

Beginning d (pages 20-21)

Materials:

- letter flashcards Aa-Zz
- letter **d** flashcard
- picture cards (dog, bread, dinosaur, door, doll, bee, doctor, duck, dice, bat, down, dance)
- page 20-21



Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 5-7 minutes

- Show the **d** 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 **d** sound and say the name of the picture, emphasizing the **d** sound and have the students repeat
 - Teacher: “/d/ /d/ dog”; students repeat
 - Teacher: “/d/ /d/ dinosaur”; students repeat
 - Teacher: “/d/ /d/ door”; students repeat
 - Teacher: “/d/ /d/ doll”; students repeat
 - Teacher: “/d/ /d/ doctor”; students repeat
 - Teacher: “/d/ /d/ duck”; students repeat
 - Teacher: “/d/ /d/ dice”; students repeat
 - Teacher: “/d/ /d/ down”; students repeat
 - Teacher: “/d/ /d/ dance”; students repeat

Modeling: 5 minutes

- Show the students a picture card that starts with the **d** sound.
 - Teacher: “/d/ /d/ dog.” Since the word begins with the /d/ sound, crawl around and bark like a dog.
- Show the students a picture card that doesn’t start with the **d** sound.
 - Teacher: “/d/ /d/ bread”. Since the word doesn’t begin with the /d/ sound, sit down quietly like a dog.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Complete page 20 together.
- Show the picture card for duck and have students repeat.
 - Teacher: “/d/ /d/ duck; students repeat
 - Talk about how duck begins with the /d/ sound.
 - Say the name of each of the pictures around the duck at the top of the page. If the word begins with the /d/ sound, like duck, draw a line to the picture. If it doesn’t, leave it blank.
 - For the bottom of the page say the name of each picture and ask if it starts with the /d/ sound.
 - If they say yes then write a lowercase **d** in the air, talking about how it is made with one small curved line and one straight line.
 - Now have the students write the letter **d** in their book as you model writing the letter **d** on a copy of the page that matches their book.
- Do the same steps for the rest of the words on the bottom of page 20 (doll, doctor, door, dog)
- When you finish writing the letter **d** to complete each word, read them together, emphasizing the beginning **d** sound.

Independent Practice: 5-7 minutes

- Explain how to do page 21.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 21 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 21, monitor and give guidance/support/correction/praise, as needed.
- Use page 21 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/d/ /d/ dog”; students repeat
 - Teacher: “/d/ /d/ dinosaur”; students repeat
 - Teacher: “/d/ /d/ door”; students repeat
 - Teacher: “/d/ /d/ doll”; students repeat
 - Teacher: “/d/ /d/ doctor”; students repeat
 - Teacher: “/d/ /d/ duck”; students repeat
 - Teacher: “/d/ /d/ dice”; students repeat
 - Teacher: “/d/ /d/ down”; students repeat
 - Teacher: “/d/ /d/ dance”; students repeat

