Stage: Pre Alphabetic

Skill Level:

Skill Level: For students to read this book independently with the support of the lesson they need to be able to:

- Have speech-to print-match.
- Count syllables in words.
- Use beginning sound information: /m/, /n/
- Recognize high-frequency words: a, some
- Use the illustrations to predict what a word says.
- Participate in a guided reading of the book with the teacher.

Lesson Guide

Activity 1 Learning to Make the Sounds /m/ and /n/

Refer to the Word Scientists website before starting the lesson to learn how to teach /m/ and /n/ sounds:

Letter Mm
What do you feel? What do you see?
- Make the /m/ sound.
- Ask students to repeat the sound after you: /mmm/
- Ask students: what do you feel?
- Think-aloud: I feel my lips are together, and I wonder how is the sound coming out. I feel a vibration if I place my finger on the side of my nose. Put your finger along the side of your nose and say the sound/m/ for a long time. Do you feel the vibration? The sound comes out of your nose.
- Ask students: What do you see?
- Think-aloud: I see my lips together. To make the sound /m/, we put our lips together and hum.
- Ask students: If you hold your three fingers on your neck when you make the sound /m/, do you feel a vibration? (yes) Cover your ears and listen. Is it a noisy or quiet sound? (noisy)
- Ask students: Do you stretch the sound /mmm/? Or do you bounce it?
- Think-aloud: You stretch the sound /m/. I can make the sound until I run out of air.
- Assign a corresponding hand motion: Tell students, “The sound /m/ is the sound I make when something tastes delicious. It begins the word monkey. Use a motion of rubbing your tummy to show that you are eating something that tastes good. Have students repeat the sound and the motion. The sound /mmm/ starts the words monkey and mouse.”
Letter Nn
What do you feel? What do you see?
- Make the /n/ sound.
- Ask students to repeat the sound after you: /nnn/
- Ask students: What do you feel?
- **Think-aloud:** I feel my lips open, and the tip of my tongue behind my top teeth. I feel a vibration in my nose. Put your finger along the side of your nose and say the sound /n/ for a long time.
- Ask students: If you hold three fingers to your neck when you make the sound /n/, do you feel a vibration? (yes) Cover your ears and listen? Is it a noisy or quiet sound? (noisy)
- Ask students: What do you feel?
- **Think-aloud:** I see lips open, and the tip of my tongue reaching up behind my top teeth
- Ask students: Do you stretch the sound /n/? Or do you bounce it?
- **Think-aloud:** You stretch the sound /nnn/. I can make the sound until I run out of breath.
- Assign a corresponding hand motion: Tell students, “The sound /n/ begins the word nose” Make motion of touching your nose. Have students repeat the sound, the keyword (nose), and the motion.

Activity 2 Exploring the Illustrations on the Book Cover

Before reading the text on each page, guide students in exploring the cover and illustrations.
Examine the cover. Tell students:

- Let’s look at the cover of the book.
- Do you recognize the character on the front cover of the book? Who is that? (It is hard to tell, but maybe it is Kim.)
- What is Kim doing? (She is taking a photo of a monkey who is cracking open nuts to eat.)
- What else do you see on the cover? (a monkey)
- What sound does monkey start with? /mmm/?
- What letter spells the sound /m/? (the letter m)
- I also see a pile of nuts.
- I feel the sound /n/ at the beginning of the word nut.
- What letter does nut start with? (n)
- What sound does the letter n make? /n/)
- The title says: Kim Finds M and N Words
**Activity 3 Phonological Awareness**

Use the pictures on page 2 of the book to practice phonological awareness activities.

- Name each picture with students. Confirm that it is the correct label by examining the first letter in each word and checking its sound. For each picture, ask students, “What do you see?” Students should name the picture. If they do not know a word, take time to teach it. Example: If students labels a picture “rug” instead of “mat” you can say, “Yes, it’s looks like a rug, but rug begins with /r/ and this word begins with the letter m and the sound /m/. It is a mat and you can wipe your feet on the mat. I know it says *mat* because I feel a /m/ sound at the beginning of the word. So, this picture shows a mat. Repeat after me: “*mat*.”
- Say, clap, and count the number of syllables in each word: map (1), nuts (1), newt (1), numbers (2), mouse (1), mat (1), nest (1), monkey (2)
- Onset-rime practice: Tell students you are going to play a game where you will say a word in parts and they need to guess the word. Let students see the pictures to give them the context. m-ap (map), n-est (nest), m-ouse (mouse), n-uts (nuts), n-ewt (newt).
  Note: Use only one syllable words for the onset-rime activity.

**Activity 4 Teach the Carrier Phrase**

Practice using the articles *a* and *some*.
- Prepare cut-outs of the pictures on page 2. Change the pictures so each time students read the phrase with a different picture.
- Write the carrier phrases on the board: a _________________ (one thing), some ____________ (more than one thing)
- Identify a picture out loud and ask students to repeat it.
- Fill in the blank with a word the picture. Example: a monkey.
- Ask students to repeat the completed phrase.
Some ___________. (more than one thing)

- Write the carrier phrase on the board: some ___________.
- Read the word aloud and ask students to repeat it.
- Fill in the blank with a plural word students know. Example: some nuts.
- Point to the picture of nuts and repeat the phrase: some nuts
- Ask students to repeat the sentence.
- Ask students: What is the difference between this and the previous example? (In this example, there is more than one nut.)
- Repeat with the picture of numbers. (Tell students to listen for the plural sound at the end of the word numbers).
- Say: We use the word some, when there is more than one thing or if something like rice cannot be divided into one thing. Say: “some numbers” “some rice”

Practice using the word “and” to tell more than one thing.

