

The Letter D - Lowercase (page 9)



Materials:

- alphabet chart or page 4
- **lowercase d** flashcard
- picture cards (dog, apple, banana, cap, duck)
- letter poster for **lowercase d** from previous lesson
- tracing page for **lowercase d**
- crayons
- page 9

Review: 3-5 minutes

- Sing the alphabet song while pointing at the letters
 - For students with less phonics exposure, the teacher should point to a wall chart while singing the song.
 - For students with more phonics exposure and experience, students should point to the letters on page 4 as they sing the song.
- Show the letter and dog picture flashcard for the letter **Dd**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: “D, /d/, dog”; air write and count letter strokes

Preview: 5-7 minutes

- Show the **lowercase d** letter poster and trace the letter, counting the letter strokes.
- Do body letter activity
 - Discuss how **lowercase d** is made of one straight line and one curved line.
 - Select two students and use their bodies to form the **lowercase d** on the floor.
 - Now put the students into groups of two and have them create a **lowercase d** with their bodies.

Modeling: 2-3 minutes

- Show the students the tracing page for **lowercase d**.
- Select one color and trace the **lowercase d**, counting the letter strokes.

- Select another color and repeat, tracing over the first color.

Guided Practice: 5-10 minutes

- Pass out the tracing page for **lowercase d** to each student.
- Guide students to trace the **lowercase d** with their finger, counting the letter strokes. Repeat 2-3 times.
- Pass out one crayon per student and have them hold it in the air to prevent them from going ahead.
- Guide students to trace the **lowercase d** with the crayon, counting the letter strokes.
- Give students a different color crayon or have them trade with another student.
- Guide the students to trace the **lowercase d** with the different crayon over top of the original, counting the letter strokes.
- Repeat the process 2-3 more times with different colors.

Independent Practice: 5-7 minutes

- Explain how to do each part of page 9.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 9 to each student.
 - Students may not all be ready to write the letters without the dotted lines. If they are not, have them only trace the letters. If you want them to have more practice, you can draw your own dotted lines for them to trace.

Assessment: (during Independent Practice)

- As the students are completing page 9, monitor and give guidance/support/correction/praise, as needed.
- Use page 9 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show the letter and dog picture flashcard for the letter **Dd**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: “D, /d/, dog”; air write and count letter strokes.