

Beginning Sounds m, p, r, v (page 44)



Materials:

- letter flashcards Aa-Zz
- letter **m, p, r** and **v** flashcards
- picture cards (moon, mouse, mask, panda, pear, pencil, rabbit, rose, rake, van, volcano, vet and any other picture cards that begin with the **m, p, r** or **v** sound)
- string or 4 hula hoops
- page 44

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: "M, /m/ /m/ /m/" Students: "M, /m/ /m/ /m/"
 - Teacher: "P, /p/ /p/ /p/" Students: "P, /p/ /p/ /p/"
 - Teacher: "R, /r/ /r/ /r/" Students: "R, /r/ /r/ /r/"
 - Teacher: "V, /v/ /v/ /v/" Students: "V, /v/ /v/ /v/"

Modeling: 5 minutes

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

Guided Practice: 5-7 minutes

- Play Relay Sort.
 - Make four circles at one end of the room. Label one **m**, one **p**, one **r** and one **v**
 - Divide the class into two teams.
 - Give the first student in each line a picture card.
 - *Hint:* You may need more than one copy of the above picture cards or you can pull other cards that also begin with the above sounds.
 - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and the correct beginning sound.

Independent Practice: 5-7 minutes

- Explain how to do page 44.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 44 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 44, monitor and give guidance/support/correction/praise, as needed.
- Use page 44 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: “M, /m/ /m/ /m/”
 - Teacher and students: “P, /p/ /p/ /p/”
 - Teacher and students: “R, /r/ /r/ /r/”
 - Teacher and students: “V, /v/ /v/ /v/”