



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 read. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the letter *m*. What sound does the letter *m* spell?** Help them identify, or say, the sound /m/. Then have students find and highlight the word with the sound /m/ in the title. **I see two words we learned this week in the title. What words do I see?** Help students identify, or say, *I* and *am*.

Call students' attention to the sentence on p. 23. **Which words include the sound /m/? Point to them.** Help students identify, or say, the sound /m/. Then have them match the sound to the word and picture word that begin with the sound /m/. They should highlight the word and picture.

Have students turn to pp. 24–25. **Which words include the sound /t/? Point to them.** Help students identify, or say, the sound /t/. Then have them match the sound to the picture words that begin with the sound /t/. They should underline the pictures.

STUDENT INTERACTIVE, pp. 24–25

DECODABLE STORY



I am the .

I am the .

Underline the pictures whose names begin with the **t** sound.



I am the .

24 TEKS K.2.B.1 Identify and match the common sounds that letters represent: TEKS K.2.B.4v Identify and read at least 25 high-frequency words from a research-based list. ELPS 4.C.4v Reading: 4.D.1 Reading

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