

Alphabetics

PROJECT READY

#3: li, Dd, Nn, Ll

Lessons 9-12



Materials Needed:

- doodle board
- letter cards i, h, z
- syllabication squares
- hand puppet

LESSON 9

Phonological Awareness

Overview

New Letter: ll

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 9

Phonological Awareness: Segmenting Syllables

Overview

New Letter: ll

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards

Materials: Syllabication Squares, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is an infant. An infant is a tiny baby! How many parts do you hear in the word infant? Clap it- in-fant. Count it- (layout one square for each part) in-fant. Count the squares- 1, 2. There are two parts, or syllables, in the word infant!"

Practice: "Let's try another one together! This is an igloo. An igloo is a house made of snow. Let's clap the parts in igloo. Ig-loo. Let's count it (lay out the squares) ig-loo. How many parts, or syllables, are in igloo? 2! Great! Let's try another one! This is an insect. Say the word insect. Now, let's clap the word. In-sect. In-sect. Now, let's count the words using our squares, in-sect, in-sect. How many parts

are in the word insect? 2! Great work!

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Infant. In-fant."

Practice: "Do it with me. In-fant"

Praise: "Good! In-fant are the parts of the word infant."



LESSON 9

New Letter Introduction

Explain: Point to the iguana.
"This is an iguana. Everyone
say iguana. Good. Iguana
starts with the /i/ sound. /i/
iguana. Everyone say /i/.
(practice again).

*Repeat the letter
name several times
with the students.

Overview

New Letter: Ii

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards



LESSON 9

Overview

New Letter: ll

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards

New Letter Introduction

Explain: "We write the /l/ sound like this (trace the letter with your finger). The name of this letter is l. (point to the picture) Iguana. /l/. (point to the l) l.

Practice: Focus practice on having students say the letter name. "The name of the letter is l. What is the name of the letter? ll Yes! Al Let's say it three times. l. l. l."

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say l.

l is impressive-imagine life without l.

We wouldn't have igloos or ink- ayiyi!

l makes the shape of insects we like:

The dragonfly's body is the shape of an l.

l makes the sound of a note you can sing.

A rumbling /l!!!!!!!!!!!!/ while the instruments ring!"

*Repeat the letter name several times with the students.





I

i

LESSON 9

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is an iguana, itch, and igloo. I hear the /i/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Iguana, itch, igloo. Great job. They all start with the /i/ sound. We write the /i/ sound with the letter I.

Explain: Point to the letter. "The name of this letter is I. This is the capital I and this is lowercase i. They look different, but we call them both I. (practice saying the name I). Let's say the name together (point) I, I, I, i. Great!"

*Repeat the letter
name several times
with the students.





I i

LESSON 9

Letter Formation **pull the letter i! cards from your kit*

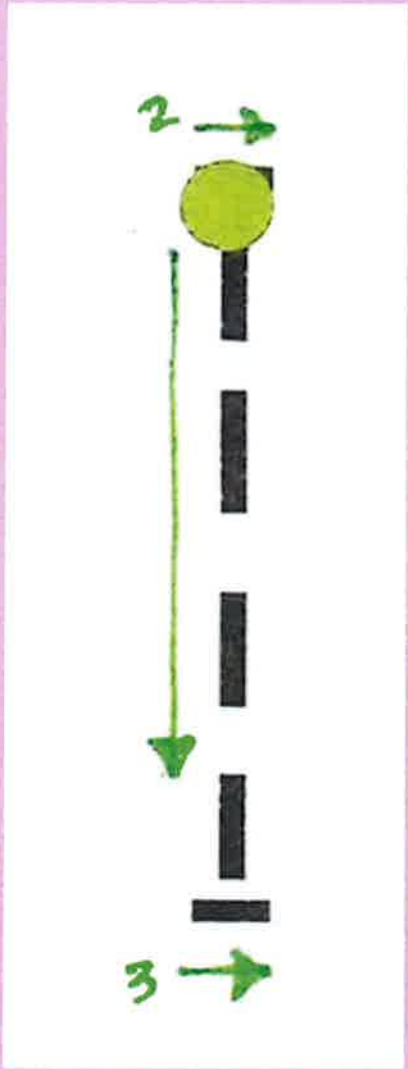
Explain: "Now we are going to learn how to make the letter I. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, pull across, pull across. (lowercase) pull down go back up and dot."

Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter I. Put your finger at the top of the capital I. Pull down, pull across, pull across. Great job! Let's try again. Let's write the lowercase i. Put your finger at the top. Pull down, go back up, and dot. Great work! We made an i! What letter are we making? The letter i!"

