n2y

unique learning system

Foundational Phonics Course 1

Course Description: Students will learn the sounds /m/, /a/, /t/ and /p/ and the letters that represent them. They will learn how to use these letters and sounds to decode and encode words, sentences and connected texts. Students will also learn five High-Frequency Words to support them in reading a decodable connected text.

Content Related Words: sound, letter, decode, blend, segment, encode (spell), write

Through explicit instruction, our **Foundational Phonics courses** support phonemic awareness, encoding and decoding, phonics, and fluency for 27 foundational phonemes.

Phonemic awareness is a key component of a Science-of-Reading-aligned approach to reading instruction. Letter sounds are taught systematically to ensure reading success.

Phonics courses follow a **scope and sequence** so students can systematically learn the 44 phonemes and corresponding graphemes.

n2y

Lesson 1 - Learn the Sound: Mm, /m/

Through **explicit instruction**, our Foundational Phonics courses support phonemic awareness, encoding and decoding, phonics, and fluency for 27 foundational phonemes.

Lesson Summary

Students will be introduced to the sound /m/ and the letter Mm that represents that sound. Students will learn the sound in isolation and in the context of words and sentences.

Students develop awareness of **the segments of sounds in speech** and how they link to letters.

Learning Objective(s)
Identify the grapheme and phoneme for /m/. Use the grapheme and phoneme for /m/ in context.

Learning Goal
I can identify the sound and letter for /m/. I can use the sound and letter for /m/ in words and sentences.

Materials	Additional Materials
Introduce the Sound Identify the Sound Keyword Beginning Sound Match Identify Beginning Sounds Beginning Sound Search Identify Ending Sounds Ending Sound Search Letter-Sound Card Identify the Letter Write/Trace the Letter Connected Text	Mirror for each student (optional) Lined Handwriting Paper Writing Utensils Alternate Pencils

Making connections to relevant topics and examples is important for students to acquire skills. All the examples in the course materials help students develop a strong understanding and **make learning meaningful.**

Lesson Hook

❝ **Say: Everyone's name is made up of sounds. What sounds do you have in your name?**

Discuss what sounds students have in their name. If someone has the sound /m/ in their name emphasize it.

Introduce the Learning Goal. 🎯

❝ **Say: Today your goal is to identify the sound and letter for /m/, and use the sound and letter for /m/ in words and sentences.**

Isolating sounds and linking them to letters is necessary to prepare students to read words and comprehend texts.

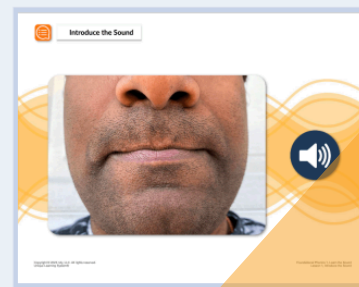# LESSON IMPLEMENTATION GUIDE

n2y

Instructional Routine | Say the Sound

I DO (Teacher Model)

Display Introduce the Sound. Model how to say the sound for students.

❝ **Say: This is the sound /m/. To make the /m/ sound, I put my lips together and keep my mouth closed. I turn on my voice and hum like this. The air comes out of my nose. /m/.**

WE DO (Teacher/Student)

Display Introduce the Sound and Identify the Sound. Teacher and student will say the sound together. Consider having students look in a mirror as they say the sound.

❝ **Say: Let's say /m/ together. Close your lips, keep your mouth closed, turn on your voice and hum. Say it with me, /m/. Let's listen to these sounds. Which one sounds like /m/? I will click on the sound that says /m/.**

Slowly fade prompts by whispering, having students work with partners or giving gestural prompts. For students who are unable to verbalize the sound, encourage them to use their thinking voice.

YOU DO

Students will now say the sound /m/ on their own.

❝ **Say: Now it is your turn to say the sound /m/ on your own.**

Level 3	Can the student independently say the sound /m/?
Level 2	Can the student say the sound /m/ with support? How?
Level 1	Can the student identify the sound /m/ from a narrowed field or errorless choice(s)?

Corrective Feedback

If a student cannot say the sound /m/, then remind them how to position their mouth to say the sound. Model saying the sound /m/ again and have them look in a mirror to see what their mouth is doing.

Modeling and guided practice are evidence-based practices that promote skill acquisition. They provide an opportunity for students to explicitly learn a skill and then to work on the new skill through a gradual release of responsibility.

Critical to the learning process, **corrective feedback** allows the teacher to catch and correct errors and misconceptions as students are independently working.