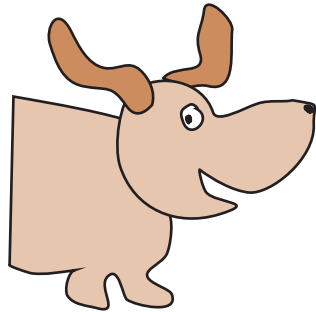


# Alphabetti<sup>TM</sup> Book 1-A

## dod the dog



Written and illustrated by

Miz Katz N. Ratz

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

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### alphabetti box

d o g

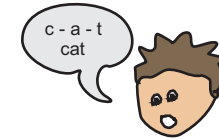
(letters practiced in this book)

### Quick Start Guide



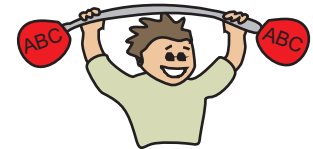
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



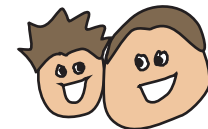
Read the book many times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Body builders don't train in a day, neither does a child.

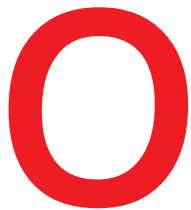


Use the handwriting worksheets – when children write what they learn, they learn it better.

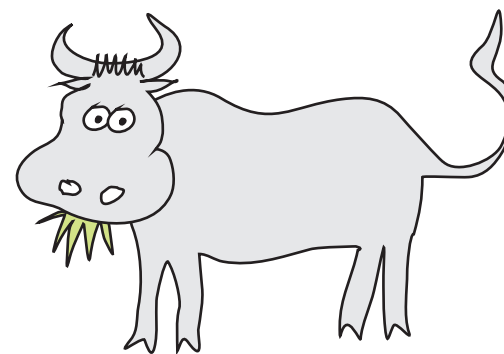
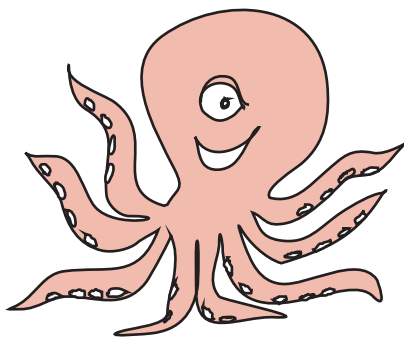
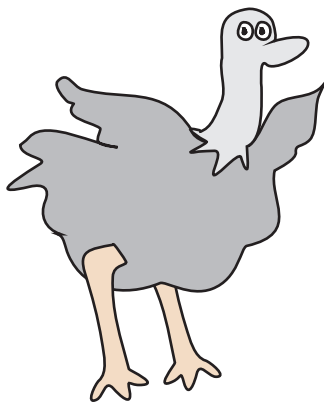
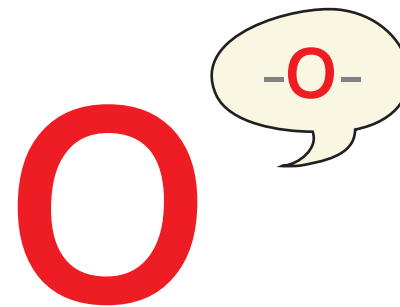
Don't worry about upper-case letters or capitalizing proper nouns. Uppercase letters are taught in a later book.



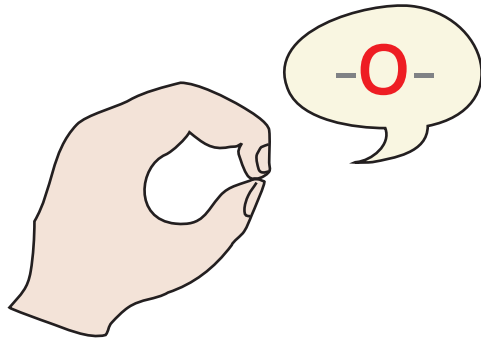
This is the letter “o” – the letter “o” looks like a ball, doesn’t it?



The letter “o” says, “-o-” as in ox, octopus, and ostrich.



