

Beginning m (page 14)



Materials:

- letter flashcards Aa-Zz
- letter **m** flashcard
- picture cards (map, milk, mop, moon, mouse, goat, mirror, monkey, nest)
- page 14

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 5-7 minutes

- Show the **m** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “M, /m/ /m/ /m/” Students: “M, /m/ /m/ /m/”
- Show the picture cards for the words that begin with the **m** sound and say the name of the picture, emphasizing the **m** sound and have the students repeat
 - Teacher: “/m/ /m/ map”; students repeat
 - Teacher: “/m/ /m/ milk”; students repeat
 - Teacher: “/m/ /m/ mop”; students repeat
 - Teacher: “/m/ /m/ moon”; students repeat
 - Teacher: “/m/ /m/ mouse”; students repeat
 - Teacher: “/m/ /m/ mirror”; students repeat
 - Teacher: “/m/ /m/ monkey”; students repeat

Modeling: 5 minutes

- Show the students a picture card that starts with the **m** sound.
 - Teacher: “/m/ /m/ map.” Since the word begins with the /m/ sound, jump around like a monkey.
- Show the students a picture card that doesn’t start with the **m** sound.

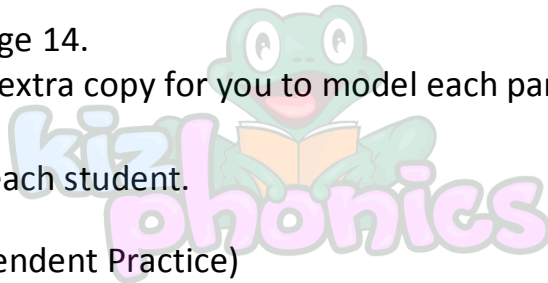
- Teacher: “/m/ /m/ goat”. Since the word doesn’t begin with the /m/ sound, have the monkey go to sleep.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **m** side and the not **m** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Show a picture card and say /m/ /m/ and the word. Have the students repeat.
 - If the word has the /m/ sound, the students slide to the **m** side. If the word doesn’t have the /m/ sound, the students slide to the not **m** side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

Independent Practice: 5-7 minutes

- Explain how to do page 14.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 14 to each student.



Assessment: (during Independent Practice)

- As the students are completing page 14, monitor and give guidance/ support/correction/praise, as needed.
- Use page 14 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/m/ /m/ map”; students repeat
 - Teacher: “/m/ /m/ milk”; students repeat
 - Teacher: “/m/ /m/ mop”; students repeat
 - Teacher: “/m/ /m/ moon”; students repeat
 - Teacher: “/m/ /m/ mouse”; students repeat
 - Teacher: “/m/ /m/ mirror”; students repeat
 - Teacher: “/m/ /m/ monkey”; students repeat