



## Daily and Supporting Learning Targets

- Opening A: I can search for letters in a familiar text (poem): “m” and “r.” (RF.K.1)
  - I can identify the name of each lowercase letter.
  - I can identify the name of each uppercase letter.
- Opening B: I can identify the name and sound for the letters “m” and “r.” (RF.K.3)
  - I can identify the name of each uppercase letter.
  - I can look at each consonant and say its sound.
- Work Time A: I can follow directions for writing letters “m” and “r.” (L.K.1).
  - I can print many uppercase letters.
  - I can print many lowercase letters.

## Ongoing Assessment

- Observe students during Opening. Determine whether they can identify the letters “m” and “r” in the shared text.
- Observe students during Work Time to notice preferred grip during letter formation and correct as necessary.
- Record students’ progress on the Snapshot Assessment.

## Agenda

### 1. Opening (5 minutes)

- A. Poem Letter Search: “m” and “r”
- B. Letter-Sound Chant: “m” and “r”

### 2. Work Time (10–15 minutes)

- A. Getting to Know Letters (Part 2): “m” and “r”

### 3. Closing and Assessment (2 minutes)

- A. Reflecting on Learning

### 4. Differentiated Small Group Instruction and Rotations (40–45 minutes)

## Teaching Notes

### In advance:

- Post enlarged poem: “Mouse and Rabbit Share a Snack” (from Lesson 21).
- Review Letter Formation Guidance document (see K–2 Skills Resource Manual).
- Copy the “m” and “r” handwriting papers.
- Prepare Snapshot Assessment (optional; one per student).
- Draw three horizontal lines on the board (two solid lines with a dotted line in the middle for letter formation demonstration).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- keyword (L)

## Materials

- ✓ Enlarged poem: “Mouse and Rabbit Share a Snack” (to display; from Lesson 21)
- ✓ Large pointer (optional; for teacher to point to words in poem as the class recites)
- ✓ Keyword Picture Cards: “m” and “r” (one of each for teacher to display; from Lesson 21)
- ✓ Poetry notebooks (from Lesson 21)
- ✓ Poem: “Mouse and Rabbit Share a Snack” (one per student in their poetry notebooks)
- ✓ Highlighter, highlighter tape, or Wikki Stix® (one for teacher to circle the letter in poem)
- ✓ Writing utensil (optional; for students to circle the letters in their poetry notebooks or on their loose copies of the poem; one per student)
- ✓ Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
- ✓ “m” handwriting paper (one per student)
- ✓ “r” handwriting paper (one per student)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Poem Letter Search: “m” and “r”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
***“Now let’s read the poem, line by line. Letters make words and words make rhymes.  
We will search for letters, short and tall. Search them out and have a ball!”***
- Begin the Poem Letter Search instructional practice:
  1. Teacher reads **enlarged poem: “Mouse and Rabbit Share a Snack”** aloud once, pointing to each word as it is read (with a finger or a **pointer**).
  2. Students chorally read the poem once or twice.
  3. Teacher says: “We met two letters in our last lesson: ‘m’ and ‘r.’ We are going to look *really* closely at the words in this poem and search for those letters. I’ll show you.”
  4. Teacher displays the **Keyword Picture Cards: “m” and “r.”**
  5. Teacher curls her hands around her eyes like binoculars or pretends to use a magnifying glass to look closely at the words of the poem. Teacher encourages students to do the same.
  6. Teacher says: “Look! I found an ‘m’! I am going to circle the word with my **highlighter**.”
  7. Teacher says: “The letter ‘m’ starts the word ‘mountain.’ I can hear the /m/ sound at the beginning of the word ‘mountain.’”

8. Students circle the letter in their **poetry notebooks** or copies of the poem: **“Mouse and Rabbit Share a Snack”** with a writing utensil, if using.
9. Repeat steps 4–8 a few more times with the same letter.
10. Repeat steps 4–8 a few times with remaining letter: “r.” Review by finding letters “a,” “t,” “h,” and “p” from previous cycles, if time allows.
11. Teacher says: “Today, we searched in the poem for letters we know. In the next lesson, we will search for special words called *high-frequency* words. That means authors use them all the time in their writing. We are going to figure out which high-frequency words the author used in this poem. Right now, it’s a mystery. I wonder which word it could be. We’ll find out soon!”

### Meeting Students’ Needs

- To provide support or practice with left-to-right directionality and one-to-one matching, consider inviting individual students to approach the enlarged poem and point to the words as the class chorally recites.
- If students have their own copy of the poem and have trouble finding the letter, consider partnering them with a friend who can help them locate the letter.
- Support students’ developing skill of connecting the phoneme (sound) to the grapheme (letter) by repeating each word containing the letters being searched, emphasizing the letter’s sound in the word. Example:
  - “Right, you found another ‘r’ in the word ‘rabbit.’ /r/abbit.”

