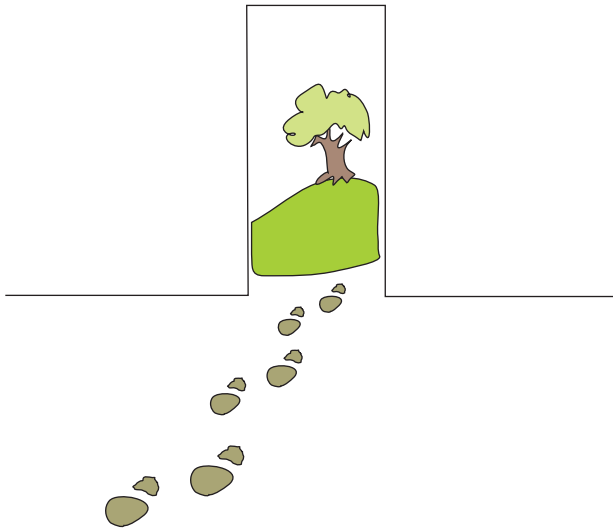


I like music, and I like
to **hum**. I can **hum**
almost any song.

I would much, much
rather **hum** a song,
than mess up the words
and get it wrong.



I like chewing bubble
gum, so I chew a lot
of **gum**. But when I
put **gum** in my mouth,
big, bad bubbles keep
coming out.



I didn't do it, and it wasn't my
feet that walked in **mud** from
out on the street. It was the
mud that walked in the door,
and the **mud** left **mud**
footprints all over the floor.



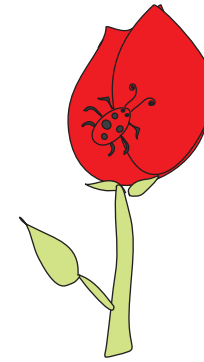
I picked a flower **bud**
and gave it to my sister.
She tried to eat the **bud**
and cried until I kissed her.

Mix it up

Up until now, each “story” focused on just a few letters and words at a time.

In the “Mix It Up” section, we “step it up” by highlighting a sampling of ALL words that the child should know by now.

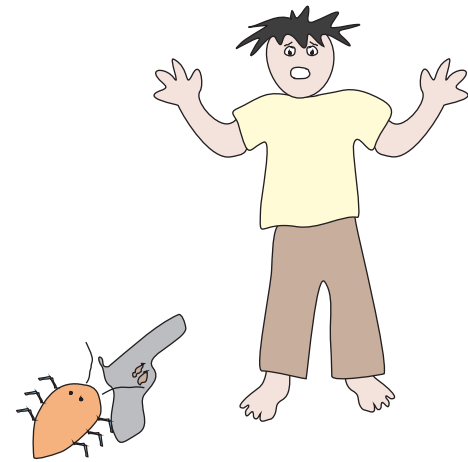
If the child has trouble with the “Mix It Up” section, re-read the earlier portion of this book to help the child develop better recognition of these particular words.



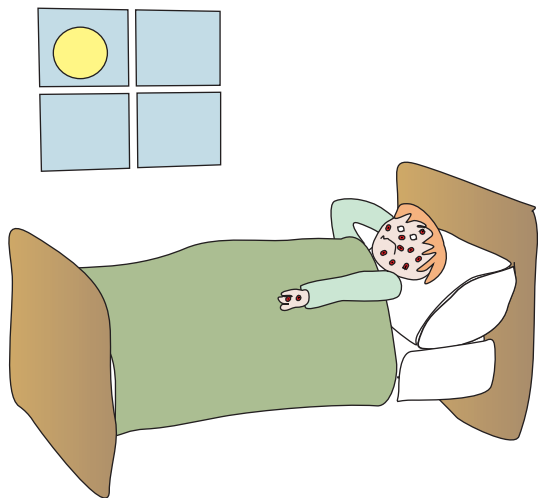
There **is a bug on**
the flower **bud, but I** really
don't know where. The **bug**
is red, and the **bud is**
red... oh, I see the bug –
the **bug is** there.



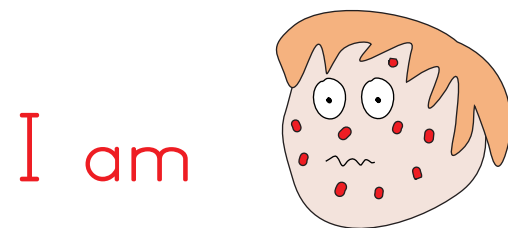
What's the right way to **get**
rid of a bug? Do **I** say
 goodbye and give **it a hug**?
 And what **if** the **bug** is in
 a **red mug**? Do **I** tip it
 out all over the **rug**? And what **if**
 the **bug** crawls **up on** my toe?



Do **I** scream and holler or just
 say no? And what **if** the **bug**
is waving a **gun**? Do **I** call
 a **cop** or **get up** and **run**?
 I just don't know, that's why **I** ask,
 because the **bug is on** you...
 and off me **at** last.



I want to have some **fun**
 in the **sun**. I want to
hop and jump and **run**.
 But I am in bed
 with the chicken **pox**, and



I am

covered with **a** million dots.

Why **is it** called the chicken

pox?

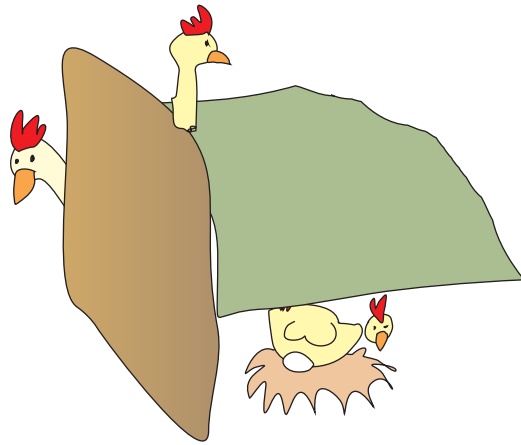
Is a

chicken

hiding,

somewhere **in a box**?





Or maybe **a hen is**
under my **bed**, making

a nest and laying **an** egg.

All **I** want **is** to go out and

play – **I** wish these chickens

would all **run** away.

The End

Next:

Progressive Phonics
Intermediate Books

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