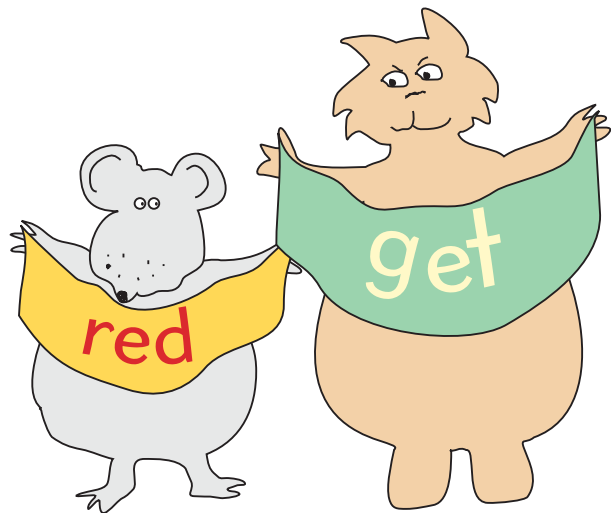


## Beginner Book Two

Short Vowel  
**e**



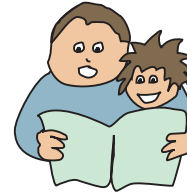
Written and illustrated by

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

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

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

## Quick Start Guide



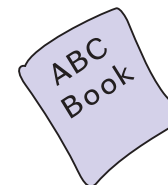
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



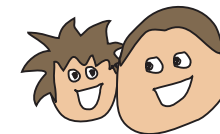
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

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:

Ed, bed, fed, red

yes

Rex, Tex, vex

bet, get, jet, let, met, pet, wet, yet

leg

Ben, hen, Ken, men, pen, ten

## The above list includes the following Dolch\*\* words:

get, let, red, ten, yes

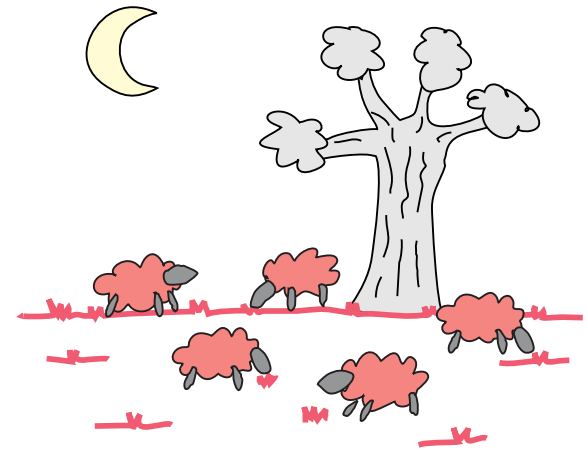
\*\* Dolch words: This is a list of 220 words that comprise 50%—80% of all written texts in English. These words were identified by Edward William Dolch, PhD, in 1948; the theory is that children who can read these words rapidly and without conscious effort will be well on their way to becoming good readers. The “Dolch List” is the backbone of many English reading programs, including Progressive Phonics.