Let's make the letter "o" with our hands –



And what does the letter "o" say?  
(have the child make the letter "o"  
sound several times)

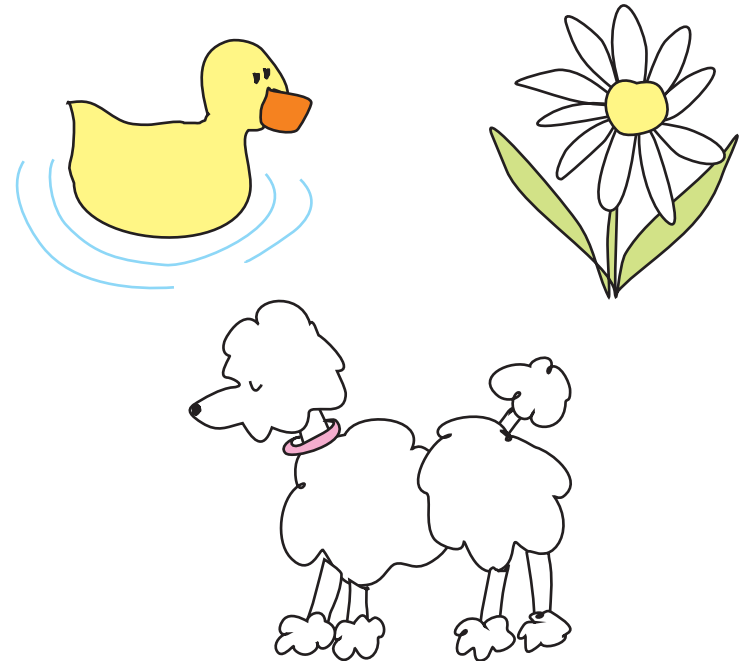
Pronunciation guide:

The NAME of the letter "o" is pronounced  
"oh" (as in "go" and "no" and "owe")

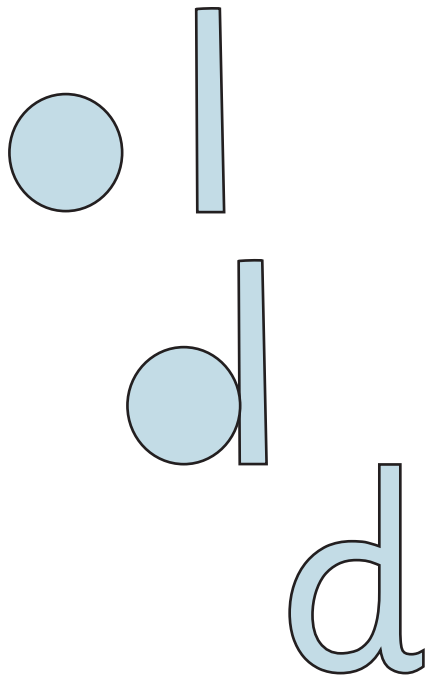
The SOUND of the letter "o" is pronounced  
o (as in h**o**t, d**o**g, and **o**n).

This is the letter "d" – the letter  
"d" says "duh" as in dog, daisy  
and duck.

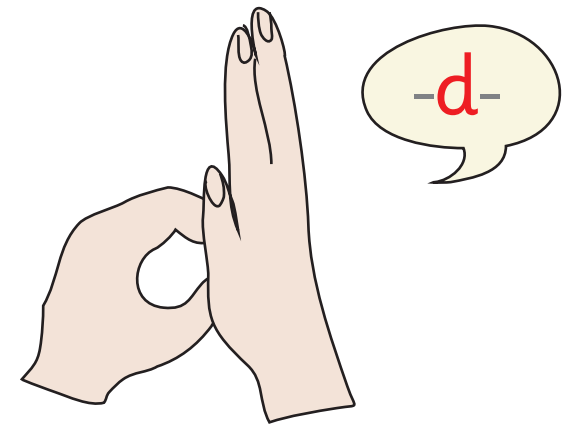
d



The letter “d” is made of a ball and a stick – see...



