

Letter Sound /m/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/.

Introducing the letter sound: Use a story such as the one below, along with the action.

Milly and Molly have come over for dinner with Mrs Morris and her son, Marvin. When Mrs Morris calls “Dinnertime!” the children wash their hands and sit down at the table, ready to eat their meal. “Mmmm, I’m really hungry!” says Marvin, rubbing his tummy. “I hope it’s spaghetti and meatballs.” “Mmmm, I’m hungry, too,” says Molly. “I hope it’s tomato soup.” “Well, I hope it’s chicken and mushroom pie,” says Milly, and they all rub their tummies, hungrily. In a few minutes, Mrs Morris brings in a large dish, heaped full of tasty food. “Lamb and peas,” say the children. “We like that meal most of all. Mmmmmmm!”

Action: The children rub their tummies and make a continuous /mmmmmm/ sound.

Letter formation: Explain how the letter for /m/ is written. The children form the letter in the air and then practise writing <m>, <n>, <c>, <k>, <e>, <h> and <r> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the lesson page with the class: *men, him, miss, man*. The children point to the dot underneath each sound as they say it. Remind them that when two letters making the same sound are next to each other, you only say the sound once: /m-i-ss/, not /m-i-s-s/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*m*ug, *r*obot, *m*ilk, *m*oon].

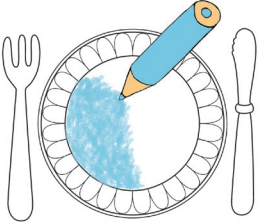
Word bank: *hem, him, imp, man, map, mat, men, met, ram, rim, mass, mess, miss, camp, mint, mist, ramp, stem, trim, smack, mimic, stamp, tempt, tramp; a man in a hat*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

Answers

M m



ACTION
Rub your tummy as if you can see some tasty food, and say mmmmm.



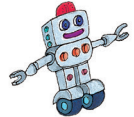
m m m m m m m m m m

n n c c k k e e h h r r

men
...
him
...
miss
...
man
...

Say the word for each picture and write the letter for the first sound. Three start with /m/, but one does not.


m


r


m


m

12

Dictation: Dictate the letter sounds /m/, /r/, /h/, /e/ and the words *map* and *rim*. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /m/ song from Jolly Songs. Make masks out of different materials. Stick magazine pictures onto paper plates to make a collage of many meals. Pin up the /m/ section of the Wall Frieze.