

Set  
1

# M m: A Letter Book

Letter M m and Sound /m/

## Lesson Plan

### Learning Objectives

Students will identify the letter **M m** and its sound /m/.

### Key Skills

Words are made up of sounds and those sounds are represented by letters.

### Materials and Preparation

- Copy of *M m: A Letter Book* for each student
- Picture cards with pictures that begin with /m/ and a few that begin with other sounds
- **M m** letter card
- Dry erase markers
- Whiteboards (optional)

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:  
JRRteacher

# Phonemic Awareness

(5 minutes)

---

## 1. Introduction

**Say:** Today we are listening for words that begin with the sound /m/.

## 2. Use picture cards to show /m/ (3 that begin with /m/ and 1 that does not)

**Say:** Look at these pictures. Some of them begin with the sound /m/ and one does not. I will say the name of each picture and I want you to repeat it. The pictures show (name pictures). Which picture does not begin with the /m/ sound?

## 3. If students do not identify the correct picture

**Say:** Listen as I say the name of each picture again. Then say the name of each picture twice, emphasizing the beginning sound the second time. (e.g., mitten, /m/ mitten. Does that begin with the /m/ sound? Yes! What about map, /m/ map? Yes! Now let's try cat, /k/ cat. Does that begin with /m/? No!)

## 4. Repeat with more pictures, if needed

# Phonics Review

(5 minutes)

---

## 1. Introduce the letter M m

**Say:** Now I want to show you the letter that makes the /m/ sound. (Hold up the **M m** letter card.) This is the letter **M**. This is an uppercase **M** and this is a lowercase **m**. The uppercase **M** starts with a big line down, back to the top. Big line slant down, big line slant up, then another big line straight down. The lowercase **m** starts with a little line down, come back up that line then curve around, curve around. **M** makes the sound /m/.

## 2. Practice

**Say:** Say the letter **M** with me as I point to the letter **M, m**. Now let's say its sound /m/, /m/.

# Choral Reading

(5 minutes)

## 1. Introduce the text

**Say:** Now we are going to practice reading words that start with the letter **M**. Some of the words will start with an uppercase **M** and some will start with a lowercase **m**. Remember that **M** makes the sound /m/.

## 2. Model text reading: Page 1

**Say:** Watch as I look at the picture and then read the word that begins with /m/.

**Read:** Monkey

**Say:** Let's read the rest of this book together.

Guide students through choral reading the rest of the book. Encourage them to point to each word as they read.

# Formative Assessment

**During phonemic awareness,** note observations of students' ability to identify the correct pictures.

**During reading time,** watch to make sure students are pointing to the words and reading along with the group. Guide as needed and take notes in the **Reading Observation Form**.

## Reading Review

### Group discussion

Find your favorite page and read the word for the group.

Think of another word that begins with /m/.

### Find the letter M m in the book

Students find a letter **M m** and put their finger on it. When everyone has found a letter, students say the name of the letter and its sound out loud or with a partner.



# Writing

(5 minutes)

---

## 1. Air write the letter

**Say:** Let's practice writing the letter **M m**. First we'll write the uppercase **M**. Let's write it in the air with our finger. Start with a big line down, come back up to the stop, big line slant down, big line slant up, big line straight down. Now let's write it on the table with our finger. Repeat for lowercase **m**. Little line down, curve up and down, curve up and down.

## 2. Trace the letter (use letter teaching pages in book or whiteboards)

**Say:** Now we're going to trace the letter **M m**. We'll trace it first with our finger. Now, use your dry erase marker to trace the letter in your book.

# Closing

(1 minute)

---

**Say:** Today we practiced reading and writing the letter **M m**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong readers.

## Differentiation

---

**Scan the QR code on the back** of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

## Home Connections

---

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.