### B. Letter-Sound Chant: “m” and “r”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):
 

***“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!”***
- Begin the Letter-Sound Chant instructional practice:
  1. Teacher says: “Let’s say our Letter-Sound Chant to help us remember those keywords we learned.”
  2. Teacher asks:
 

***“Who remembers what a keyword does?” (unlocks sound for the letter)***
  3. Teacher says: “That’s right! Our keywords in the chant are our keys to unlock the sounds for each letter. Let’s go!”
  4. Teacher models the Letter-Sound Chant for “m”: “m, mountain, /m/” and repeat.
  5. Teacher asks students to join in the Letter-Sound Chant for “m”: “m, mountain, /m/” and repeat.
  6. Repeat steps 4–5 with “r.”
  7. Teacher says: “Great job! Knowing the sounds for letters helps us become better readers.”

## Meeting Students' Needs

- Remind students that the /m/ sound stops with the lips closed and does not include the "uh" that many students add to the sound.
- Remind students that the /r/ sound stops with the lips curved and chin forward and does not include the "uh" that many students add to the sound.

## Work Time

### A. Getting to Know Letters (Part 2): "m" and "r"

- (Suggested transition song, sung to the tune of "I'm a Little Teapot"):
 

***"Now we'll write a letter, line by line. Get your hand ready to start on time. When we write a letter, we start on top. Pull down until it's time to stop."***
- Begin the Getting to Know Letters (Part 2) instructional practice:
  1. Teacher says: "We learned some of the story of the letters 'm' and 'r' yesterday. We learned the names, sounds, and keywords. Today, we're going to learn how to write these letters."
  2. Teacher reviews letter sounds from Lesson 21.
  3. Teacher selects the sound for review: /m/.
  4. Teacher says: "Now I will say the sound and skywrite the letter 'm,' and then you can do the same."
  5. Students echo the sound and say the letter while skywriting: /m/.
  6. Teacher says: "It's time to follow along as I write this letter."
  7. Teacher chooses a volunteer to come up to the board to write the letter.
  8. Teacher directs students in proper letter formation with directions (referring to the standalone **Letter Formation Guidance document**).
 

Example:

    - "m" is a belly line letter. It starts on the belly line.
    - Point to the belly line.
    - Pull straight down to the feet line, then back up and around to make a hump that touches the feet line.
    - Pull straight back up and then around to make another hump that touches the feet line.
    - Teacher says: "'m,' mountain, /m/."
    - Students repeat: "'m,' mountain, /m/."
  9. Students write letter on their **"m" handwriting paper**. Teacher directs students using the Letter Formation Guidance document.
  10. Teacher circulates to assist students as needed, checking for proper grip.
  11. Students repeat letter formation twice more.
  12. Repeat steps 2–11 with upper- and lowercase "r" using the "r" handwriting paper.
  13. Teacher says: "Great job writing the letters 'm' and 'r.' Remember, to make the letter 'm,' (repeat letter formation directions). And when we make the letter 'r,' (repeat letter formation directions)."

### Meeting Students' Needs

- Support students' understanding of left-to-right directionality with large, clear illustration of letter formation.
- Consider encouraging students to point to the body parts used in letter formation guidance (head, belly, feet) to support spatial and kinesthetic knowledge connection.
- Draw students' attention to how the shape of the letter 'm' resembles the shape of mountains.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners think about what they've learned and why it's important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:

***"When we write the letter 'm,' how can we remember where to start?" (Start at the belly line.)***

***"How will that help us with writing?" (Responses will vary.)***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I write the letter 'r,' I \_\_\_\_."
  - "When I see the letter 'm,' I know it says \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K-2 Skills Resource Manual) for more details.*

### Pre-Alphabetic:

- Practice activity: Teacher guides students as they practice letter formation for letters "m" and "r," using "m" and "r" handwriting papers from the lesson.
  - Refer to the Letter Formation Guidance document (see K-2 Skills Resource Manual) as needed.
  - Continue to observe grip as students write letters.

- Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.
- If students need additional practice, consider providing a variety of materials for writing, such as sand trays, bags of shaving cream, etc.
- Consider also reading the Letter Stories: “m” or “r,” found in the Learning Letters Book. After reading the story, practice skywriting the letter.

**Early Partial Alphabetic:**

- Practice activity: Teacher guides students as they practice letter formation for letters “m” and “r,” using “m” and “r” handwriting papers from the lesson.
  - Refer to the Letter Formation Guidance document (see K–2 Resource Manual) as needed.
  - Continue to observe grip as students write letters.
  - Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.
  - If students need additional practice, consider providing a variety of materials for writing such as sand trays, bags of shaving cream, etc.
- Consider also reading the Letter Stories: “m” or “r,” found in the Learning Letters Book. After reading the story, practice skywriting the letter.

**Late Partial and Early Full Alphabetic:**

- Practice activity: Teacher guides students as they practice letter formation for letters “m” and “r,” using “m” and “r” handwriting papers from the lesson.
  - Refer to the Letter Formation Guidance document (see K–2 Resource Manual) as needed.
  - Continue to observe grip as students write letters.
  - Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.
  - If students need additional practice, consider providing a variety of materials for writing such as sand trays, bags of shaving cream, etc.
- Consider also reading the Letter Stories: “m” or “r,” found in the Learning Letters Book. After reading the story, practice skywriting the letter.