



TEACHING A LETTER

Mm

TARGETS

- Writing, recognition and processing of the letter **Mm**.
- Dictation of article **the**
- Singular – Plural(number)(the duck-the ducks)
- Dialogue through the creation of a performance of «Karagiozis»

- Observation of a picture in the lesson.
- Formulation of suggestions.

Μύτη σαν σαλάμι



- Καλημέρα σας! Είμαι ο Μορφονιός με το όνομα.

- Μμμ! Όνομα και πράμα.

- Αχ! Η μύτη μου!

- Μύτη είναι αυτό; Σαν σαλάμι είναι!

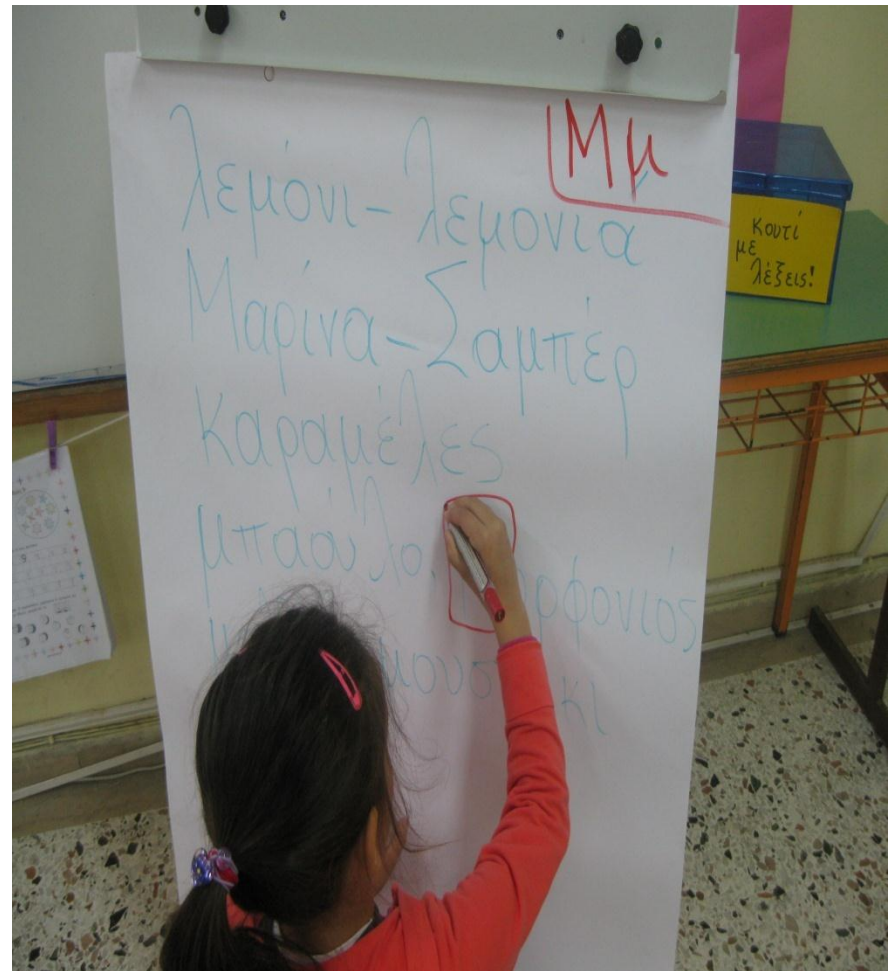
- Μη, με πονάς! Άσε με πια.

Μμ Μμ Μμ

- Development of verbal speech with relative questions from the teacher.

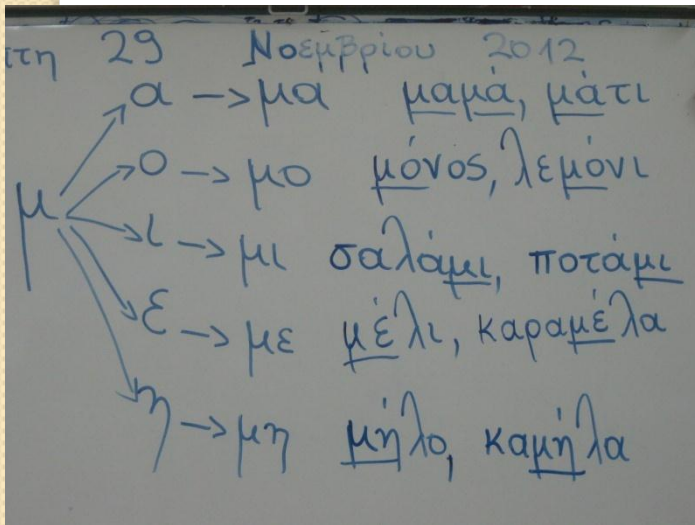
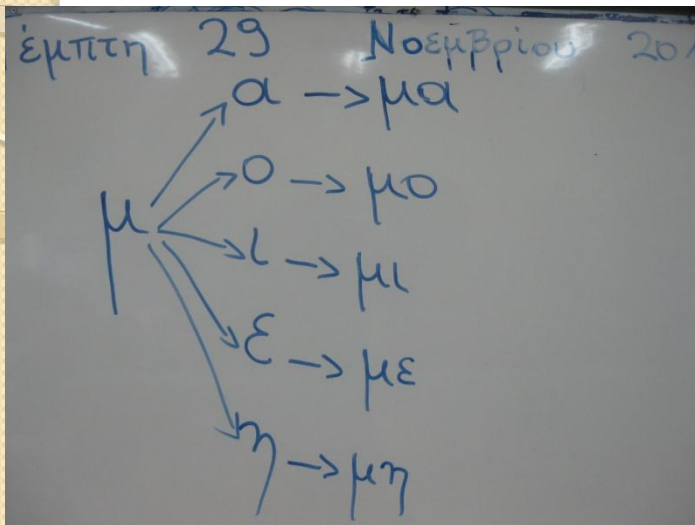