**collect letter i! cards*





LESSON 9

Overview

New Letter: ll

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards

Review Letters

Explain: (point to the picture) This is an iguana. /l/ Iguana. We write the /l/ sound with letter l. (Trace the capital letter) Pull down, pull down, pull across. (Trace the lowercase) Pull down go back up and dot. (Point to the picture) This is a hippo. Hippo, /h/ H. (Trace letter with finger). (Point to the picture) This is a zebra. Zebra /z/ Z. (Trace the capital letter) Across, slide down, across.

Review Game: I am going to give you a letter card. Flip over the card, say its name, and match it to the picture.

Make the Letters

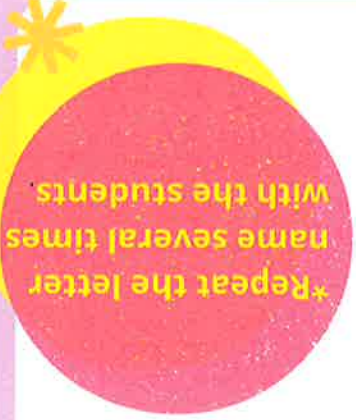
Materials: doodle boards and letter cards

Explain: "Now we are going to practice forming the letters." (Pass out the doodle boards letter cards l, H, and Z-one at a time.)

Let's write the capital l. What letter is this? ll Great! Pull down, pull across, pull across. Great! Let's write the little l. What letter is this? ll Great! Pull down, go back up and dot. Let's say the name of the letter 3 times! l, l, ll Great job!" Continue with Hh and Zz if time.

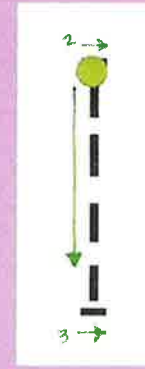
*collect all materials

*Repeat the letter name several times with the students

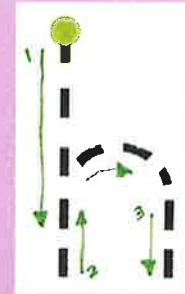
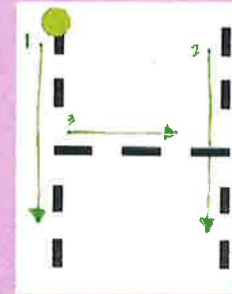




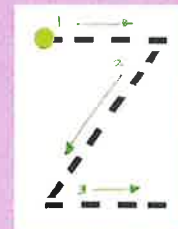
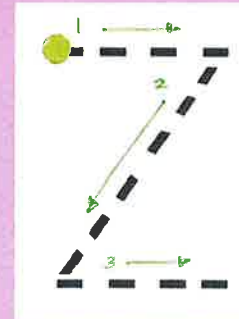
I i



H h



Z z



LESSON 9

Overview

New Letter: ll

Review Letter: Hh, Zz

Review Game: Letter Sort

Make the Letters: doodle boards

*Repeat the letter
name several times
with the students.



Wrap-up
Explain: "Today we learned the letter l. (point to the picture) l. Let's say it together. Iguana, /l/, ll Iguana, /l/, ll Great work."



I

i

Materials Needed:

- doodle board
- letter cards i, h, z
- syllabication squares
- hand puppet

LESSON 9A

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 9A

Phonological Awareness: Segmenting Syllables

Materials: Syllabication Squares, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is an iguana, impala, and Icarus! How many parts do you hear in the word iguana? Clap it, ig-uan-a. Count it- (layout one square for each part) ig-uan-a. Count the squares- 1, 2, 3. There are three parts, or syllables, in the word iguana!"

Practice: "Let's try another one together! This is an impala. An impala lives in Africa. Let's clap the parts in impala. Let's count it (lay out the squares) im-pal-a. How many parts, or syllables, are in impala? 3! Great! Let's try another one! This is an Icarus. Icarus is the fancy name for a blue butterfly. Say the word Icarus. Now, let's clap the word. Ic-a-rus. Now, let's count the parts using our

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Impala. Im-pal-a."

Practice: "Do it with me. Im-pal-a"

Praise: "Good! Im-pal-a are the parts of the word impala!"

"Please come sit on the carpet (car-pet). You can draw on the paper (pa-per)."





LESSON 9A

New Letter Introduction

Explain: Point to the iguana.
"This is an iguana. Everyone
say iguana. Good. Iguana
starts with the /i/ sound. /i/
iguana. Everyone say /i/.
(practice again).

*Repeat the letter
name several times

with the students.





