

Jungle

Small Group (approximately 2-4 students) • Activity 1

ACTIVITY DESCRIPTION

Students will identify the letter M and practice the sound /m/. Students will practice making the shape of the upper and lowercase letter M.

LEARNING OBJECTIVES

- Recognizes that letters have sounds
- Matches some letters to their printed form
- Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

KEY LANGUAGE

The following words are likely to be used by students to participate or respond. When appropriate, these words can be built into your students' communication supports. Visual supports are available for these words in the Visual Supports Library on the TeachTown Launch for PreK app. Common classroom language (e.g., yes, no, your turn, my turn) is not included in this list.

Key Language

- M m
- Moon
- Mouse
- Mouth
- monkey
- mom

Materials

BOOKS AND RESOURCES	MANIPULATIVES KIT	THEME KIT	CLASSROOM
<ul style="list-style-type: none"> • Jungle Letter M (per student and teacher) • Jungle Letter M Words • <i>The Lion and the Mouse</i> Story Board Image Page 1 (Mouse) 	<ul style="list-style-type: none"> • Magnetic Whiteboard • Letter Magnets 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Modeling dough • Dry erase marker

PREPARING FOR THE LESSON

1. Gather materials, including printing resources as needed.
2. Laminate the upper and lowercase m from Jungle Letter M, if possible.
3. Put the uppercase and lowercase Letter M Magnets on the Magnetic Whiteboard.
4. Transition students to the instructional area.

ACTIVITY

	LEVEL P1	LEVEL P2	LEVEL P3
INTRO	<p>We read <i>The Lion and the Mouse</i>. Mouse starts with M! Hold up the uppercase Letter M Magnet. Today, we are going to learn about the letter M.</p>		

ACTIVITY 1

	LEVEL P1	LEVEL P2	LEVEL P3
MODEL	<p>These letters are both the letter M. This is an uppercase M (point to the uppercase Letter M Magnet) and this is the lowercase m (point to the lowercase Letter M Magnet). M says /m/. /M/, /m/, mouse. Display the mouse Story Board Image).</p> <p>Let's look at some other words that start with M. Display and identify the Picture Cards, emphasizing the initial sound of each word. Point to the Letter M Magnet each time a new Picture Card is shown.</p> <p>Display the teacher copy of Jungle Letter M. Where is the letter M? Allow students to respond in their preferred communication modality. Uppercase M starts with one straight line. Next, there is a short, diagonal line down and another short, diagonal line back up. Last, we add one more long line down.</p> <p>We are going to use modeling dough to make the letter M! Display the teacher copy of Jungle Letter M. Use modeling dough to make the uppercase M.</p>		
GUIDED PRACTICE	<p>Can you help me make the lowercase letter m? Point to the letter on the teacher copy of the Jungle Letter M. Where is the letter M? Allow students to respond in their preferred communication modality. Give a student some modeling dough. Let's make the letter m (point). Assist students as needed. Take turns until all students have helped fill in the letter on the teacher copy of the Jungle Letter M.</p>		
INDEPENDENT PRACTICE	<p>Your turn. Let's find letters! Add some Letter Magnets to the Magnetic Whiteboard, including Letter M Magnet. Where is M? Allow students to take turns identifying the letter M.</p> <p>Now it's your turn to make the letter M! Give students more modeling dough and their own copy of the Jungle Letter M. Fill in the letter M. Provide assistance as needed.</p>		



Activity Tip! If you do not have modeling dough, consider making your own. Recipes can be accessed for free online. Make the modeling dough with your students as a sensory or art activity!

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

Here are suggestions for how to differentiate the instruction provided in the activity to meet the needs of individual students across different ability levels. Use these differentiation suggestions while you implement the activity, especially the Independent Practice section.

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY		
LEVEL P1	LEVEL P2	LEVEL P3
LANGUAGE AND COGNITIVE SKILLS		
Point to the Letter Magnet. This is M. Give/show the student the Jungle Letter M. This is M. Match M.	Show students 2-4 Letter Magnets, including the letter M. Where is M? Allow students to respond verbally or by touching/pointing.	Point to the Letter Magnet. What letter is this? If students can name the letter, ask them, What sound does it make?

DIFFERENTIATION ACROSS STUDENT LEVELS DURING ACTIVITY

LEVEL P1	LEVEL P2	LEVEL P3
SOCIAL BEHAVIORS AND PEER INTERACTION		
If a student's name starts with M, say [Student's] name starts with M! Have the student say their name in their communication modality, or raise their hand/point to themselves/etc. Then, have other students in the group repeat that student's name or point to the student.	Have two students come up (one with the target letter in their name and one without). Write their names on the Magnetic Whiteboard and ask peers to find the name that has an M in it. You can make the M a different color to support students' letter identification.	Have students identify a peer, staff member, family member, or friend whose name starts with M. Allow students to share in their preferred communication modality. If students can identify names that start with M, ask them to walk around the classroom with a friend and identify other words that start with M.

PROMPTING

Provide a prompt immediately after an error or incorrect response or after a student does not perform a task or respond for 10 seconds. Use the System of Least Prompts to provide the least invasive prompt first, like an attention-getting verbal prompt. Use physical prompts only when students are actively attempting to complete an activity but struggling to do so. Always use physical prompts in accordance with your district's or state's guidelines on physical prompting.

Here are some examples of prompts for tasks or responses students may struggle with in this lesson:

TASK OR RESPONSE	RECOMMENDED PROMPTS
Identifying the letter	<p>Gestural prompt: Tap or point to the letter. This is the letter M.</p> <p>Attention-getting verbal prompt: Hey, [student name], look at the mouse.</p> <p>Model prompt: This is the letter M. Point to the letter M. Watch me make the letter M. Make the letter M with modeling dough. Your turn.</p>

REINFORCEMENT

Use specific verbal praise or social or tangible reinforcers in response to appropriate student engagement in the lesson activity. See Reinforcement section of Resources in the Curriculum Tab of the TeachTown Launch for PreK app.

Here are some examples of specific verbal praise for this lesson:

- **Great job! You made the letter M.**
- **You're a superstar! You made the letter M.**

CLOSING AND TRANSITION

Mouse starts with the letter M! Show the mouse Story Board Image. **We had fun learning about the letter M! Now, we are going to go to [name of the next activity]. The word mouth starts with M. Let's all touch our mouths on the way to [next activity area].**