- Elements of the picture, that has the under – processing letter, are named.
- The words are written down on a sheet of paper.
- The children read the list and circle the new letter.



- The pupils form the new letter with their body.
- They find faces, people, animals, things that begin with the new sound, the new phoneme.



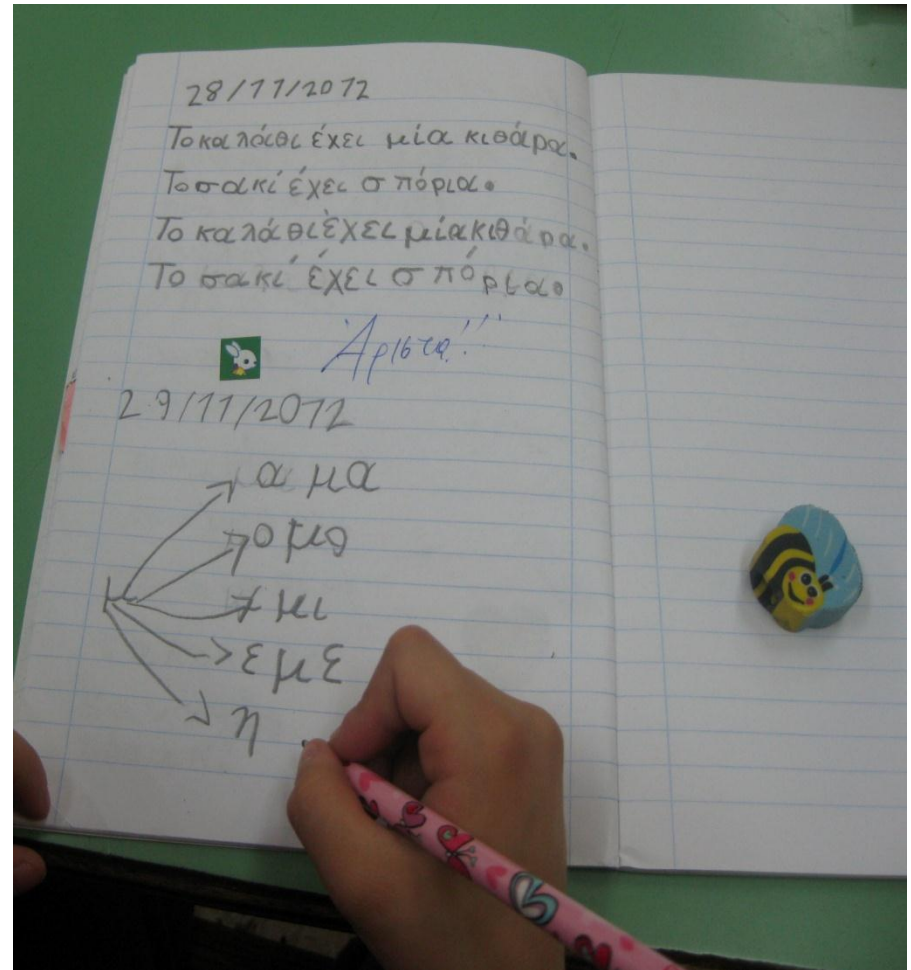


- The teacher writes the phoneme on the board and connects it with the already known letters, creating the new little voices.
- After that, the pupils find words with the new little voices.