_____ and ______

- Write the carrier phrase on the board: _______ and ________
- Fill in the two blanks with two different things from the pictures. Example: monkey and nuts.
- Ask students to repeat the phrase.
- Ask students to think of two things that go together. Example: A monkey can crack open and eat nuts.

Practice the carrier phrase:

- Hold up a single item.
- Ask students: What is this? (a __________.)
- Hold up two or more items.
- Ask students: What are these? (some __________.)
- Correct errors and practice a few times until most students are correctly identifying singular and plural nouns.
- Draw a picture on the board of 1 nest and write: nest
- Draw a picture of 2 nests and write: nests
- Repeat the activity with the some of the pictures on page 2.

**Activity 5 Guided Reading of the Book**

After the students have mastered the carrier phrase, guide them in reading each page together as a class. Use the example below as a model for guiding students to read the book page by page.
Tell students:
• Let’s read the part of the sentence we know together: a______.
• What do you see in the picture? (a monkey)
• What sound does monkey begin with? (/m/). How do we spell the sound /m/? (letter m)
• Let’s clap to see how many syllables (parts) are in the word monkey (2). So monkey is a two-syllable word that begins with the letter m. Do you see a word that could be monkey? (the last word). That makes sense with the picture.
• Read the sentence with me.
• Now read the sentence to me.
Repeat this pattern for each page. Pay careful attention to page with a plural noun. Guide students to recognize the change in the carrier phrase (a or some)

Think Aloud to confirm a word prediction based on the first letter of the word. Example on page 6: If students were to predict that the text says, “a rug” instead of “a mat” then guide them to confirm their prediction with the first letter of the word. Say: Since the word rug begins with the sound /r/ and the word on the page begins with the letter m, it cannot be a rug. This is how we use our letter-sound knowledge to confirm what a word says.

Expand students vocabulary: Ask students questions about the topic on each page of the book to give additional oral language practice. For example: What is the mouse doing? (The mouse is climbing up a bamboo shoot.)

**Activity 6 Reread the text for fluency. My turn, Your Turn.**

The teacher reads a page of text, and then the students read the same text. Reread the whole book. Observe students to see if they are pointing to the words as they say them (speech-to-print match).

**Activity 7 Partner Reading**

Break students into pairs. Make sure each pair has a copy of the book. Instruct students to read the whole book with their partner. First, Student #1 should read each page of the book, pointing to each word as he/she reads it. Next, Student #2 should reach each page of the book, pointing to each word as he/she reads it. Encourage students to help each other if they cannot recognize a word. Walk around the room and check the progress of each student, correcting errors as necessary.

**Activity 8 Word Sort**

Preparation: Before the lesson, cut out the pictures provided on the final page of the book of each of the words from the text. Ask each pair of students to turn to the page of the book which shows a T-chart with columns for the
letters $Mm$ and $Nn$. Give each pair of students a set of the pictures. Instruct the pairs to sort the pictures into the correct columns, based on their starting sounds.

Model the activity:
- Draw a larger version of the T-chart on the board.
- Hold up a picture of a mouse.
- Ask students: What is this? (a mouse)
- Ask students: What is the first sound you hear? (/m/)
- Make the corresponding hand motion that goes with the sound /m/ (rub your tummy).
- Ask students: What letter makes the sound /m/? (m)
- Use tape to place the picture of the mouse into the $Mm$ column.
- Say: $Mouse$ begins with the sound /m/.
- Repeat this procedure to sort the words that begin with either the sound /m/ or /n/.
- Have students name all the pictures in a column each time a new picture is added.

Students work in pairs to complete their own charts. Walk around the room checking progress and correcting errors as necessary.

Group check:
- Get the students’ attention. Ask them to stop working on their charts.
- Hold up each picture one by one and ask students the same questions as in the model.
  - What is this?
  - What is the first sound you hear? [make the corresponding motion]
  - What letter makes that sound?
  - Use tape to place the picture in the correct column on the board.
- Ask each student and their partner to check that they put their pictures in the correct columns.

Another Way to Do The Chart: PICTURE SORT- SOUND ONLY
Paste a word that begins with the letter $m$ over the letter $m$ on the chart. Then paste a word that begins with the letter $n$ over the letter $n$ on the chart. One by one, compare each of the other pictures first with the picture that begins with $m$ and then with the picture that begins with $n$ in the headers. For example: say:
$mouse$ - $monkey$  $mouse$ - $nest$, $mouse$ sounds like $monkey$. They begin with the same sound, so I am going to put it in the $monkey$ column. Each time a student places a new picture in a column have them name all the pictures in the column.

**Activity 9 Vocabulary Builder Activity**

I Spy….

Explain the rules of the game: I will think of something in the room that starts with the sound /m/ or /n/. I will say, “I spy with my little eye something that starts with the sound /m/.” Use the pictures from the book and add pictures or objects of things that start with either the /m/ or /n/ sound.

Model the activity: Decide on one of the pictures or objects that starts with an /m/ or /n/.
Example: $nest$ Say: I spy with my little eye something that starts with the sound /n/ and birds lay eggs in it. If students guess the wrong word, but it begins with the right sound say something like, “Yes this picture begins with the sound /n/ but I am thinking of a place where birds lay their eggs.” If students give the correct answer, then provide them with feedback also, “Yes the word $nest$ begins with the sound /n/ and it is a place that birds lay their eggs.” Continue the activity until you have practiced both $m$ and $n$ words.
Activity 10 Assessment

- Observe speech-to print-match. Watch each student read the book and point. Observe if they are pointing to each word as they say it.
- Check to see if students can read the high-frequency words out of the text: *a, some*
- Ask students to tell the beginning sound in the words: (map /m/, numbers /n/, nuts /n/, mat /m/, monkey /m/, nest /n/, mouse /m/, newt /n/).