



Introducing Letter ‘m’

A Lesson to Follow the Teaching of Letters ‘a’, ‘t’, ‘d’, ‘p’, ‘c’, ‘g’, ‘o’

Letter to Introduce: ‘m’

Lesson for Day 1

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

- Sing the ABC song while you point to each letter.
- For each letter, students twist their body to the left or to the right to show they are differentiating between letters.

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use the flash cards for all letters that have been introduced. Show the card for each letter, choosing the card with or without the keyword picture as needed.
 - For flash cards with keyword pictures: Say letter, keyword (picture), sound. For example, “t, top, /t/.”
 - For flash cards with letters only: Say letter and sound. For example, “t, /t/.”
- Add verbal directions for handwriting as needed.

Important note: Listen for correct sound production and correct as needed.

Options:

- If there are letters that the students can proficiently name, you can show the card and have them just say the sound.
- Add motions to reinforce tricky sound-letter correspondences.
- Reinforce letter formation by air tracing: in the sky, on the floor, etc.
- Chorally say rules or sayings to help students remember rules, letter formation, etc.
- Give a different direction for each card: name, sound, rule, etc.

Sounds to Review

List the sounds below you’ve already taught and use just those flash cards.

a	t	d	p
c	g	o	

Materials Needed:

- letter card ‘m’ with keyword picture
- letter card ‘m’ without keyword picture
- large sticky note
- pencil
- handwriting paper
- letter formation directions for the letter ‘m’
- chart paper
- markers
- objects that begin with /m/
- letter cards for ‘a’, ‘t’, ‘d’, ‘p’, ‘c’, ‘g’, ‘o’ from previous lessons
- student practice sheet: reading with the letter ‘m’

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INTRODUCE A NEW LETTER SOUND

Name the Letter:

- Show the students the flash card for the new letter, with the keyword picture covered.
- Say, “The name of this letter is ‘m!’” Students repeat.
- Tell students that they are going to become experts on the letter m and its sound.
- Again, point to the letter ‘m’ and have the students say the name of the letter.

Produce the Sound:

- Say, “The sound that ‘m’ can make is /m/.” Students repeat.
- Say, “/m/, /m/, /m/”. Students repeat so that they have numerous opportunities to feel how the sound is made in their mouths.
- Have students say /m/ while putting their hands by their voice box.
- Say, “Your voice box is vibrating so /m/ is a voiced (or motor on) sound.”
- Say, “When we say /m/, your lips come together and the sound is coming through your nose. Plug your nose and you can see that you can no longer make the /m/ sound.”
- Say, “/m/” and have kids repeat. Say, “When you say /m/, does the sound stop quickly or can you keep holding the /m/ sound?” (You can keep holding it!)

Introduce the Keyword Picture and Practice the Card:

- Show the students the flash card with the keyword picture for the letter ‘m’ and uncover the picture.
- Point to the letter ‘m’ on the card and have students name the letter.
- Point to the picture of the *moon* on the card. Say, “The picture on the card helps us unlock the sound of the letter. This is a *moon*. The first sound that I hear when I say *moon* is /m/.”
- Say, “When I see this card, I am going to say the letter name, the picture and then the sound. ‘M’, *moon*, /m/.”
- Students repeat, m, *moon*, /m/.

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Play with Words:

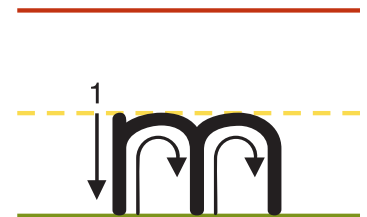
- Give students opportunities to produce the new sound /m/ by saying words or phrases that start with /m/. (You can show objects that start with /m/ to make the connection more concrete.)
- Say the word and then say the beginning sound. For example, for a magnet, you would say the word and then say /m/. Students would then repeat and say, “magnet, /m/.” Continue the process with numerous words. Examples: money, magazine, milk, monkey, mask, mint

For additional practice producing the /m/ sound, you can say a phrase below and have the students repeat.

