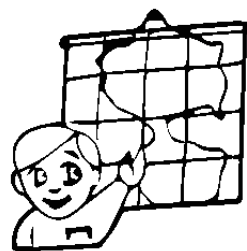
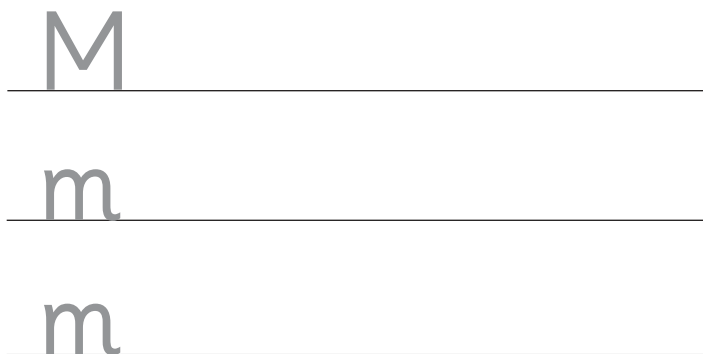


Multi-skills Activities

m



Learn the code: This letter is code for the sound /m/ as in **map**.



Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, whilst saying the sound /m/.



Phonemic awareness: Where can you hear the sound /m/ in these words? mouse cup swim mop

t m s n i p a m
M A N I P A T S
map tin am man Tim
pan mist mat mint stamp

Decoding: Point under the letter shapes from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine*.



Oral segmenting: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound.

See the letters, say the sounds: **s a t i p n m**

Mini Story

s a t i p n m

A I T P

Say the sounds.



Is is

s pronounced /z/ in these words

Tim

An ant nips in a tin.

Tim spins it.

Pam tips it.

Is an ant in it?

Grapheme search: Underline **M** and **m** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences whilst you say the sounds of each word *in your head*. Draw a picture.

Question: What do you think happens to the ant when Tim spins the tin?

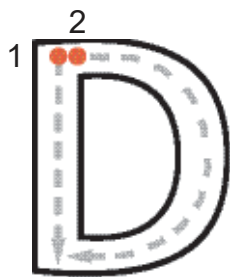
See the letters, say the sounds: **s a t i p n m**

Multi-skills Activities

d



Learn the code: This letter is code for the sound /d/ as in **dig**.



D

d

d

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, whilst saying the sound /d/.



Phonemic awareness: Where can you hear the sound /d/ in these words? bed dig map band

a t d s i m p n d
 D A M P I N A N T S
 dip mad and sad dim
 pad din did sand damp

Decoding: Point under the letter shapes from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine*.



Oral segmenting: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound.

See the letters, say the sounds: **s a t i p n m d**

Mini Story

s a t i p n m d

D I S T

Say the sounds.



Is is

Read the words.

Sand

Dad tips sand in a pit.

Is it a sandpit?

Tim and Dan stand, stamp, sit

and pat in it.

Grapheme search: Underline **D** and **d** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences whilst you say the sounds of each word *in your head*. Draw a picture.

Question: Why do you think Dad has made a sandpit?

See the letters, say the sounds: **s a t i p n m d**