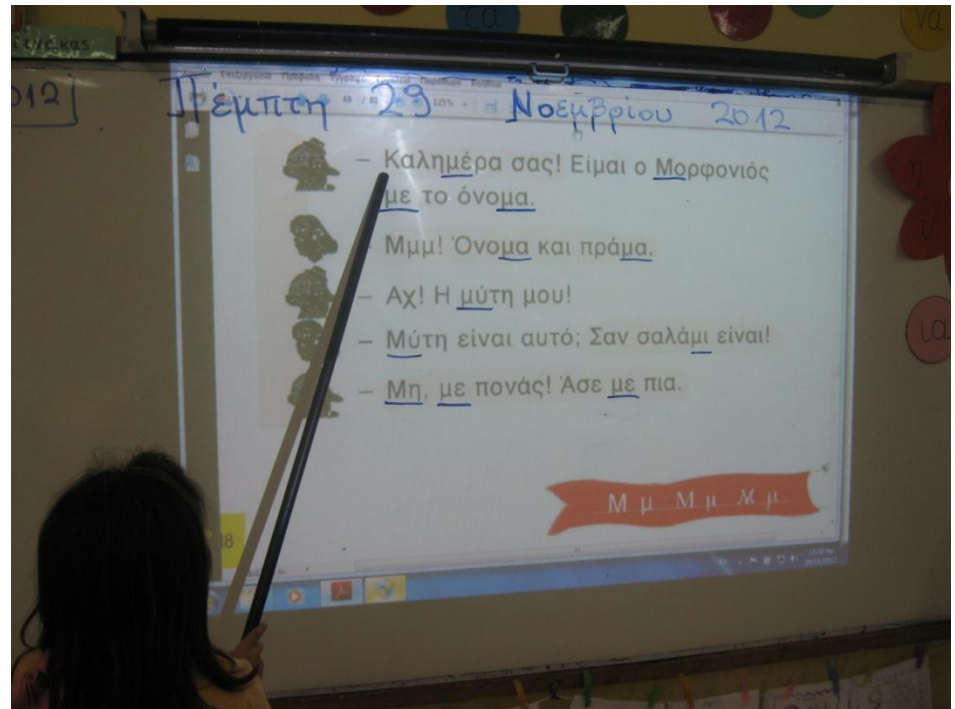
- The children read , individually and in groups, the new little voices and the words that correspond to them.



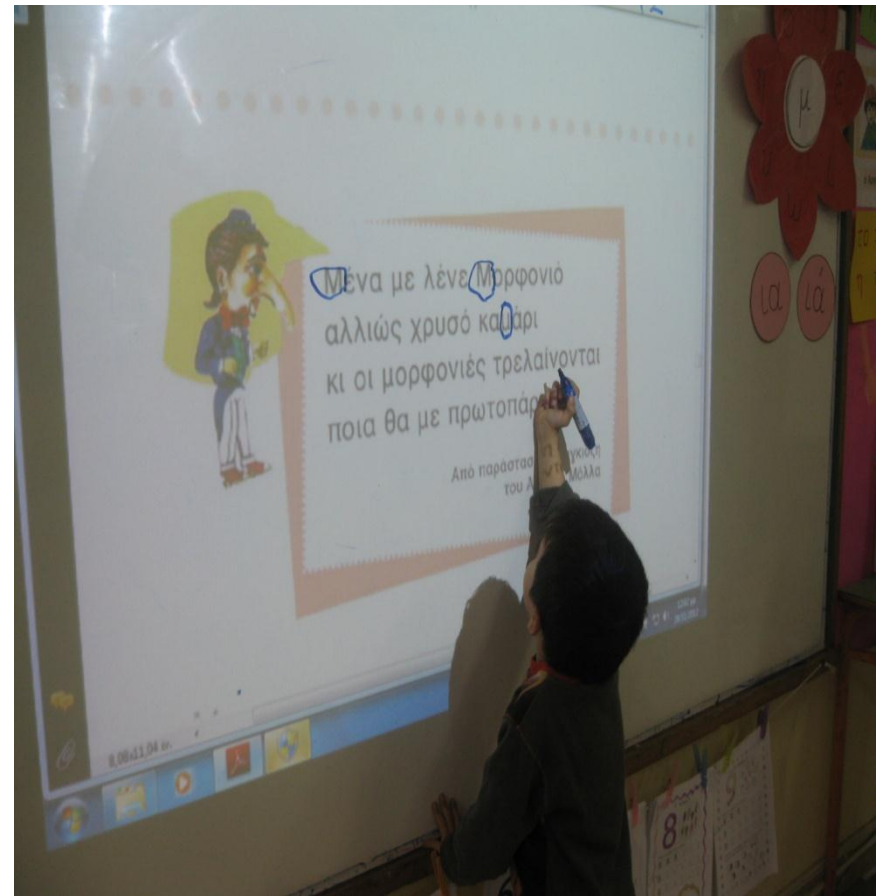
- The pupils write the new little voices and the words in their notebooks.



- The teacher reads the text indicating the word.
- Reading is done twice or three times.
- After that all the children read it in groups.



- The processing continues with a poem where children, after the teacher's reading, circle the new letter and listen to the corresponding, equivalent song.



- The children are taught the correct writing of the letter and write it in their exercise notebook.





- Finally the children create the book of the letter.