

New sound: m

17

Lesson 17 of 92 (ages 3-6) / 11 of 86 (age 7+) · Letter Sounds · Ages 3-7+ · about 10 min

GOAL

Your child can say /m/ when they see "m", and hear it in words like map.

WHY IT MATTERS

Every letter sound is a building block. Once your child knows /m/, they can use it in every word it appears in: map, mat, man.

YOU'LL NEED

- The practice sheet for this lesson (worksheet.pdf) and a pencil or crayon.
- The lesson page on a phone or tablet, for the sounds and games.

LESSON FLOW about 10 minutes

1 min

Warm up

Quick flash of the last sounds: write "n", "i", "p" on paper, point, and your child says each sound.

SAY | "What sound is this? And this one?"

2 min

Listen

Play /m/ on the lesson page three times. Your child watches your mouth and copies.

SAY | "This is /m/. Watch my mouth: lips together, hum through nose."

2 min

Show how

Show the letter "m" and the action: Rub your tummy like eating yummy food and say mmmmm. Then tap the words on the lesson page.

SAY | "When I see m, I say /m/. map: /m/ map!"

2 min

Do it together

Sound hunt: find 3 things at home with /m/. Then do the trace-and-write part of the practice sheet. Read together: map, mat, man.

2 min

Play

Play the games on the lesson page: hear /m/ and tap its letters, then find where the sound is in a word.

1 min

Wrap up

Ask your child to teach the sound and action to someone else in the family.

SAY | "Can you show Grandma our new sound?"

USE WITH THIS LESSON

- **This lesson online (listening + games)**
phonicademy.com/plan/session/sound-m
- **Printable: 44 Letter Sound Flashcards (PDF)**
phonicademy.com/printables/abc-phonics-flashcards-43
- **Read: Letter Sounds vs Letter Names: Which Should You Teach First?**
phonicademy.com/blog/letter-sounds-vs-letter-names
- **The “m” sound — full page**
phonicademy.com/phonemes/m
- **Read: Phonemes List (Free PDF): 44 English Phonemes with Examples**
phonicademy.com/blog/43-english-phonemes-list
- **Game: Letter Trace**
phonicademy.com/play/letter-trace

HEAR IT, FIND IT

Say the sound (not the letter name). Your child points to the letters. Tick first-try answers.

#	SAY / SHOW	CHOICES	ANSWER	
1	Say /m/	m, n, i	m	☐
2	Say /n/	n, m, i	n	☐
3	Say /i/	i, m, n	i	☐

WATCH FOR common mix-ups and what to do

- Says the sound too quickly to hear.** → /m/ can be stretched: hold it like a long note, mmmm, then let go.
- Forgets the sound the next day.** → Normal! Repeat the action and the keyword daily for a week: the action is the memory hook.

TOO HARD? MAKE IT EASIER

Only do the listening parts today: hear it, say it, find it in pictures. Save the writing for tomorrow.

TOO EASY? MAKE IT HARDER

Read these words and then write two of them from memory: map, mat, man.

HOW DID IT GO?

MY CHILD CAN...

- ☐ Says /m/ when shown "m".
- ☐ Hears /m/ in a word you say (map).
- ☐ Writes "m" starting in the right place.

Date: _____

Colour in the stars:



Notes: _____