

# Beginning Sounds c, m, n, r (page 43)



## Materials:

- letter flashcards Aa-Zz
- letter **c, m, n** and **r** flashcards
- picture cards (rainbow, nest, cake, mouse, car, robot, monkey, nail, corn and any other picture cards that begin with the **c, m, n** or **r** sound)
- letter cards **c, m, n** and **r** for each student
- page 43

## 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: 1-2 minutes

- Show the letter flashcards while saying the letter name and letter sound and have the students repeat
  - Teacher: "C, /k/ /k/ /k/" Students: "C, /k/ /k/ /k/"
  - Teacher: "M, /m/ /m/ /m/" Students: "M, /m/ /m/ /m/"
  - Teacher: "N, /n/ /n/ /n/" Students: "N, /n/ /n/ /n/"
  - Teacher: "R, /r/ /r/ /r/" Students: "R, /r/ /r/ /r/"

## Modeling: 5 minutes

- Show the students a picture card that starts with one of these sounds.
  - Teacher: "rainbow." The students should shout out the sound they hear at the beginning of the word, /r/.
- Repeat as many times as necessary with the different picture cards and sounds.

### **Guided Practice:** 5-7 minutes

- Play Beginning Sounds.
  - Give each child a card with **c**, **m**, **n** and **r**, one letter on each card.
  - Show the students a picture card that begins with one of these sounds.
  - Teacher: “rainbow”; students repeat
  - The students will listen to the word and show the card with the correct beginning sound.
  - The teacher then writes the word on the board and says the word again, pointing at the beginning sound. The students can check to see if they are correct.
  - Give them time to see if they showed the correct answer with their cards. If they did not, allow them time to change and hold up the correct card.
- Repeat with other picture cards.
- 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 43.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 43 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 43, monitor and give guidance/support/correction/praise, as needed.
- Use page 43 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 letter sound together.
  - Teacher and students: “C, /k/ /k/ /k/”
  - Teacher and students: “M, /m/ /m/ /m/”
  - Teacher and students: “N, /n/ /n/ /n/”
  - Teacher and students: “R, /r/ /r/ /r/”