LESSON 9A

New Letter Introduction

Explain: "We write the /i/ sound like this (trace the letter with your finger). The name of this letter is i. (point to the picture) iguana. /i/. (point to the i)."

Practice: Focus practice on having students say the letter name. "The name of the letter is i. What is the name of the letter? i Yes! Ai Let's say it three times. i. i. i."

*Repeat the letter name several times with the students.





I

i

LESSON 9A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is an iguana, itch, and igloo. I hear the /i/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Iguana, itch, igloo. Great job. They all start with the /i/ sound. We write the /i/ sound with the letter I.

Explain: Point to the letter. "The name of this letter is I. This is the capital I and this is lowercase i. They look different, but we call them both I. (practice saying the name I). Let's say the name together (point) I, i, I, i.. Great!"

*Repeat the letter
name several times
with the students.





I i

LESSON 9A

Letter Formation **pull the letter i! cards from your kit*

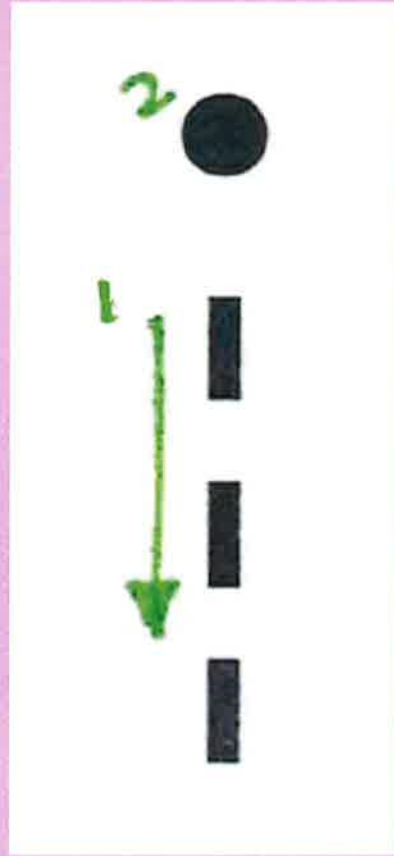
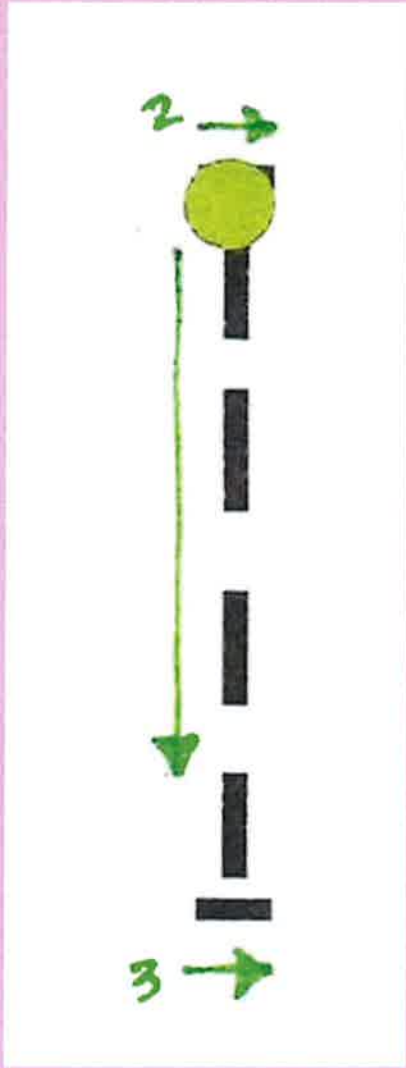
Explain: "Now we are going to learn how to make the letter I. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, pull across, pull across. (lowercase) pull down go back up and dot."

Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter I. Put your finger at the top of the capital I. Pull down, pull across, pull across. Great job! Let's try again. Let's write the lowercase i. Put your finger at the top. Pull down, go back up, and dot. Great work! We made an i! What letter are we making? The letter i!"

**collect letter i! cards*





LESSON 9A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter II."

Review Game: Letter Hunt
Letter Hunt

Explain: "Everyone stand up. The letter II is all over this page, and there are also other letters and pictures. If I point to the letter II, Say II and raise your hands high in the air. If I point to something that is NOT a letter II, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!
Practice: Point to a variety of letters and pictures for students to practice.
**If you don't want students to stand, have students raise their arms only.*

***Repeat the letter name several times with the students.**



I

i



M



C



m



a

I

i

i



I



m

I



i



a

I



I



A

i

LESSON 9A

Wrap-up

Explain: "Today we

reviewed the letter l. (point to the picture) Iguana, /l/, to the picture) Iguana, /l/, (point to the letter) l. Let's say it together. Iguana, /l/, /l/ Iguana, /l/, /l/ Great work."

