

## Lesson 31: Day 1

# Munching Mike's Sound

### ✓ Preparation and materials

- BPCCs: **m** plus Review PCCs
- *Alphabet Songs CD*, #14
- Option: project lyrics, *TG TR*
- *ABC book*, p 30-31 or *Living ABC Software*
- *Vocabulary Cards* for **m**
- Classroom labels, Word Wall words
- *A-Z Copymasters*, **m**

### ✓ Small group/independent

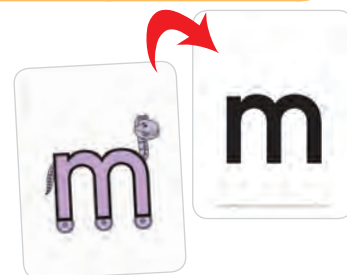
- *Beginning Sound Pictures* for **m**, some for other sounds, & the **m** letter card
- a bowl labelled 'Munching Mike's Meal'
- a sock puppet or simply use your hand to represent Munching Mike
- *Phonics Workbook 1*
- **m** to picture-code, *TG TR*

## Review

- **Who Do You Hear?** Display PCCs for **ā**, **ă**, **d**, and **h**. Listen for these Letterlanders' sounds at the start of words. Review the four sounds. Say, **astronaut**. "Astronaut." Let's stretch it: **ăăăăăăastronaut**, /ă/. Who do you hear? "Annie Apple." Do the same with **hive**, **donut**, (emphasize the /d/ which, of course is not stretchable) **hug**, **Asia**.
- PCCs **ă**, **ā**, **b**, **d**, **ě**, **h**, **q**, **r**, **s**, **v**, **w**, **ũ** Use the 'Quick Dash' (page 233).

## Munching Mike, his sound, action and song

- **Munching Mike** Now it's listen-and-think time. The Letterlander we are going to learn more about today has no feet.... Can you think who that might be? Don't tell me yet, because I have some more clues for you. This Letterlander drinks **mmm**milk and eats **mmm**unchy-crunchy **mmm**etal things, and he only has 3 legs. Who is he? "**Munching Mike**." Use his BPCC to see what this **m**onster looks like when he is in Letterland. Can you see how **Munching Mike** moves? Yes, he has



Big Picture Code Cards



### Munching Mike's Alphabet Song



Mmmm....  
that monster Munching Mike.  
My, he has an appetite.  
'Mmm...',  
he hums contentedly,  
munching mouthfuls merrily.  
'Mmmm...!'



Munching Mike  
in ABC book



### Word Wall

milk

like



A-Z Copymasters

three wheels to roll around on. Turn the card upside down. *Can he roll like this? No, he's upside down.* Turn the card right side up. Move the card slowly in the children's reading direction. *He has to roll like this. And what direction does he roll in? "The Reading Direction!"*

- **Show his plain letter** to see what he looks like in words. Ask children to point out where his tail would go, his three wheels and his head. Turn the plain letter upside down and ask, *Could he roll like this? Why not?*
- **Sound and Action** Practice the Sounds Trick if needed: just start to say his name, then stop! *'Munching Mike, Mmmm....'* Teach Munching Mike's Action Trick. Praise children with: **Mmmarvelous!**
- **Song** Sing Mike's *Alphabet Song*. Show the picture side of his *BPCC* when you all sing his name and the plain letter for his sound, and do his Action.
- **Letter Name and Sound** People who don't know about Letterland call this letter an 'em.' We will learn more about that letter name later, but the most important thing for us to remember right now is Munching Mike's sound. Let's see if we can stretch and hold his sound /mmmmmmmm/. Yes we can. Let's do that again and look around at your friends to see what their mouths are doing. Feel your own mouth, too. Are our mouths open or closed? Yes, they are closed and if we want to say Mike's sound to help us read words, we say it with our mmmouth closed and we keep it closed. Let's stretch and hold his sound as long as we can /mmmmmmmm.../.

