Title: Sounds Like M

Subject Matter Emphasis and Level: Phonics Kindergarten

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Brief Description of the Lesson/Unit:

Students will be able to identify the letter M and its correct sound.

SD Content Standards:

K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases.

Unpacked: I can name the letter M and make its sound.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   Students will identify the letter M and say its correct sound.
2. What essential questions will guide this unit and focus teaching/learning?

Can the student correctly write the letter M after hearing its sound?
Can the student make the correct sound after hearing the sound in a word?
Can the student identify the correct picture out of a group of pictures for the beginning ‘M’ sound?

3. What key knowledge and skills will students acquire as a result of this unit?

That letters have sounds and can be heard in words and identified in writing.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

Speech/auditory difficulties
Sound confusion

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

When given a group of pictures, the student will find the picture that begins with the ‘M’ sound.
Will be able to say the ‘M’ sound when asked.
Write the letter ‘M’ beside pictures beginning with the ‘M’ sound.

Other Evidence:

Quizzes, Tests, Prompts, Work Samples (summarized):

Worksheet
Unprompted Evidence: (observations, dialogues, etc.)

Observation of student in identifying pictures that start with the ‘M’ sound. Listening to student correctly make the ‘M’ sound.

Student Self-Assessment

Students will complete a worksheet.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Participate in group activity using pictures and picking out the picture that starts with the ‘M’ sound.
Individually pick out pictures that start with the ‘M’ sound.
Complete worksheet.

Materials & Resources (technology & print):

‘M’ picture cards
Worksheet

Management:

Whole group
Individual assessment

Support Services and Special Teacher Notes:

Students who need help with making the correct sound or picking out the correct pictures may need extra support services. Other classmates may be the extra support. If more assistance is needed, the Reading Specialist will offer support. Special Education teacher may also provide extra activities.
Extensions and Adaptation:

If a student is having difficulty in writing the letter ‘M’, they will be provided a worksheet with dotted letters to trace.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

As a group, students will pick out the picture that starts with the ‘M’ sound out of a group of three pictures at a time. Students will individually have their own groups of picture and will pick out pictures that start with the ‘M’ sound. Students that have mastered this will be asked to name other words that start with the ‘M’ sound. Students that are having difficulty will be paired with another student to complete the task. Students will then complete a worksheet that has several pictures. Students will write the letter ‘M’ in front of the pictures that start with the ‘M’ sound. Students will give the correct sound for the letter ‘M’ when asked.

Differentiated Content:

Students will participate in group activities, individual activities, and complete a worksheet to learn the sound for the letter ‘M’.

Differentiated Product:

Students will demonstrate knowledge of the ‘M’ sound by completing activities, completing the worksheet, and give correct sound when asked.