

Christian Liberty Preschool

Reader ONE

My Cat and the Hat

By Sherry Kurz



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To the Parent/Teacher

Once your student knows the sounds of each letter in the alphabet, it is time to start putting these sounds together to pronounce words. In using this basic reader, we would suggest the following steps:

- *First*, sit next to your student and look at the pictures throughout the book, discussing any pictures with short vowel names (e.g., **cat**, **bed**, **pin**, **hop**, **sun**).
- *Second*, read the story to your child and help him identify the short vowel words in each sentence.
- *Third*, read the story again, encouraging your student to read the **highlighted words** as you point to them.

During the third step, point to each word as you read the story. At the appropriate time, have your student look at the **highlighted words** with you on each page. Help him to sound out each highlighted word by asking him to make the *beginning* sound, next the *middle* sound, and then the *final* sound. After this, help your student to pronounce the *middle* sound and *last* sound and then to put them together; finally, have him add the *beginning* sound to pronounce the whole word.

For example, in the case of the word **cat**, have him sound out the short vowel “a” and the consonant “t”—next, have him put the sounds together, “at.” Then add the beginning consonant sound “c” to “at”—“cat.” The next time he comes to a word with “at,” it should be easier for him to say and to add the beginning consonant sound (e.g., for the word **hat**—add “h” to “at”—“hat”).

As you read the story together, you should read the words before and after the highlighted words while helping your student to sound out the highlighted words. Pretty soon, the child will start to recognize the non-highlighted words as well as the highlighted ones, and he will be reading the whole book independently!

Happy reading!

Sherry Kurz
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Preschool Program Director
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This is
my **cat**.

God
made
my **cat**.

This is my hat.

My hat is red.



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