*Repeat the letter name several times with the students





I

i

LESSON 9B

Phonological Awareness

Materials Needed:

- doodle board
- letter cards i, h, z
- syllabication squares
- hand puppet

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 9B

Phonological Awareness: Segmenting Syllables

Materials: Syllabication Squares, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is an iguana, itch, and igloo! How many parts do you hear in the word iguana? Clap it, ig-u-an-a. Count it- (layout one square for each part) ig-u-an-a. Count the squares- 1, 2, 3. There are three parts, or syllables, in the word iguana!"

Practice: "Let's try another one together! This is an itch. Let's clap the parts in it- ch. Itch. Let's count it (lay out the squares) it- ch. How many parts, or syllables, are in impala? 1 -Great! Let's try another one! This is an igloo. An igloo is a house made of snow. Say the word igloo. Now, let's clap the word. Ig-loo. Now, let's count the parts using our squares, ig-loo. How many parts are in the word igloo? 2! Great work!

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Iglou. Ig-loo."

Practice: "Do it with me. Ig-loo."

Praise: "Good! Ig-loo are the parts of the word igloo!"

"Please come sit on the carpet (car-pet). You can draw on the paper (pa-per)."





LESSON 9B

New Letter Introduction

Explain: "We write the /i/ sound like this (trace the letter with your finger). The name of this letter is i. (point to the picture) iguana. /i/. (point to the i)."

Practice: Focus practice on having students say the letter name. "The name of the letter is i. What is the name of the letter? ii Yes! Ai Let's say it three times. i. i. i."

*Repeat the letter name several times with the students.





I

i

LESSON 9B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is ill, insect, and impala. I hear the /I/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Ill, insect, impala. Great job. They all start with the /I/ sound. We write the /I/ sound with the letter I.

Explain: Point to the letter. "The name of this letter is I. This is the capital I and this is lowercase i. They look different, but we call them both I. (practice saying the name I). Let's say the name together (point) I, i, I, i.. Great!"

*Repeat the letter name several times with the students.





I i

LESSON 9B

Review Game

Materials: pull letter I cards from the alphabets kit and 1-3 other letters to mix in

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter I on your card, match it to the capital or lowercase letter and say I. If it is not an I, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter I.

*Repeat the letter name several times with the students.



I

i



LESSON 9B

Wrap-up

Explain: "Today we

reviewed the letter I. (point to the picture) Iguana, /i/, to the picture) Iguana, /i/, (point to the letter) I. Let's say it together. Iguana, /i/, Iguana, /i/, I Great work."





I

i

- Materials Needed:**
- doodle board
 - letter cards d, i, h
 - syllabication squares
 - hand puppet

LESSON 10

Phonological Awareness

Overview
 New Letter: Dd
 Review Letter: Ii, Hh
 Review Game: Letter Sort
 Make the Letters: doodle boards

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
 If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 10

Phonological Awareness: Segmenting Syllables

Overview

New Letter: Dd

Review Letter: ll, Hh

Review Game: Letter Sort

Make the Letters: doodle boards

Materials: Syllabication Squares, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables "

Model: Daisy: "Watch me first! This is a doorknob . How many parts do you hear in the word doorknob? Clap it- doorknob. Count it- (layout one square for each part) doorknob. Count the squares- 1, 2. There are two parts, or syllables, in the word doorknob!"

Practice: "Let's try another one together! This is a dinosaur. Let's clap the parts in dinosaur together. Di-no-saur. Let's count it (lay out the squares) di-no-saur. How many parts, or syllables, are in dinosaur? 3! Great! Let's try another one! This is a donkey. Say the word donkey. Now, let's clap the word donkey. Don-key. Now, let's count the words using our squares, don-key. How many parts

are in the word donkey? 2! Great work!

Expand: Ask students to identify the first part.

Error Correction Procedure

Model: "Donkey. Don-key."

Practice: "Clap it with me. Don-key"

Praise: "Good! don-key are the 2 parts of the word donkey."





LESSON 10

New Letter Introduction

Explain: Point to the dog.

"This is a dog. Everyone say

dog. Good. Dog starts with

/d/. /d/ Dog. Everyone say /d/.

(practice again)

*Repeat the letter
name several times
with the students.

Overview

New Letter: Dd

Review Letter: Ii, Hh

Review Game: Letter Sort

Make the Letters: doodle boards





LESSON 10

New Letter Introduction

Explain: We write the /d/ sound like this (trace the letter with your finger). The name of this letter is D. (point to the picture) Dog, /d/, (point to the letter) D.