Let's use our hands to make the letter “d” –

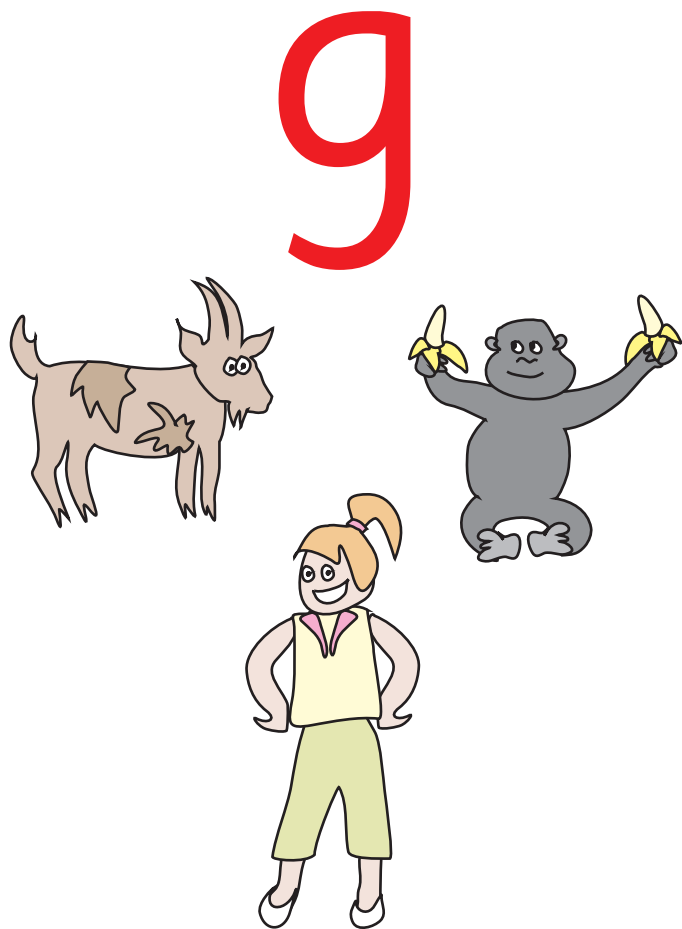


This hand is  
the ball

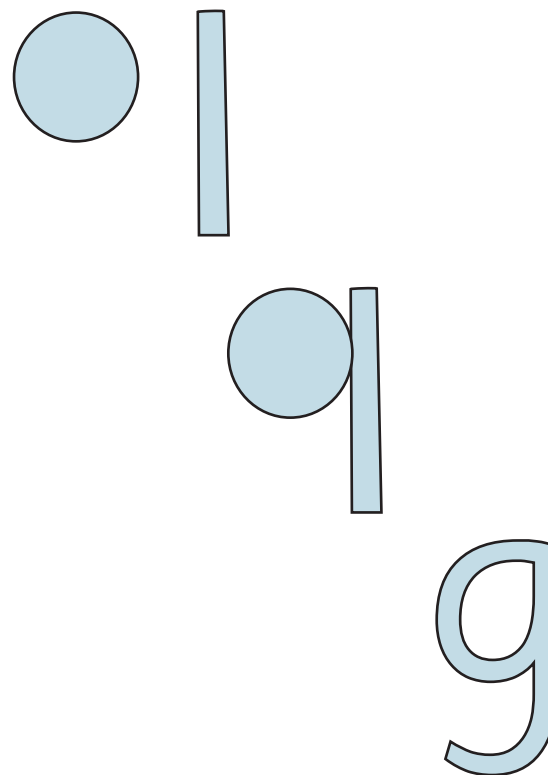
And this hand  
is the stick

And what does the letter “d” say?  
(Have the child make the letter “d”  
sound several times.)

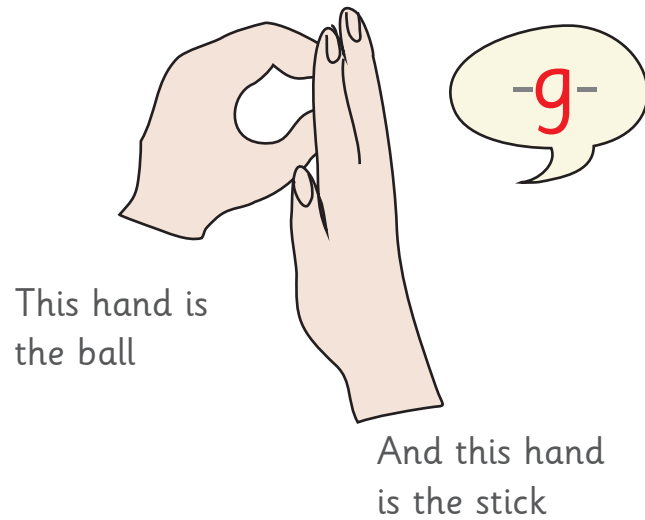
This is the letter “g” – the letter “g” says “guh” as in goat, girl and gorilla.