Ed  
bed  
fed  
red

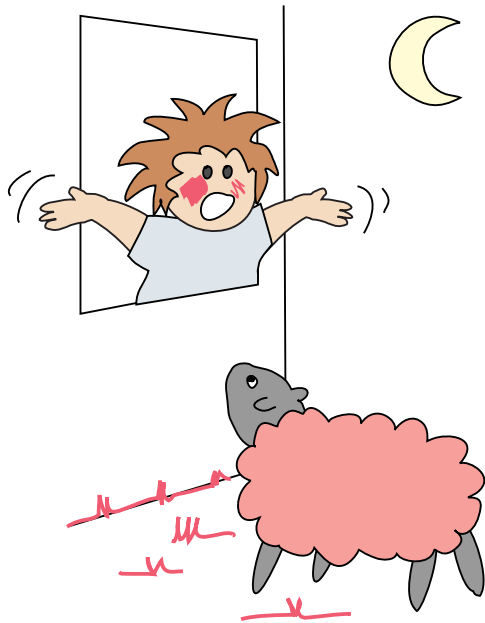
## Red Sheep



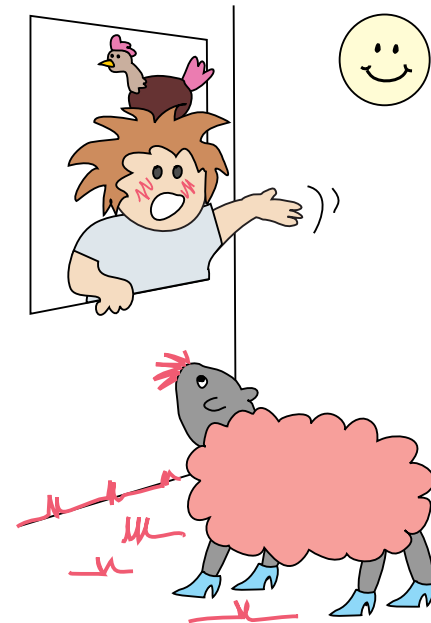
My cousin, **Ed**, has a big, **red bed** and big, **red** sheep inside his head. Every night, when he goes to sleep,



**Ed** likes to count his big, **red** sheep. Then one night, the sheep were gone. They were outside on the big **red** lawn.



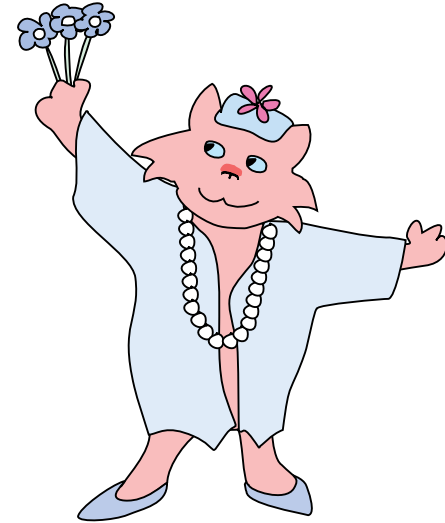
“Hey!” said **Ed**, his face all **red**, “You sheep should shuffle back in my head.” But the **red** sheep laughed, “Go back to



**bed**. We’ll only come home when we are **fed**. Big, **red** sheep may not be real, but big **red** sheep need a big, **red** meal.”

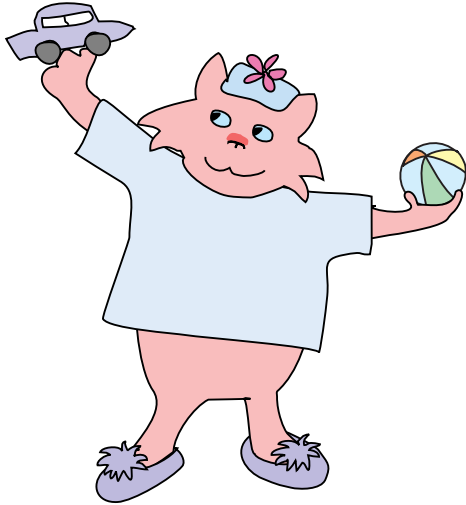
yes

My Red Cat, "Blue"



**Yes**, it is funny. **Yes**,  
it is true. **Yes**, I have a  
**red cat**. And **yes**,  
I call her "Blue." **Yes**,  
my **cat** has **red** fur,

(This picture has 5 differences.)



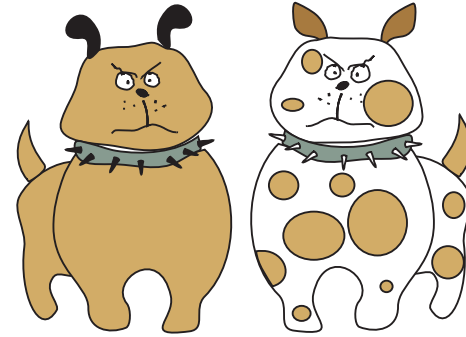
and a **red** dot on her nose, but my big, **red cat** has blue eyes, and she likes to wear blue clothes. **Yes**, she



paints her toenails—and **yes**, she paints them blue. Call her “**Red**” if you want to, but she won’t answer you.