Practice: Focus practice on having students say the letter name. "The name of this letter is D. What is the name of this letter? Di Yes! Let's say it three times. D, D, Di Great!"

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say D:"

*D is a doorway to dungeons down deep
Where there's dragons and danger-
So don't make a peep!*

*D is quite daring and explores without fear
It's in donut and daisy and even in deer.*

D makes a sound that starts in your throat.

A rumblong /d/ /d/ /d/ /d/ /d/ like a heavy drum note.

Overview

New Letter: Dd

Review Letter: ll, Hh

Review Game: Letter Sort

Make the Letters: doodle boards

Repeat the letter
name several times
with the students.





D d

LESSON 10

Overview
New Letter: Dd
Review Letter: Ii, Hh
Review Game: Letter Sort
Make the Letters: doodle boards

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a dog, door, and donut . I hear the /d/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Dog, door, donut. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.

Explain: Point to the letter. "The name of this letter is D. This is the capital d and this is lowercase d. They look different, but we call them both D. Let's practice saying the letter D together 3 times. D, D, Di Great!"

Repeat the letter
name several times
with the students.





D d

LESSON 10

Letter Formation *pull the letter Dd cards from your kit

Overview
New Letter: Dd
Review Letter: ll, Hh
Review Game: Letter Sort
Make the Letters: doodle boards

Explain: "Now we are going to learn how to make the letter D. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, go back up, and around. (model again). This is capital D. (practice with students, then model lowercase) This is lowercase d. I put my finger at the green dot, pull back, go around, all the way up and down. This is di

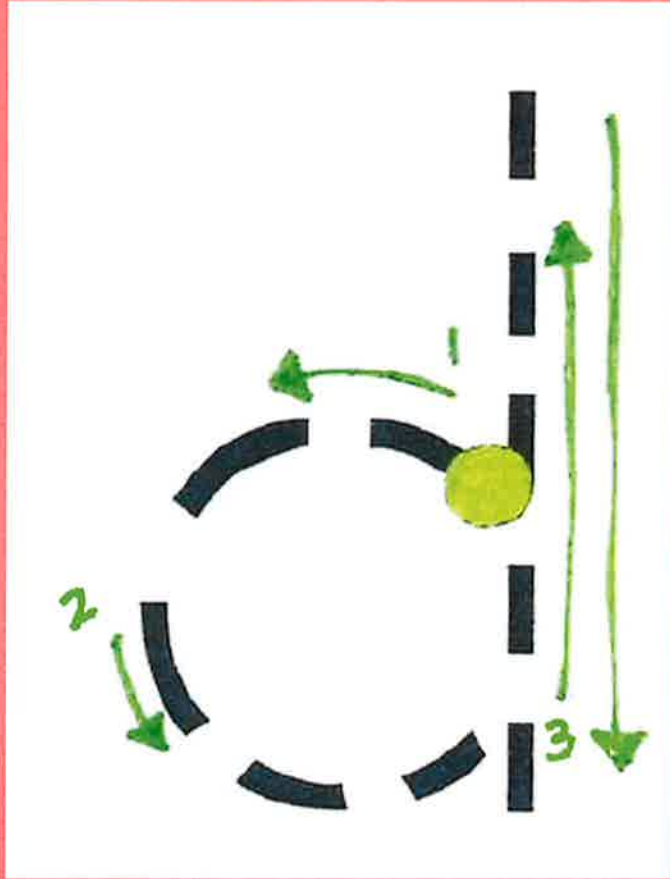
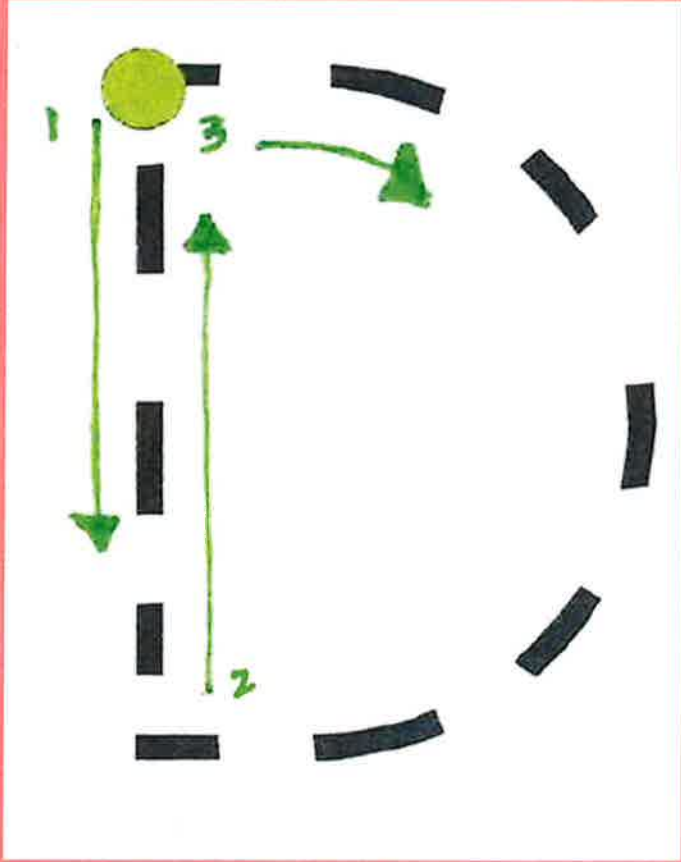
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter D. Put your finger on the top of the D. Pull down, go back up, and around. Great job! Let's try the lowercase d. Put your finger on the circle. Pull back, go around, all the way up and down Great work! We made the letter d. What letter did we make? D! Great job!"