The letter “g” is also made of a ball and a stick, but this time, the ball is at the TOP of the stick – see...

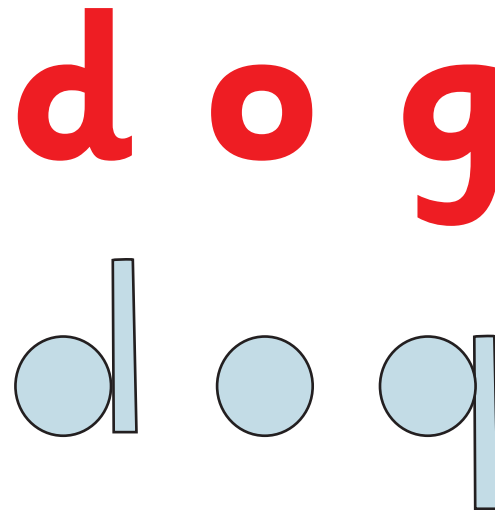


Let's use our hands to make the letter "g" –



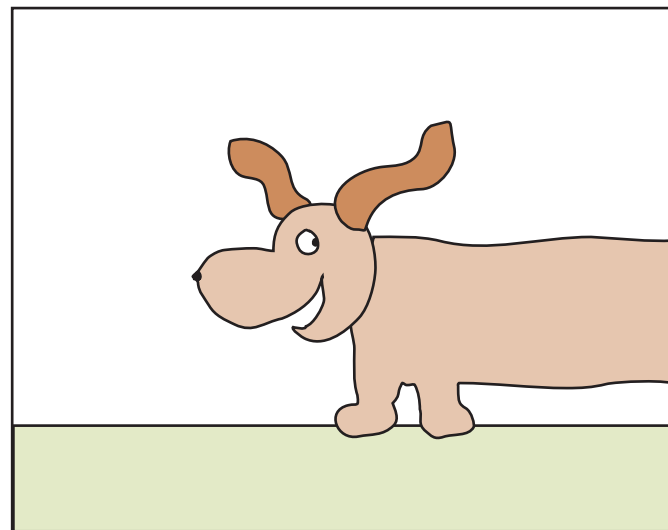
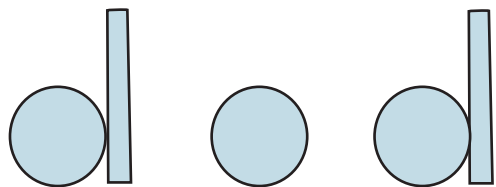
And what does the letter "g" say?  
(Have the child make the letter "g" sound several times.)

Let's see what we can do with these letters...let's sound out the letters, and see what this says –

