

# **Sample of Cover and Selected Pages**

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**We Read**  
**PHONICS™**

# My Cat Scamp

**TREASURE BAY**

## Parent's Introduction

Welcome to **We Read Phonics**! This series is designed to help you assist your child in reading. Each book includes a story, as well as some simple word games to play with your child. The games focus on the phonics skills and sight words your child will use in reading the story.

### Here are some recommendations for using this book with your child:

#### 1 Word Play

There are word games both before and after the story. Make these games fun and playful. If your child becomes bored or frustrated, play a different game or take a break.



**Phonics** is a method of sounding out words by blending together letter sounds. However, not all words can be "sounded out." **Sight words** are frequently used words that usually cannot be sounded out.

## 2 Read the Story

After some word play, read the story aloud to your child—or read the story together, by reading aloud at the same time or by taking turns. As you and your child read, move your finger under the words.

Next, have your child read the entire story to you while you follow along with your finger under the words. If there is some difficulty with a word, either help your child to sound it out or wait about five seconds and then say the word.

## 3 Discuss and Read Again

After reading the story, talk about it with your child. Ask questions like, “What happened in the story?” and “What was the best part?” It will be helpful for your child to read this story to you several times. Another great way for your child to practice is by reading the book to a younger sibling, a pet, or even a stuffed animal!



**LEVEL 3** Level 3 introduces words with long “a” and long “i” (as in *late* and *like*), as well as the vowel combinations “er,” “ir,” and “ur” (as in *her*, *sir*, and *fur*). Other letter combinations include “qu” (as in *quick*), “sh” (as in *shine*), “th” (as in *math*), “ch” (as in *church*), and “tch” (as in *match*).

# **My Cat Scamp**

A We Read Phonics™ Book  
Level 3  
Guided Reading Level: C

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Published by  
Treasure Bay, Inc.  
PO Box 519  
Roseville, CA 95661 USA

Printed in China

Library of Congress Catalog Card Number: 2024911319

ISBN: 978-1-60115-461-3

Visit us online at:  
[WeReadPhonics.com](http://WeReadPhonics.com)

PR-11-24



# My Cat Scamp



By **Sindy McKay**

## Phonics Game

# Alphabet Soup

Creating words using certain letter combinations will help your child read this story.



### Materials:

**Option 1—Fast and Easy:** To print free game materials, go online to [WeReadPhonics.com](http://WeReadPhonics.com) and click “**Select Titles to View & Print: Game Materials.**” Then go to this book title and print the game materials.

**Option 2—Make Your Own:** You’ll need thick paper or cardboard; scissors; pencils, crayons, or markers; a small cooking pot; and a stirring spoon. Cut ten 2 x 3-inch and ten 2 x 2-inch squares from the paper or cardboard and print these letters and letter combinations on the squares:

**ad, at, er, op, irl, url, ake, ase, ate, ee, ide, b, c, g, h, p, r, s, t, w**

- 1** Place the letters into a pretend pot of soup. Players stir the letters. Each player takes a letter from the pot. Stir again. Each player takes another letter. When a player can make a word by putting his letters together, he makes the word and reads it out loud.
- 2** Continue stirring. Each player continues to take additional letters and make words. The player the most words at the ends wins.

Words that can be made with these letters include *cat, cake, chase, curl, girl, her, hide, plate, shake, stop, tree, twirl, tree.*

## Phonics Game

# Picture Walk

Help prepare your child to read the story by previewing pictures and words.



- 1 Turn to page 4. Point to the word *cat*. Ask your child to point to the *cat* in the picture. Read the sentence to your child. Ask your child to describe the *cat*.
- 2 Turn to pages 8 and 9. Point to the picture and ask your child what might be happening. Ask your child to find and point to the word *tree*.
- 3 Turn to page 12. Read the words, "*She taps a plate.*" Ask your child to point to the word *plate*. Then ask your child to point to the words on the page and read those words.
- 4 Continue "walking" through the story, asking questions about the pictures and the words. Encourage your child to talk about the pictures and the words you point out. Note that you do not need to preview every page in the book.
- 5 As you move through the story, you can also help your child read some of the new or more difficult words.





This is my cat.



She is a girl.



I run with her.



I make her twirl.



A bird, she will . . .



. . . chase up a tree.