

Letter Sound /d/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/.

Introducing the letter sound: Use a story such as the one below, along with the action.

Dan is tidying his toy cupboard. He pulls out a teddy bear, his old donkey, a box of dominoes and a duck. Next, he sees his yellow digger and takes it out for a drive. Suddenly, he hears his dad calling. "Dan, have you finished yet?" "Not yet," says Dan, as he finds a bag of marbles and some dice. Soon Dad is calling again. "Dan, have you finished yet?" "No, not yet," he answers. Then Dan finds his old red and blue drum. He marches up and down, banging the drum: "d, d, d, d!" Dad comes in to see what is happening. "Dan, do you know you have spent all day tidying your cupboard?" Dan smiles. "I've found lots of things I had forgotten all about," he replies.

Action: The children pretend to be playing a drum, moving their hands up and down and saying *d, d, d, d*.

Letter formation: Explain how the letter for /d/ is written, pointing out that it starts with a caterpillar /c/ and is a tall letter. The children form the letter in the air and then practise writing <d>, <c>, <k>, <e>, <h>, <r> and <m> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the lesson page with the class: *dip*, *red*, *dad*, *hand*. The children point to the dot underneath each sound as they say it.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*d*og, *d*ice, *m*ole, *d*ress].

Word bank: *add*, *and*, *dad*, *den*, *did*, *dim*, *din*, *dip*, *end*, *had*, *hid*, *kid*, *mad*, *pad*, *red*, *rid*, *sad*, *deck*, *damp*, *dent*, *desk*, *disk*, *drip*, *hand*, *sand*, *mend*, *send*, *skid*, *tend*, *dress*, *spend*, *stand*, *timid*, *intend*, *dentist*, *drastic*, *handstand*; *a red dress*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

Answers

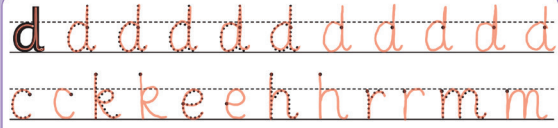


D d





ACTION
Move your hands up and down as if you are beating a drum, and say d, d, d, d.



dip
...

red
...

dad
...

hand
...

Say the word for each picture and write the letter for the first sound. Three start with /d/, but one does not.



d



d



m



d

Dictation: Dictate the letter sounds /d/, /m/, /r/, /h/ and the words *sad* and *dip*. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /d/ song from Jolly Songs. Play a game of dominoes. Make dinosaurs from modelling clay. Pin up the /d/ section of the Wall Frieze.

Extra support: Now is a good time to assess and identify any children who are struggling to remember the letter sounds, blend words, write letters or identify the sounds in words. Early intervention is extremely important. See pages 29 to 33 for more information.