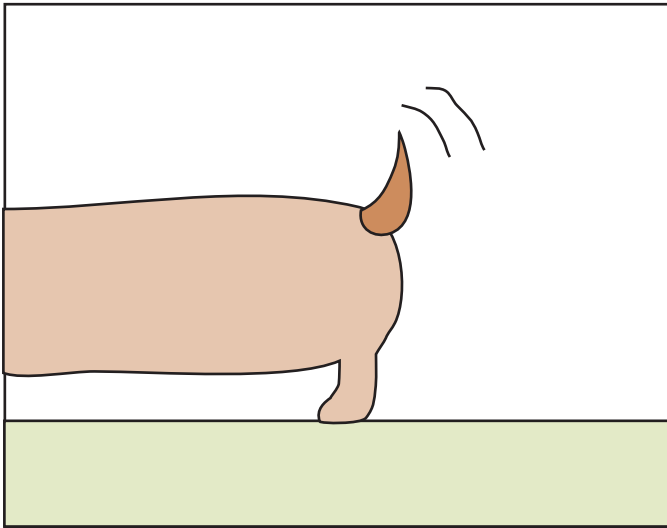


Here's another word we can make with these letters –

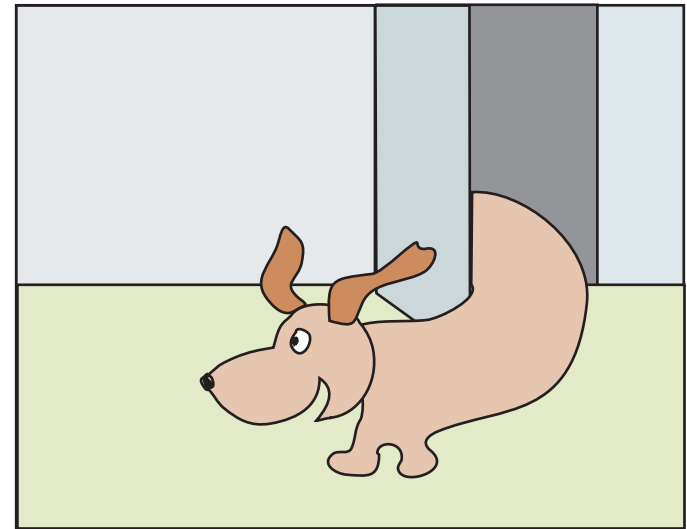
**d o d**



**dod** is a **dog** –  
a very long **dog**.

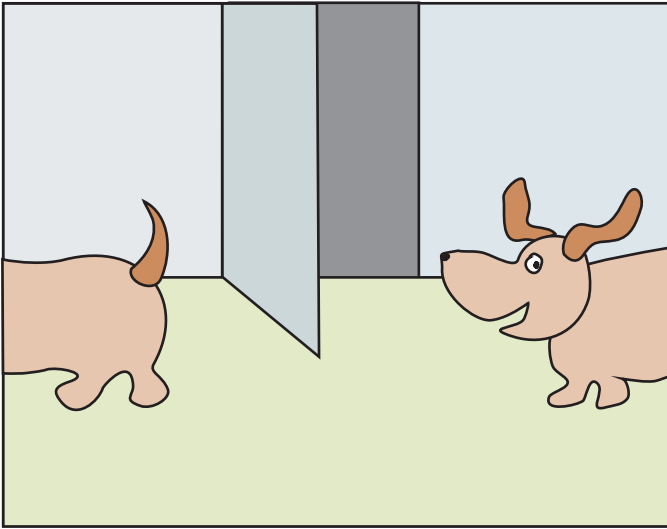


**dod** is such a  
long **dog** that he  
cannot fit on just one  
page.

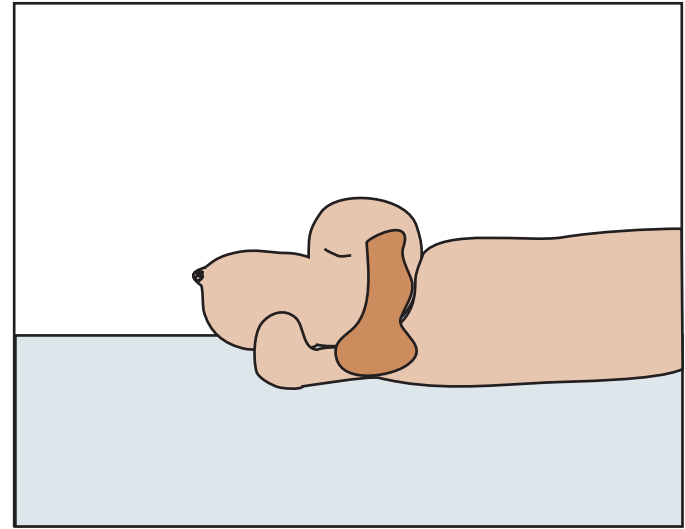


Every morning, **dod**  
the **dog** goes for  
a walk around the block.

