

Letter Introduction Routine—Mm

Objective

Children will practice the name, sound, and formation of the letter Mm.

Materials

letter card or anchor chart of the letter Mm

Preparation

Practice pronouncing the sound of M. You may choose to view the sounds video to prepare. The sound will be represented as /m/.

Use a large letter card showing the uppercase and lowercase letters along with a picture of a word that starts with M. If you do not have letter cards, make an anchor chart by writing the uppercase and lowercase letters on a large piece of construction paper, and including a picture of *mittens* or a *moon*.

Introduce

Hide or cover your letter card/anchor chart. Lead children in the “New Letter Chant”:

***“A brand new letter is waiting for me!
New letter, new letter, what will it be?”***

Build excitement as you reveal the target letter: **“Today our letter will be... M!”** Uncover the letter.

Teach the Letter Name

Point to Mm on the letter card. **“This is the letter M. What letter?”** Children respond.

“Let’s say it in a sentence. Repeat after me: This letter’s name is M.” Children: “This letter’s name is M.”

Point to the uppercase letter. **“Repeat after me: This is the uppercase M.”** Children: “This is the uppercase M.”

Point to the lowercase letter. **“Repeat after me: This is the lowercase m.”** Children: “This is the lowercase m.”

Teach the Letter Sound

Cup your ear as if listening for a sound. **“The sound this letter makes is /m/. What sound?”** Children respond.

“Let’s say it in a sentence. Repeat after me: The sound is /m/.” Children: “The sound is /m/.”

Point to the picture. **“These are *mittens*. Repeat after me: *Mittens* starts with the /m/ sound.”** Children: “*Mittens* starts with the /m/ sound.”

Form the Letter (Skywrite)

“Now I’m going to get my magic pencil ready to write!” Hold up your finger (magic pencil) and turn your body so that children see you writing from left to right. Write the letter in the air.

“My turn. First I will write the uppercase M. Watch me. To write the uppercase M:

- **Start at the top.**
- **Long line down.**
- **Back to the top.**
- **Long slant line down to the bottom.**
- **Don’t move your magic pencil.**
- **Long slant line back to the top.**
- **Long line down.”**

“Your turn. Put your magic pencil in the air. Get ready. To write the uppercase M...” Have the children write the letter in the air using the same description. Ask children to “write” the uppercase letter several times before moving onto the lowercase letter. As they write, continue to describe how to form the letter.

Give the following instructions for the lowercase letter: **“My turn to write the lowercase m:**

- **Start at the middle.**
- **Short line down.**
- **Back to the middle.**
- **Small curve, then short line down to the bottom.**
- **Back to the middle.**
- **Small curve, then back to the bottom.”**

“Your turn. Put your magic pencil in the air. Get ready. To write the lowercase m...” Have the children write the letter in the air using the same description.

Summarize

“Today we learned about the letter M.” Point to the uppercase letter. **“This is the uppercase M.”** Point to the lowercase letter. **“This is the lowercase m. Letter M makes the /m/ sound.”**