

Phonics: Letter Name and Sounds

Objective: Students learn the letter *m*.

- Materials:**
- large letters (*M*, *m*: 1/student plus 1 more)
 - **optional:** large tracing letters (*M*, *m*: 1/student), writing tools
 - *m* pic-symbols
 - vocabulary cards: *me*, *mad*
 - word wall word: *make*
 - book with letter *m* in text
 - glue
 - item (1) beginning with *m*, e.g. marker
 - magazine or Internet pictures of words that begin with *m*
 - flashcards or multiple copies of letter (*M*, *m*) printed from computer or magazine in variety of simple fonts
 - bag of marshmallows, mini or regular
 - mirror

Learn About: Students learn about the letter *m*.

Show and point to large *M* and *m*. Say the letter and sound 5 times, e.g. “*M* says /m/.” Say the letter sound, then show and **say** the target word 5 times together, e.g. “*M* says /m/...*me*.” Circle the initial letter of the target word and point to it. Say, “*M* says /m/. *Me* starts with *m*, /m/...*me*.” **Note:** target vocabulary words for *m*: *me*, *mad*; target word wall word: *make*. Repeat practice with other target words only after or while words are taught in MEville to WEville lessons. If they have not been taught, re-teach letter lesson for *m* after or while teaching *mad* and *make*.

Display item and pic-symbols that begin with *m*. Point to and say each with the name and sound, e.g. “marshmallow, *m*, /m/.” Students **look** and **say** the word and initial letter.

Work Together: Students work with the letter *m*.

Trace large letters *M* and *m* with a finger. Say the name and sound 5 times together. Students **take turns tracing** the letter as other students say, “*M*” and /m/. With same large letters, model biting marshmallow in half and fastening on *M* and *m*. Give large letter *M* or *m* to each student. Students **fasten** marshmallows on *M/m*, **saying** the name and sound together while working. Option: trace large tracing letters *M* and *m* with writing tools

Place *M/m* item, pic-symbols, letter samples, and target word(s) on table. Students **take turns choosing** one and **saying** letter name/sound. Display in a row. **Say** each together, left to right. Show three of the letters. Call on a student to find an *M* or *m*. Student **points** to the letter in the row. **Say** word, name and sound together.

Practice: Students practice the letter sound /m/.

Take turns saying /m/ sound in a mirror. Option: provide Activity Box materials for more practice.

Show multiple examples of the written letter *m* in the classroom, school, book, magazine, and with a variety of printed letters. **Say** the name and sound “*m*, /m/” together each time the letter *m* is shown.

Display 2-3 random letters and 5-6 examples of *M* and *m* in a row. Point to letter, left to right. Students **say** the letter sound when they **find** *M* or *m* and **say**, “shh” when it is a different letter.

Show What You Know: Students take turns sharing the letters they made.

Students **take turns showing** their marshmallow *M* or *m*, then **say** the name and sound. Repeat together.



mad



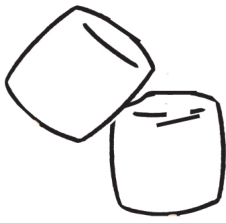
me

me

mad

me

make



marshmallow



milk



Mom



music



mall



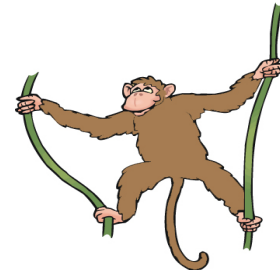
marker



muffin



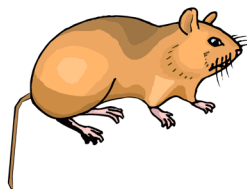
mac & cheese



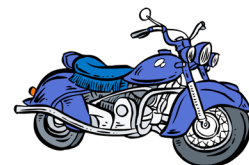
monkey



monster



mouse



motorcycle

M

m

