



/m/



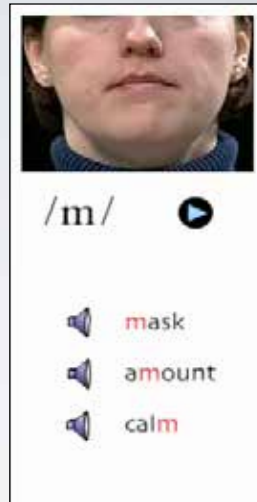
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PHONEMIC AWARENESS

- We'll now go on to the phoneme /m/.
- To make the /m/ sound, bring your lips together and breath out through your nose.
- Go to the Iowa University website and click on the triangle to hear how the phoneme /m/ should be sounded.



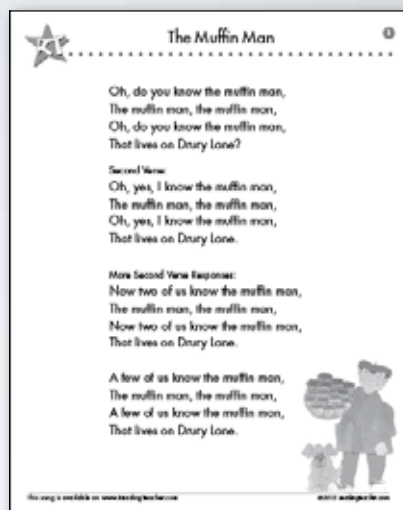
American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)
Scroll down to the /m/

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn another sound, the /m/ sound.
- Demonstrate how the words “man” and “muffin” begin with the /m/ sound.
- Download the SongSheet *Muffin Man*.
- Read out, or sing, the song, emphasizing the /m/ sounds at the beginning of words.



Song Sheet
[The Muffin Man](#)
SongSheet
Song
[The Muffin Man Song](#)

PHONEMIC AWARENESS

- Remind the students that the word “muffin” begins with the **/m/** sound.
- Say muffins are yummy. Then rub your tummy and say “**mmmmmm**.”
- Ask students to do the same. Tell them to use this movement when they say or hear the **/m/** sound.



Action for /m/

To help students remember phonemes, we associate an action with the sound. For /m/ they should rub their tummy while saying the /m/ sound.

PHONEMIC AWARENESS

- Get sound/symbol card 4.
- Show only the front of the card and say the word “monkey.” Emphasize the **/m/** sound.
- Ask the students to listen for the **/m/** sound and repeat it in the word “monkey.”



Sound/Symbol Cards

Level 1 cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/m/** sound and some that do not.
- Ask them to say **/m/** and rub their tummy, when they hear the sound at the beginning of the word.
- Here are the words:

**pen, mop, rat, man,
milk, pig, mug, net**

- Be sure to leave enough time between saying each word for the students to respond.

More words that begin with /m/
mad, made, mail, make,
many, map, mask, meal, meat,
men, mess, mice, milk, mirror,
monkey, moon, mouse, mouth,
mud, mug, must

PHONEMIC AWARENESS

- Say the word **jam** emphasizing the **/m/** at the end of the word. Say that the word "jam" ends with the **/m/** sound.
- Tell the students that you are going to say some words that end with the **/m/** sound and some that do not.
- Ask them to say **/m/** and rub their tummy, when they hear the sound at the end of a word.
- Here are the words:

**drum, sum, net, ham,
pen, map, worm, pin**

- Leave time for the students to respond.

More words that end with /m/
broom, dream, drum, farm, gum,
ham, him, jam, mom, scream,
steam, sum, team, worm, zoom



PHONEMIC AWARENESS

- Tell the students they should say /m/ and rub their tummy, when they hear the /m/ sound at the beginning of a word, in the verse you are going to read them.
- Here's the verse:

**“Milk makes me strong,” said Micky
“Meat makes me strong,” said Vicky
“Monkeys make me mad,” said Micky
“Mice make me mad,” said Vicky**

- Repeat until the students can identify all the beginning /m/ sounds in the verse.

Another verse to help teach the /m/ sound

My mom, Mary, makes
marvelous mango muffins.
But Mike’s mom, makes money
selling colorful puffins.
Money makes Mike’s mom
happy.
Maybe muffins make my mom
sappy.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /m/.
- Show the back of the card.
- Point to the small **m** and say this is how we write the letter for the sound /m/.
- Point to the capital **M** and say this is how we write big /m/ which is for important words like names of countries.
- Point to the word “monkey” and say this is how we write the word “monkey”. Point out the letter **m** and say this is how we write the /m/ sound at the beginning of the word.



Sound/Symbol Cards

[Level 1 cards](#)




SOUND/LETTER RELATIONSHIP


- Give out the writing practice sheets for **m M**.
- Point to the small **m** and say this is how we write the letter for the sound **/m/**.
- Point to the capital **M** and say this is how we write big **/m/** which is for important words like people's names.
- Ask the students to practice writing the small **m** and the big **M**.



Writing Practice Sheets
[Consonant /m/ sheet](#)

 **ReadingTeacher.com** Lesson Plans *Level 1*

/m/



Download a [black and white printable](#) version of these lesson plans.