

Kindergarten Reading Lesson: The Magnificent Letter M

Focus Week: 3 of 25

Student: Finley (Age 6)

Materials Needed

- Large flashcards for uppercase 'M' and lowercase 'm'
- A "Mystery Bag" (a cloth or paper bag Finley can't see into)
- Small items that start with the /m/ sound (e.g., small toy mouse, marble, magnet, miniature moon, milk cap)
- Small items that do NOT start with the /m/ sound (e.g., toy car, block, button)
- Playdough
- A tray with a thin layer of sand or salt
- Paper and crayons/markers
- Whiteboard and dry-erase marker
- Book: *If You Give a Moose a Muffin* by Laura Numeroff (or another M-focused book like *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood)
- Snack: Muffins, milk, or melon (optional "Munchy M Snack")

1. Learning Objectives

By the end of this lesson, Finley will be able to:

- Correctly identify the uppercase 'M' and lowercase 'm'.
- Produce the /m/ sound in isolation.
- Identify words that begin with the /m/ sound from a collection of objects.
- Form the letters 'M' and 'm' using a multi-sensory approach (playdough, sand tray, writing).

2. Alignment with Standards (Common Core ELA)

- **RF.K.1.d:** Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3.a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
- **L.K.1.a:** Print many upper- and lowercase letters.

Lesson Activities

Part 1: Warm-Up & Introduction (5 minutes)

Goal: To engage Finley and introduce the letter of the day.

1. **Review Previous Letters:** Quickly flash cards of previously learned letters (e.g., S, A, T). Ask Finley, "What letter is this? What sound does it make?" Keep it fast-paced and positive.
2. **Introduce the Magnificent M:**
 - Show Finley the uppercase 'M' card. "Finley, this is the magnificent letter M. It's a tall

letter with pointy mountains. Can you trace the mountains with your finger?"

- Show the lowercase 'm' card. "This is the lowercase 'm'. It has rounded hills. Let's trace its hills."
- **Introduce the Sound:** "The letter M makes the /m/ sound, like when you are about to eat something yummy. Put your lips together and say /m/, /m/, /m/. Can you feel your lips hum? Let's pretend we're looking at a magnificent muffin and say /m/, /m/, yummy!"

Part 2: Guided Practice - Multi-Sensory Exploration (15 minutes)

Goal: To build a strong connection between the letter's shape, its sound, and words that use it, using different learning styles.

1. Mystery M Bag:

- Say, "I have a mystery bag full of magnificent things! Some start with our /m/ sound, and some don't. Your job is to be a detective."
- Have Finley reach in without looking, pull out one object, and name it.
- Ask, "Does **m**ouse start with the /m/ sound? Yes! Let's put it on the 'M' pile."
- If he pulls out a car: "Does **c**ar start with the /m/ sound? No. Let's put that in the 'not M' pile."
- Continue until the bag is empty. This provides hands-on, engaging practice with phonemic awareness.

2. Playdough Letters:

- Give Finley a ball of playdough. "Let's make the letter M's mountains! Roll out some long snakes."
- Guide him to form an uppercase 'M' and then a lowercase 'm'. This builds fine motor skills and reinforces letter formation kinesthetically.

3. Sand Tray Writing:

- Show him how to draw 'M' and 'm' in the sand/salt tray with his finger. Say the sound /m/ each time he completes a letter.
- Let him practice a few times, shaking the tray to "erase" it. This is more fun than pencil and paper and provides sensory feedback.

Part 3: Reading & Application (10 minutes)

Goal: To see and hear the letter 'M' in the context of a story.

1. Shared Reading:

- Read *If You Give a Moose a Muffin* aloud with enthusiasm.
- Before reading, say, "Our job is to hunt for the /m/ sound! Every time you hear a word that starts with /m/, like **m**oose or **m**uffin, give me a thumbs up!"
- Point to the words as you read. Occasionally, point to an uppercase 'M' or lowercase 'm' on the page and ask, "Look! There's our magnificent letter! What is it?"

Part 4: Independent Practice & Creativity (5-10 minutes)

Goal: To allow Finley to demonstrate his learning independently and creatively.

1. Magnificent M Drawing:

- On a piece of paper, write a large 'M' and 'm' at the top.
- Say, "Finley, I want you to draw your favorite thing that starts with the /m/ sound. Will you draw a **m**oose, a **m**uffin, the **m**oon, or a **m**agnet?" Giving him choices increases engagement.
- As he draws, ask him to tell you about his picture. Help him label the drawing (you can write the word and have him trace it).

5. Assessment & Wrap-Up

- **Formative Assessment:** Throughout the lesson, informally assess Finley's ability to make the /m/ sound, identify the letters, and sort the objects. Note his confidence and areas of struggle.
- **"Exit Ticket":** Place the 'M' card and a non-M card (like 'S') on the table. "Finley, point to the letter M. Great! Now, what sound does it make?" This is a quick, final check of the main objectives.
- **Munchy M Snack (Optional Closure):** End the lesson with a themed snack. While eating, review what you learned. "We are **m**unching on **m**uffins! Muffin starts with /m/!"

6. Differentiation and Scaffolding

- **For Support:** If Finley struggles to differentiate the sound, focus only on highly distinct /m/ words (e.g., "mom," "me"). If writing is difficult, provide a dotted-line tracer sheet or use hand-over-hand guidance in the sand tray.
- **For Extension:** If Finley masters this quickly, challenge him to find 'm' letters inside words (e.g., "yummy," "hammer"). You can also introduce blending the sound with a vowel, using the whiteboard to sound out "am" or "me."