Rex  
Tex  
vex

## Rex And Tex



I know two dogs called

**Rex** and **Tex**. **Rex**

and **Tex** are mean. Never

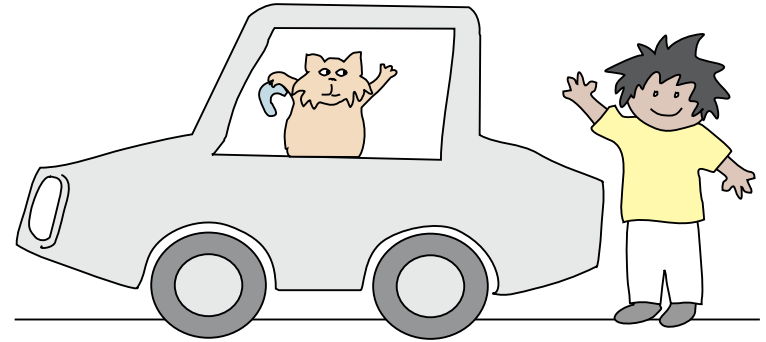
**vex** (that means to annoy)

**Rex** or **Tex**, or they

will make you scream.

bet  
get  
jet  
let  
met  
pet  
wet  
yet

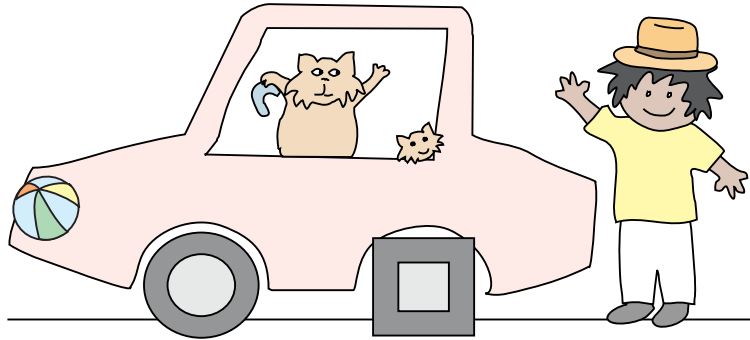
## Let My Pet



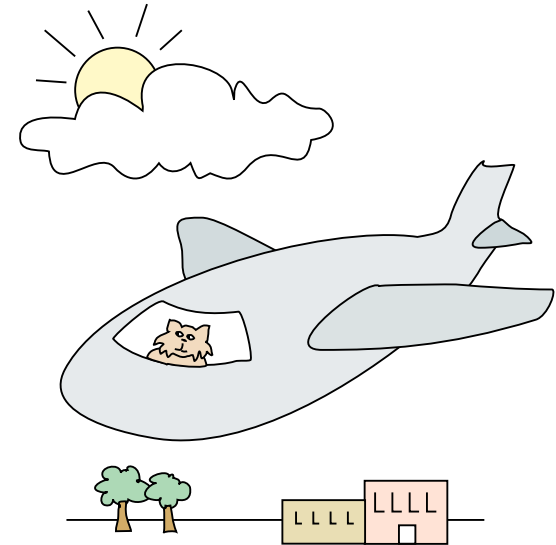
One day I thought I would  
**let** my **pet** try to drive the  
 car. So I gave him the keys,  
 and I **let** him drive away,  
 but then he drove too far.



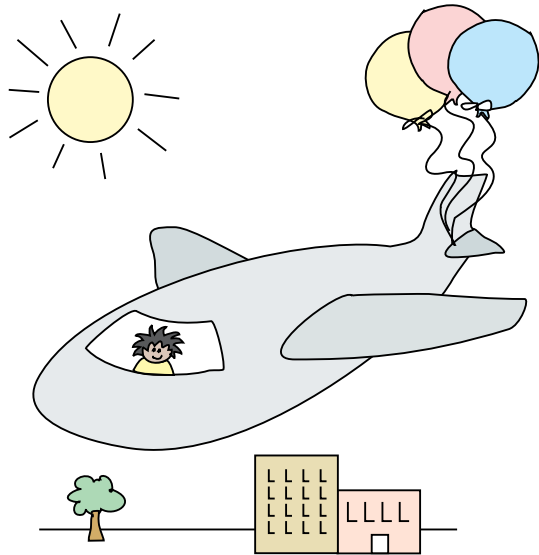
(This picture has 5 differences.)