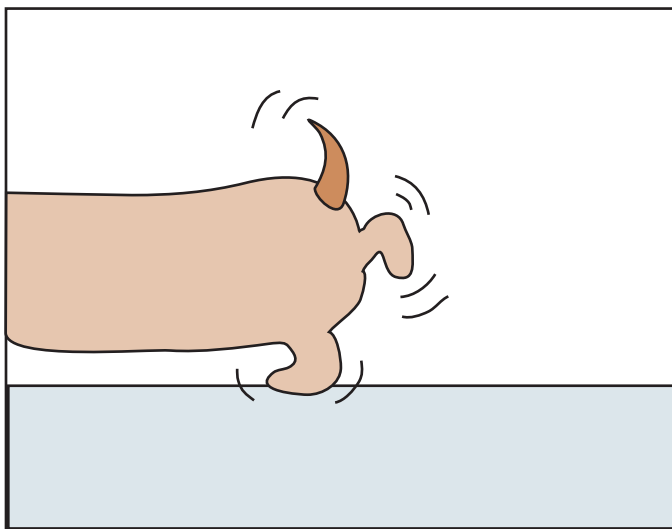




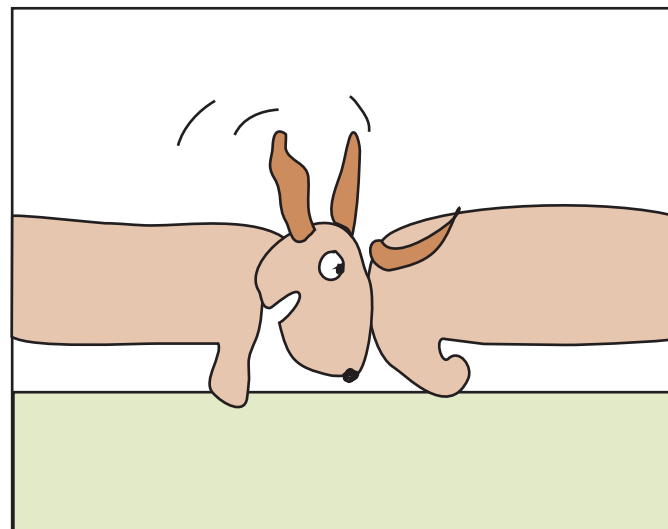
**dod** is so long  
that when he gets back  
from his walk, his other  
end is just leaving.



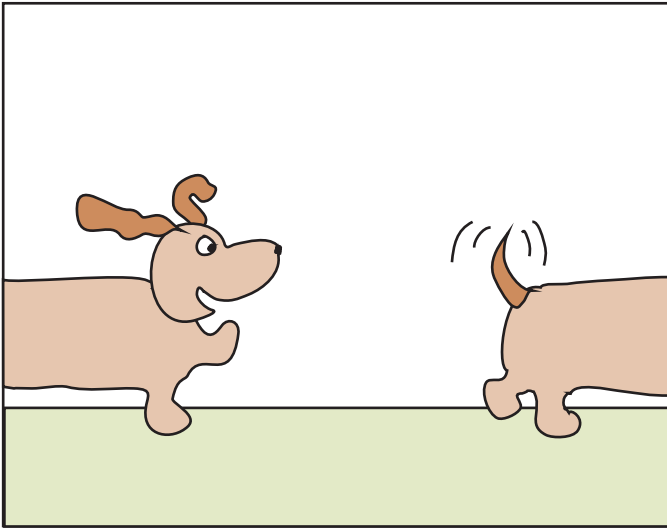
Every day, **dod**  
has a **dog** nap.  
Just as soon as **dod**  
falls asleep...



...the other end of  
**dod** wakes up  
and is ready to play.

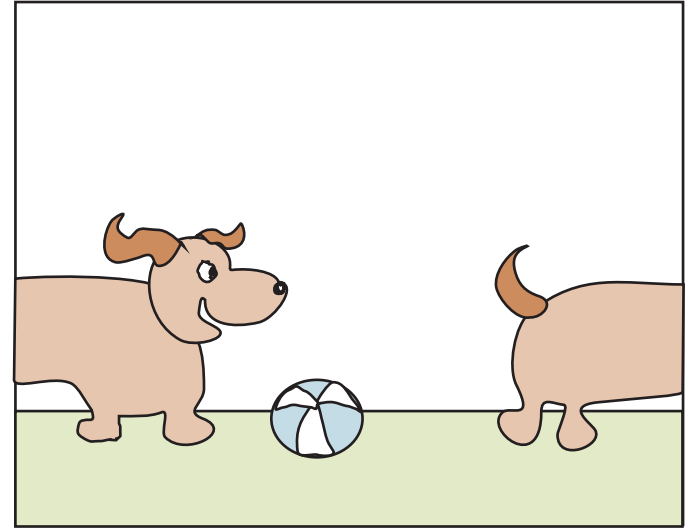


One day at the **dog**  
park, **dod** bumps  
into his other end.



“Hello!” says **dod**.

The other end of  
**dod** wags his  
tail.



**dod** the **dog**

has no idea that his  
new best friend is  
his other end.

THE END