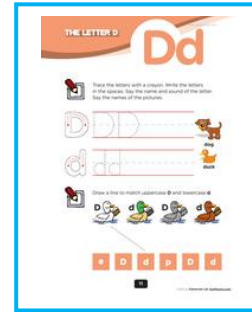


# The Letter D Sound (page 9)



## Materials:

- letter **Dd** flashcard
- picture cards (*apple, banana, cap, duck, dog, alligator, ant, ball, balloon, cat, carrot*)

## 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 duck 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/, duck”; air write and count letter strokes

## Preview: 3-5 minutes

- Show the letter **Dd** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: “D, /d/ /d/ /d/”      Students: “D, /d/ /d/ /d/”
- Show the picture cards for the words that begin with the **Dd** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
  - Teacher: “/d/ /d/ duck”; students repeat
  - Teacher: “/d/ /d/ dog”; students repeat

## Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Dd** sound.
  - Teacher: “/d/ /d/ dog”. Since the word begins with the /d/ sound, stand up and do a little dance.
- Show the students a picture card that doesn’t start with the **Dd** sound.

- Teacher: “/d/ /d/ cap”. Since the word doesn’t begin with the /d/ sound, sit down on the floor.

**Guided Practice:** 5 minutes

- Continue the activity from above using the picture flashcards for apple, cap, duck, banana and dog.
  - Teacher says the /d/ sound, followed by the word from the picture card. If the word begins with the /d/ sound, teacher and students do a little dance. If not, sit down on the floor.

**Independent Practice:** 5-10 minutes

- Divide the classroom into two sides, **Dd** and not **Dd**.
- Give each pair of students a picture card.
- Students look at the card with their partner and decide which side of the room they need to move to.
- Once all of the students have moved to a side of the room they can show their card and say the sound and picture word, if possible. They may also show the teacher and the teacher can say it for them to repeat. If they are on the correct side, have the students give them a cheer. If not, they move to the correct side and then the students give them a cheer.

**Assessment:**

- During the guided and independent practice, take note of students’ ability to match the /d/ sound to the various picture cards.

**Closure:** 1-2 minutes

- Review each picture card.
  - Teacher: “/d/ /d/ duck”; students repeat
  - Teacher: “/d/ /d/ dog”; students repeat