My **pet** said he was out  
of gas when he called me  
on the phone, so I **had**  
to **get** a taxi to **get**  
my **pet** back home.

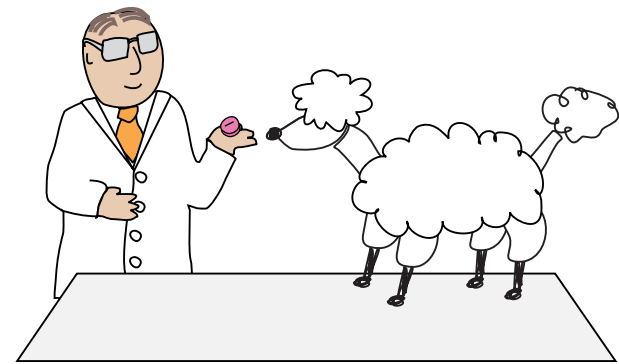


Then my **pet** saw a  
silver **jet**, and he said,  
“**Let** me fly.” Silly me, I  
**let** him. I really don’t  
know why. Well, my **pet**



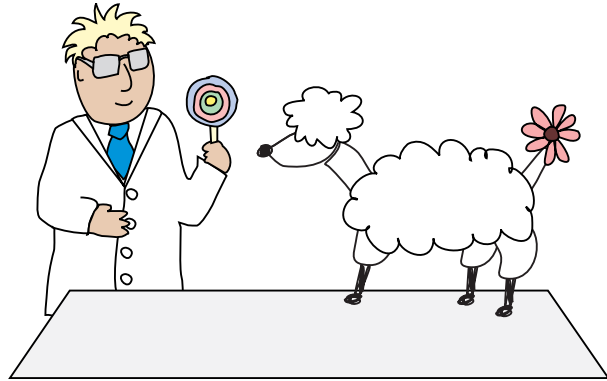
flew the **jet** for an hour  
or two, but the **jet** was  
low on fuel. So now I  
only **let** my **pet** fly  
me home from school.

## Purple Pet

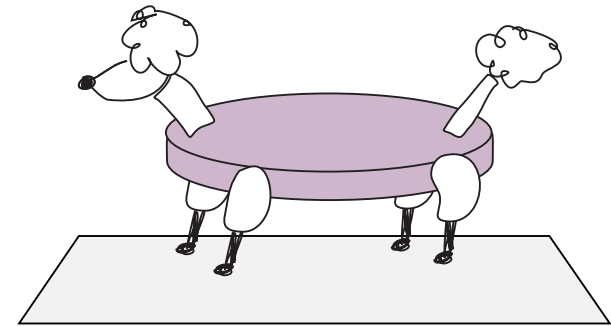


I took my **pet** to see the  
**vet**, and he gave my **pet**  
a pill. I asked my **pet**, “Are  
you better **yet**?” She said,  
“Not **yet**, I **am** ill.”

(This picture has 5 differences.)



So the **vet** gave my **pet**  
 a bigger pill and a lollipop to  
 lick. I asked my **pet**, “Are  
 you better **yet**?” She said,  
 “Not **yet**, I **am** sick.”



So the **vet** gave my **pet**  
 a giant pill, but it stuck inside  
 her tummy. And now my  
**pet** is a purple pill—don’t  
 laugh; it isn’t funny.

leg

## One Leg At A Time



My dog doesn't like to  
**get wet**, so a bath  
takes a long, long time. He  
will only **get wet** one  
**leg** at a time. Why, oh, why  
does he have to have nine?

Ben  
hen  
Ken  
men  
pen  
ten

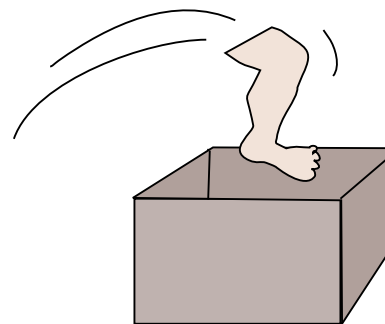
## The Stinky Socks



Ben has **ten** of  
everything. **Ten** trains,  
**ten** clocks, and **ten**  
pairs of stinky socks. Every  
morning at **ten** o'clock,  
**Ben** puts on a stinky sock.