**collect letter cards*

*Repeat the letter name several times with the students.





LESSON 10

Overview

New Letter: Dd

Review Letter: Ii, Hh

Review Game: Letter Sort

Make the Letters: doodle boards

Review Letters

Materials: doodle boards, letter I, H, D cards

Explain: (point to the picture) This is an igloo. /I/ Igloo. We write the /I/ sound with letter I. (Trace the letter) . (Point to the picture) This is a hippo. Hippo /h/ H. (Trace letter with finger). This is a dog. Dog /d/ d. (trace with your finger)

Make the Letters

Materials: letter cards, doodle boards

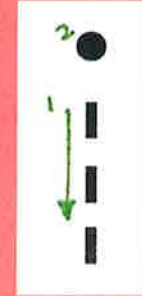
Explain: "Now we are going to practice making the letter D. Watch me first. (Trace the letter using a doodle board while you say the directions out loud) I use my pen and I start at the top. Pull down, go back up, and around. (model again). This is capital D. (practice with students, then model lowercase) This is lowercase d. I put my pen on the circle, pull back, go around, all the way up and down. This is lowercase d! **continue with other letters if time.*

Practice (Game): Pass out letter D, I, and H cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."

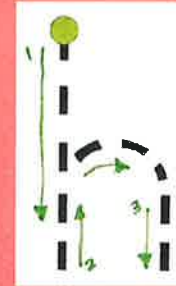
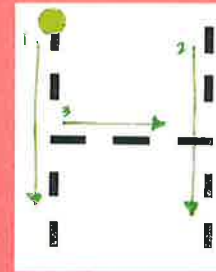
*Repeat the letter name several times with the students.



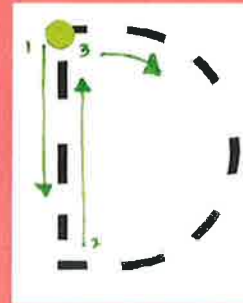
I i



H h



D d



LESSON 10

Overview

New Letter: Dd

Review Letter: ll, Hh

Review Game: Letter Sort

Make the Letters: doodle boards

*Repeat the letter
name several times
with the students.



Wrap-up
Explain: "Today we learned
the letter D. (point to the
picture) Dog, /d/, (point to
the letter) D. Say it with me,
dog, /d/, D. what letter is
this? Di Great job!"



D d

LESSON 10A

Phonological Awareness

Materials Needed:

- doodle board
- letter cards d, l, h
- syllabication squares
- hand puppet

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 10A

Phonological Awareness: Segmenting Syllables

""Please come sit on the carpet (car-pet). You can draw on the paper (pa-per).""



Materials: Syllabication Squares, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is a doctor. How many parts do you hear in the word doctor? Clap it- doctor. Count it- (layout one square for each part) doc-tor. Count the squares- 1, 2. There are two parts, or syllables, in the word doctor!"

Practice: "Let's try another one together! This is a dice. Let's clap the parts in dice together. Dice. Let's count it (lay out the squares) dice. How many parts, or syllables, are in dice? 1! Great! Let's try another one! This is a dancer. Say the word dancer. Now, let's clap the word dancer. Dancer. Now, let's count the parts using our squares, dan-cer. How many parts are in the word dancer? 2! Great work!"

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Dancer. Dan-cer."

Practice: "Clap it with me. Dan-cer"

Praise: "Good! dan-cer are the 2 parts of the word dancer."



LESSON 10A

New Letter Introduction

Explain: Point to the dog.

