




READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read the sounds /s/ and /a/. Have partners reread the story.


After students have read the story, call their attention to the title. **I see the letter s in two words. What sound does the letter s spell?** Help them identify, or say, the sound /s/. Then have them find and highlight the words with the sound /s/ on p. 61. **I also hear another sound we learned this week. What sound do I hear?** Help students identify, or say, /a/.

Have students turn to pp. 62–63. **Which words include the sound /a/? Point to them.** Help students identify, or say, the sound /a/. Then have them find and underline the words with the sound /a/. Have students point out any high-frequency words they see.


STUDENT INTERACTIVE, pp. 62–63

DECODABLE STORY



I like to  .
I like a mat.

FOUNDATIONAL SKILLS



Underline the words with the short **a** sound.

Sam sat at the mat.

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TEKS K.2.B.i Identify and match the common sounds that letters represent; TEKS K.2.B.ii Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; TEKS K.2.B.iv Identify and read at least 25 high-frequency words from a research-based list. ELPS 4.C.iv Reading; 4.D.i Reading

63

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