Then **Ben** brushes **ten** of his teeth and runs downstairs with stinky feet. But **Ben** can never go outside; his **ten** shoes always run and hide. Then one day his **leg** said,



“No! Your stinky socks have got to go!” **Ben** did not listen to his **leg**, and then that night, when he went to **bed**, his **leg** ran off and hid in a box, where it would not



have to smell those socks.

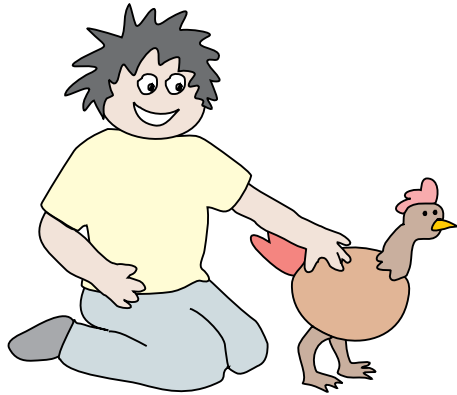
“Oh, no!” said **Ben**, “My **leg** is lost! I really must go wash my socks.” **Ben**

threw his socks into a sink with special soap to kill the

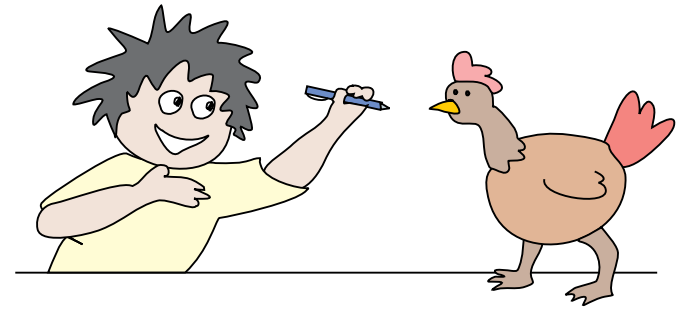


stink. **Ten** times, **Ben** washed those socks, and then he washed **ten** trains and clocks. His **leg** came back, and all was well because there was no more smell.

## A Pen For A Hen

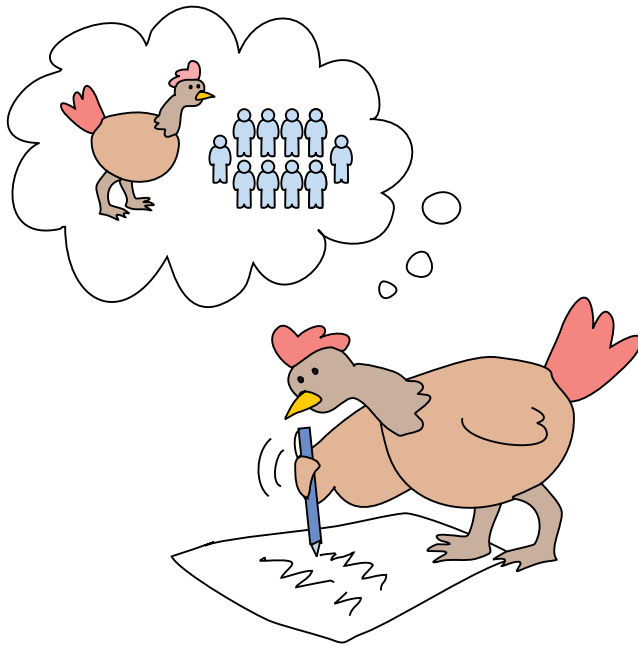


**Ben** has a **hen** that  
he calls **Ken**—but  
**Ken** is a name for boys  
and **men**. But **Ben**  
doesn't care, and neither