"This is a dog. Everyone say
dog. Good. Dog starts with

/d/. /d/ Dog. Everyone say /d/.

(practice again)

*Repeat the letter
name several times
with the students.





LESSON 10A

New Letter Introduction

Explain: We write the /d/ sound like this (trace the letter with your finger). The name of this letter is D. (point to the picture) Dog, /d/, (point to the letter) D.

Practice: Focus practice on having students say the letter name. "The name of this letter is D. What is the name of this letter? D! Yes! Let's say it three times. D, D, D! Great!"

*Repeat the letter name several times with the students.





D d

LESSON 10A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a dog, door, and donut . I hear the /d/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Dog, door, donut. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.

Explain: Point to the letter. "The name of this letter is D. This is the capital d and this is lowercase d. They look different, but we call them both D. Let's practice saying the letter D together 3 times. D, D, Di Great!"

Repeat the letter name several times with the students.





D d

LESSON 10A

Letter Formation *pull the letter Dd cards from your kit

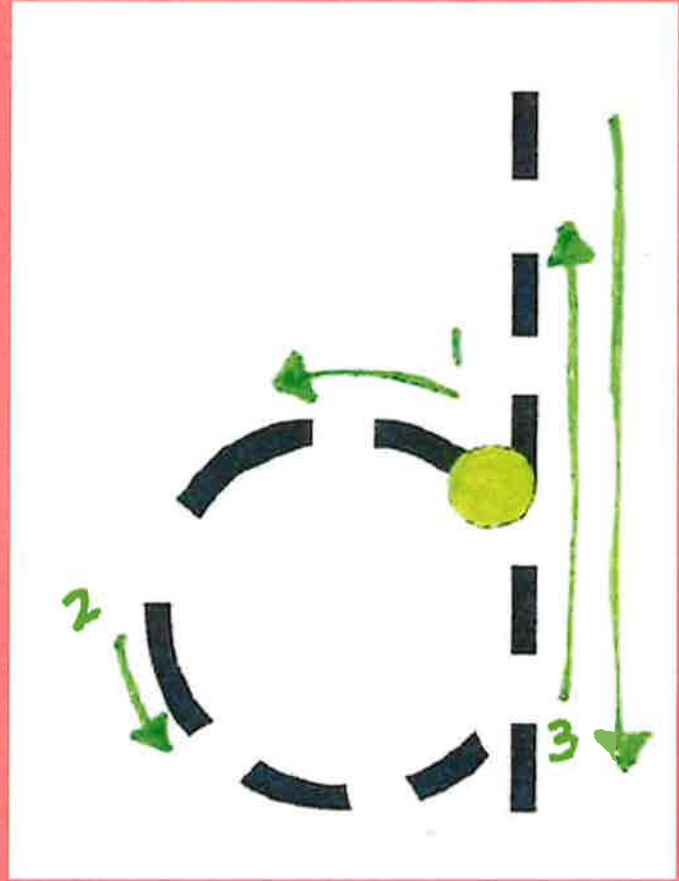
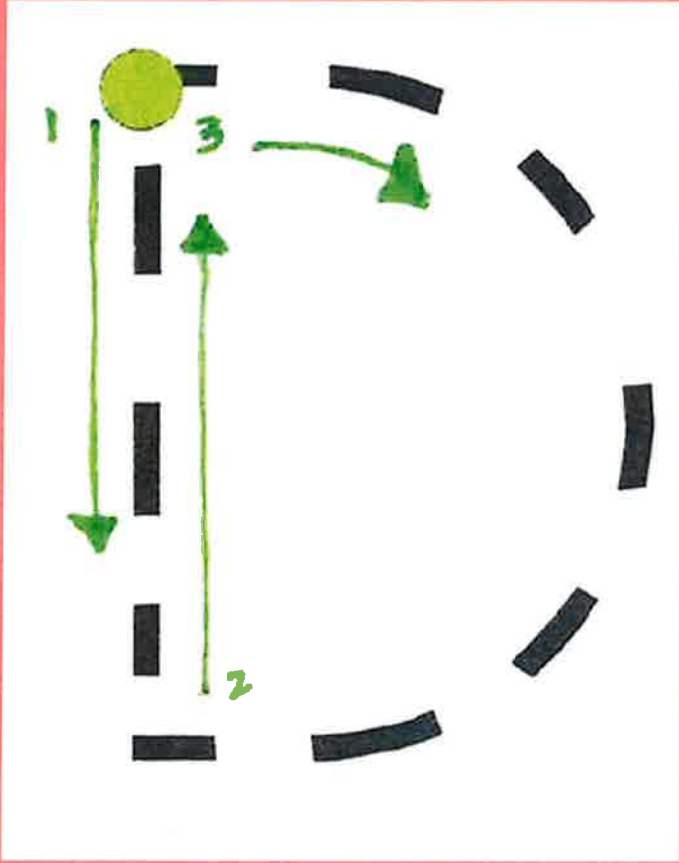
Explain: "Now we are going to review how to make the letter D. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, go back up, and around. (model again). This is capital D. (practice with students, then model lowercase) This is lowercase d. I put my finger at the green dot, pull back, go around, all the way up and down. This is d!

Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter D. Put your finger on the top of the D. Pull down, go back up, and around. Great job! Let's try the lowercase d. Put your finger on the circle. Pull back, go around, all the way up and down Great work! We made the letter d. What letter did we make? D! Great job!"

*collect letter cards





LESSON 10A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter Dd."

Review Game: Letter Hunt
Letter Hunt

Explain: "Everyone stand up. The letter Dd is all over this page, and there are also other letters and pictures. If I point to something that is NOT a D, shake your hands high in the air. If I point to something that is NOT a D, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

Practice: Point to a variety of letters and pictures for students to practice. **If you don't want students to stand, have students raise their arms only.*

*Repeat the letter name several times with the students.



D



D



d

c

d



z



H

a

A



O

i



h

m



d

d

i

T



d



d

D



s

LESSON 10A

Wrap-up

Explain: "Today we reviewed the letter D. (point to the picture) Dog, /d/, (point to the letter) D. Say it with me, dog, /d/, D. what letter is this? D! Great job!"

*Repeat the letter name several times with the students.





D d

LESSON 10B

Phonological Awareness

Materials Needed

- Dd letter cards and 1-3 other letters
- syllabication squares
- hand puppet

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping our names- one clap for each part."

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 10B

Phonological Awareness: Segmenting Syllables

Materials: Syllabication Squares, a hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken into smaller parts. These parts are called syllables. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is a dentist. A dentist is a teeth doctor. How many parts do you hear in the word dentist? Clap it- den-tist. Count it- (lay out one square for each part) den-tist. Count the squares- 1, 2. There are two parts, or syllables, in the word dentist!"

Practice: "Let's try another one together! This is a dolphin. Let's clap the parts in dolphin together. Dol-phin. Let's count it (lay out the squares) dol-phin. How many parts, or syllables, are in dolphin? 2! Great! Let's try another one! This is a dumpling. A dumpling is a delicious food made of meat and dough. Say the word dumpling. Now, let's clap the word dumpling. Dump-ling. Now, let's count the squares. How many parts are in the word dump-ling? 2! Great work!"

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Dump-ling. Dump-ling."

Practice: "Clap it with me. Dump-ling."

Praise: "Good dump-ling are the 2 parts of the word dump-ling!"

"Please come sit on the carpet (car-pet). You can draw on the paper (pa-per)."





LESSON 10B

New Letter Introduction

Explain: We write the /d/ sound like this (trace the letter with your finger). The name of this letter is D. (point to the picture) Dog, /d/, (point to the letter) D.

Practice: Focus practice on having students say the letter name. "The name of this letter is D. What is the name of this letter? Di! Yes! Let's say it three times. D, D, Di Great!"

Repeat the letter
name several times
with the students





D d

LESSON 10B

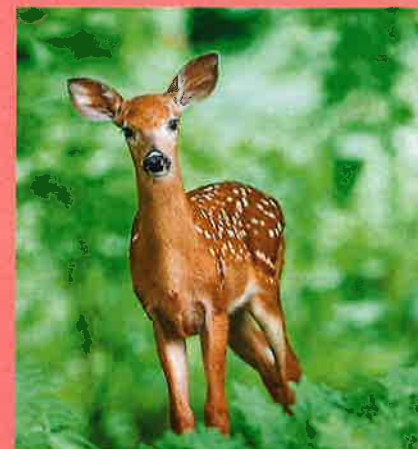
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a duck, dive, and deer. I hear the /d/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Duck, dive, deer. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.

Explain: Point to the letter. "The name of this letter is D. This is the capital d and this is lowercase d. They look different, but we call them both D. Let's practice saying the letter D together 3 times. D, D, Di Great!"

Repeat the letter
name several times
with the students.





D d

LESSON 10B

Review Game

Materials: pull letter d cards from the alphabets kit and 1-3 other letters to mix in

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter D on your card, match it to the letter D on the page and say Dd. If it is not a D, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter D.

*Repeat the letter name several times with the students.

