



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 and the rebus pictures to read words with the sounds /m/ and /t/. 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 and letter by finding and highlighting the words with the sound /m/.

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 and letter by finding and underlining the words with the sound /t/.

STUDENT INTERACTIVE, pp. 24–25

DECODABLE STORY



I am the monkey.

I am the turkey.

Underline the words with the **t** sound.



I am the tiger.

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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Mission Accomplished!

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