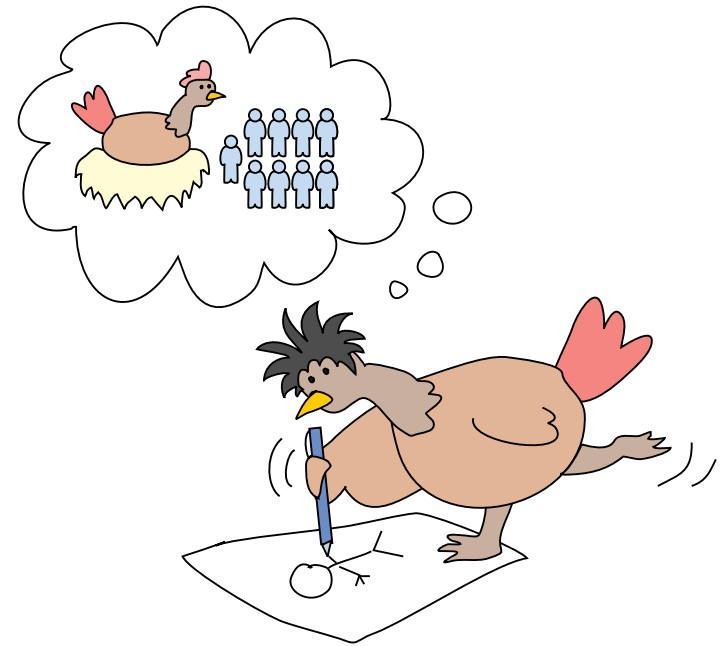


does the **hen**, so he  
calls her **Ken** again  
and again. One day, **Ben**  
says to his **hen**, “This  
**pen** is for **men**,





but a **pen** for **men**  
**can** be used by a **hen** if  
 her name is **Ken**.” So the  
 clever little **hen** takes the  
**pen** from **Ben** and



writes these words again and  
 again: “**Ken** the **Hen**  
 is as big as **ten men**,  
 so **Ken can** keep the  
**pen, pen, pen**.”

## Part Two

### NOTE TO TEACHERS/PARENTS:

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

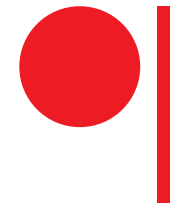


We are teaching this because many children’s books use a “serif” style of font. (Serifs are short lines and “curls” that are attached to a letter’s basic shape. Serifs help make printed letters easier to read.)

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.

### How we write the letter “g”:



The basic shape is a ball with a stick.



First we draw the ball, and then we draw the stick, which has a little “curl” on the bottom.

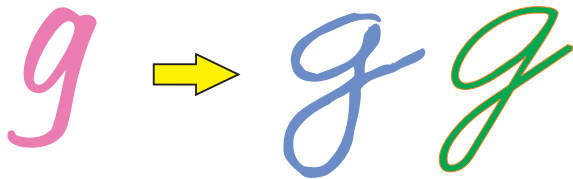
Everyone’s handwriting is a little different, but we can see that each letter “g” has a ball and a curly stick:



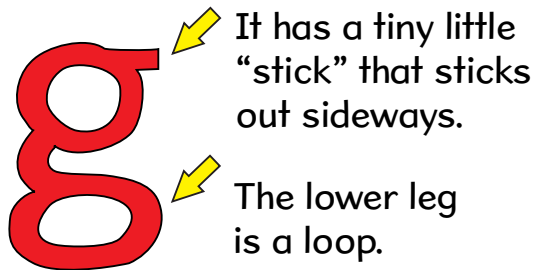
(Read this page TO your child)

## A “g” with a loop:

When some people write the letter “g,” they change the “curl” at the bottom into a little “loop” –



And many books use a special “book-style” letter “g” with a loop at the bottom:



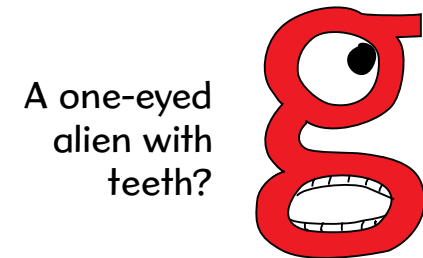
(Read this page TO your child)

## A funny looking letter..

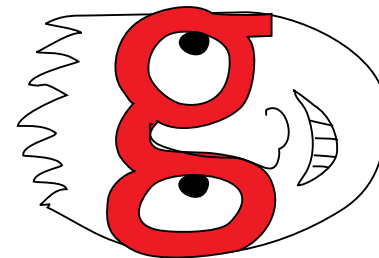
What do you think the “book-style” letter “g” looks like?