## Phonemic awareness and language development

### Listen

- **ABC book** Read about Munching Mike and his sound while exploring the picture. Or use the *Software*.
- **Mike's Words** Use the three *Vocabulary Cards*, classroom labels (**magnets**, **music**), and children's names to draw attention to his sound in words.
- **Questions and discussion** Praise answers with: **'Marvelous!'** **'Magnificent!'** or **'Mmmmm!'** You have **many**, **many** of these in your body beginning with **'mmm...'** They help you to move. What are they? (**muscles**). Up in the sky at **midnight**, what would **Munching Mike** munch if he could reach it? (the **moon**, **Milky Way**) What school subjects might **Munching Mike** like most? (**math** and **music**) Would **Munching Mike** prefer to play in – some soft sand, or some **messy mud**? Would **Munching Mike** like **mashed** potatoes or baked potatoes best? Which pet would he want **more**? (lizard or **mouse**) Which time of day does he like best, **morning** or afternoon? Would he prefer a light lunch, or a **midday main meal**? Who would prefer a light lunch? (Lucy Lamp Light.) What would **Munching Mike** like to drink at lunch? (**milk**) So now do we know quite a lot about Munching Mike? (All nod heads: **mmm!**)
- **A-Z Copymasters (SG)** Discuss the pictures and then model finger-tracing as you say Mike's *Handwriting Verse*:

Make Munching Mike's back leg first,  
then his second leg, and third,  
so he can go munch-munching in a word.

Observe and help as needed with tracing and rainbow writing while all hum his sound **"/mmmm-mmmm-mmmm/"**



## Games

Choose an Activity Bank game (page 252) or play the Alliteration Game (page 46).

### Alliteration Game for Munching Mike

#### Munching Mike is good at:

math, memory, mowing,  
moving mountains, making messes,  
making music, making mistakes,  
moving at many miles an hour

#### Places

moon, mountain,  
Miami, Maine,  
motorway

#### Words of praise

magnificent,  
marvelous

#### Animal friends

monkey, moth,  
mouse, mole, mule,  
moose

#### People

mother, man,  
magician, musician,  
mail carrier

#### Foods

marshmallows,  
milk, melons,  
mushrooms,  
macaroni

#### Feelings

mad, miserable,  
mean, moody,  
mellow,  
mixed-up

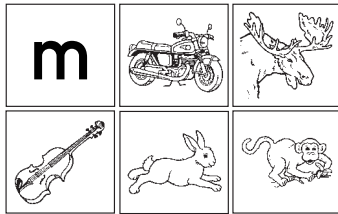
#### Body Parts

muscle, mouth,  
moustache, middle

#### Time

morning, midnight,  
minute, month,  
Monday,  
March, May

## Small group/independent activities



Phonics Workbook 1, Munching Mike

### ● Beginning Sounds: Munching Mike's Meal Game (SG)

- **Preparation** Label a bowl as 'Munching Mike's Meal.' Use a sock puppet or simply your hand to represent Munching Mike. Display a number of *Beginning Sounds Pictures*, some that begin with /m/ and some that do not, and the **m** letter card.
- **Playing the game** Ask a child to choose a picture, say the word, and hand the picture to Munching Mike. For the **m** letter card, the child simply says /mmm/. If the picture begins with /mmm/, then Munching Mike takes it in his mouth and says /mmm/ and puts it in his Meal bowl. If it does not begin with /mmm/, Munching Mike gives it back and says, "No, thanks!" After a few children have had a turn feeding the monster, let them take turns being Munching Mike.
- **Phonics Workbook 1 (SG/Ind)** Munching Mike's page.
- **Picture-coding (Ind)** Model picture-coding Munching Mike and give out large plain **m**'s to code. The children could all make his sound /mmm/.../mmm/.../mmm/ while they draw.
- **Handwriting practice (Ind) h, d, and c** (*Copymasters* or *ELT Handwriting Book*).
- **Interventions (SG)** Add Munching Mike's Meal Game to the beginning sound work. When Munching Mike rejects a picture card, let the other children tell whose sound it starts with.