Making movies	Mom marches	Many magazines	Marvelous moon
My magical monkey	Miss Mary Mack	Made music	Mickey Mouse
Mix the milk	Making money	Makes a mess	Monday mystery

Write Letters:

- Write the letter on the board or chart paper.
- As you write, say, “Let’s learn how to form the letter ‘m’. Watch as I write.
- First, start on the beltline and pull down to the shoe line. Without picking up your pencil, pull back up to the belt line and make a hump to the shoe line, then up to the belt line and another hump to the shoe line.
- After you have written the ‘m’, point to it and say ‘m’, /m/.
- Say, “Now you try it. Pick up your pencil, start on the beltline and pull down to the shoe line. Without picking up your pencil, pull back up to the belt line and make a hump to the shoe line, then up to the belt line and another hump to the shoe line.
- Repeat several times giving students multiple opportunities to practice writing the letter ‘m’.



DICTATION: Have students listen to the sound and practice writing the phoneme.

Dictating Sounds:

- Say the sound.
- Students repeat the sound while you listen carefully to ensure correct pronunciation.
- Students write the letter that spells the sound. Check together to ensure that the students have written the correct letter and have formed it correctly. Correct as needed.
- Repeat the sound and have them write it several times.
- Read back the sounds together.



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Sounds to Dictate

/m/	/m/	/m/	/m/

Dictating Words:

- Say the word and have students repeat it.
- Teacher and students tap (segment) sounds in the word together.
- Students write the word.
- Check spelling together.
- After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate

mat	mad	map	mop
Tom			

PRACTICE READING TO BUILD FLUENCY: Have students practice reading the new sound alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back their dictation.

*This next portion can only be done once students have explicitly been taught enough letters to read some words.

Reading Words and Connected Text to Build Fluency:

Words:

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner. To mix it up, give an emotion, like grumpy or excited, and have the students practice reading that way.

Phrases/Sentences:

- Display phrases or sentences for students and give them a copy.
- Say, “We will read each of these phrases three times. The first time is to be sure we read the word correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast but just right. The third time we read we will be sure the way we read it matches what the words are trying to say.”

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Letter to Introduce: ‘m’

Lesson for Day 2

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

*Remember that this is all auditory! You are not showing students print.

1. Say, “Today, I am going to say some sounds. You are going to listen to the sounds and then say the word that those sounds make. For example, if I say /g/, /u/, /m/, you say *gum*.”
2. Say words that have three sounds (phonemes) to practice blending. This will help students later on in the lesson when they are sounding out words and then have to blend the sounds to read the whole word.

Examples: /h/, /o/, /t/ /m/, /u/, /g/ /f/, /e/, /d/ /ch/, /a/, /t/ /th/, /i/, /n/ /b/, /oa/, /t/ /r/, /u/, /sh/

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

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Materials Needed:

- ‘m’ letter card with keyword picture
- ‘m’ letter card without keyword picture
- large sticky note
- pencil
- handwriting paper
- letter formation directions for the letter ‘m’
- chart paper
- markers
- objects that begin with /m/
- cards from previous letters taught ‘a’, ‘t’, ‘d’, ‘p’, ‘c’, ‘g’, ‘o’



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Sounds to review:

List the sounds below you've already taught and use just those flash cards.

a	t	d	p
c	g	o	m

INTRODUCING A NEW LETTER SOUND

*This was done when introducing the new letter m the day before. We can skip this entire section today, on day 2.

DICTATION: Have students listen to the sound and practice writing the phoneme.

Dictating Sounds:

- Say the sound.
- Students repeat the sound while you listen carefully to ensure correct pronunciation.
- Students write the letter that spells the sound. Check together to ensure that the students have written the correct letter and have formed it correctly. Correct as needed.
- Repeat the sound and have them write it several times.
- Read back the sounds together.

Sounds to Dictate

/m/	/a/	/d/	/o/
/g/	/k/ like car	/t/	/p/

Dictating Words:

- Say the word and have students repeat it.
- Teacher and students tap (segment) sounds in the word together.
- Students write the word.
- Check spelling together.
- After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

mad	map	mop	dog	tag
tap	pat	dot	pot	

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Name _____ Date: _____

Reading with the Letter 'm'

Read the sounds.

d	o	g	g	t	a	d
t	p	a	m	m	o	c
c	o	g	c	a	m	d

Read the words.

ap	gap	map	tap	cap
ag	gag	tag		
ad	mad	dad	tad	
ot	got	cot	pot	
og	dog	cog		
op	mop	top	cop	

Read the phrases.

got a dog	tag a dog	a mop
got a pot	tap a cap	a top