A scared man with a big tummy?



A one-eyed alien with teeth?



A man wearing sunglasses?

## If I Get Wet



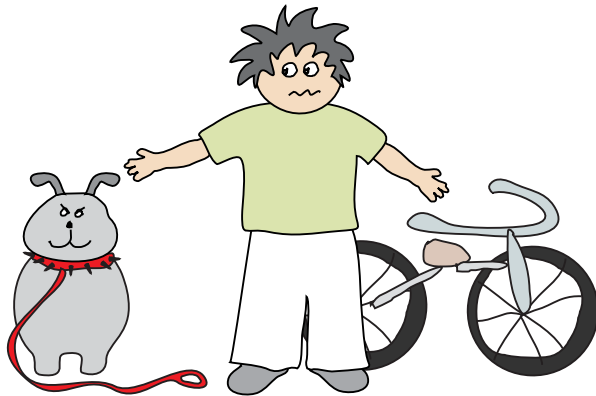
If I **get wet**,  
I will be so **mad**.  
If I **get wet**, it  
will be very **bad**.

(This picture has 5 differences.)



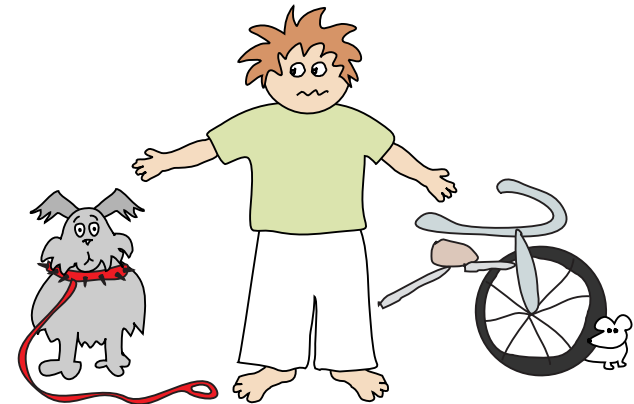
I **am** a **cat**, and  
I have **cat** teeth.  
If I **get wet**, I  
will bite your feet.

## My Birthday



For my birthday, I will  
**get** a bike. I will also  
**get** a cake and a dog  
 called Spike. And Spike  
 will **get** a collar, and

(This picture has 5 differences.)



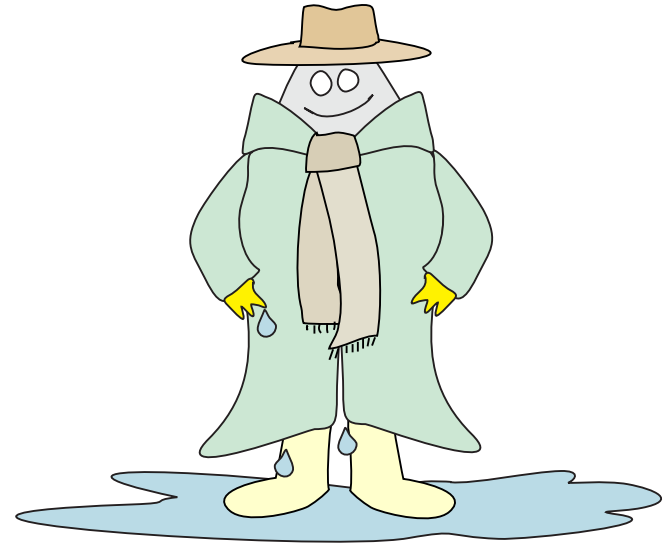
Spike will **get** a  
 leash — wait! Why will  
 Spike **get** anything?  
 On my birthday, I  
**am** the king!

## I Met A Man



I **met** a **man**  
 down by the sea. I  
**met** a **man**, and  
 a **man met** me.

(This picture has 5 differences.)



But the **man** that I  
**met** was a little bit  
**wet**, so the **man** that  
 I **met** was a fish, I **bet**.

## 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 (writing readiness).

### 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 Green Eggs and Ham) and have the child find and circle words with a "book-style" letter "g."

# The End

Next:  
Progressive Phonics  
Book 3: Short Vowel "i"

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

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