

Phonics
LESSON 8
Consonant Dd /d/

MATERIALS		DECODABLE BOOK
Dd sound/symbol card	Phonemic awareness worksheet	<i>Don and Dots</i>
Dd picture cards	Phonics worksheet	
Dd letter cards	Practice sheet	
Decodable word cards: teacher and student sets	Workmat	
High-frequency word cards		

Phonemic Awareness

Materials: Picture cards, phonemic awareness worksheet

- Say the word *dot* and emphasize the /d/ sound: /d/ /ot/. Have students listen for the /d/ sound at the beginning of the word as you repeat it. Then have them say the word.
- Tell students you are going to say some words. Some of the words begin with the /d/ sound and other words do not. Tell them they should say /d/ whenever they hear the /d/ sound at the beginning of a word. Say the following words one at a time, allowing time for student response: *dice, ball, day, monkey, desk, daisy, soup, doll*.
- Say the word *mud*, emphasizing the /d/ sound. Ask students what sound they hear at the end. Tell them that sometimes they can hear the /d/ sound at the end of words. Say the following words one at a time, and ask students to say /d/ whenever they hear the /d/ sound at the end of a word: *sad, fan, red, pan, food, goat, glad, trade*.
- Mix up the picture cards and place them in a pocket chart or along the chalkboard ledge as you name each one. Ask individual students to help you sort the pictures according to those that start with /d/ and those that end with /d/.
- Give students the phonemic awareness worksheet for extra practice.

Introduce the Sound/Symbol Relationship for Dd /d/

Materials: Sound/symbol card

- Show students the sound/symbol card for *Dd*. Read the word *dog* and point out that the letter *d* stands for the /d/ sound in *dog*. Have students listen for the /d/ sound as they read the word with you.
- Have a volunteer come up and point to the letter in the word *dog* that stands for the /d/ sound.

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Blend the Sounds
Materials: Decodable teacher word cards

- Place the decodable teacher word cards *Don*, *Dan*, *dots*, and *Dad* in a pocket chart or along the chalkboard ledge. Ask students what the three words have in common. If students don't respond, point out they all begin with the /d/ sound. Ask them to tell you the letter that stands for the /d/ sound.
- Demonstrate sounding out the first word by saying each sound as you run your finger under the word: /d/ /ooo/ /nnn/. Hold the sounds, except for stop sounds, for one second. Then say the word quickly: *Don*.
- Repeat the process with the words *Dan*, *dots*, and *Dad*. Hold all sounds except for stop sounds such as letters *t* and *d*.
- Place the words *sad*, *Dad*, *pad*, and *mad* in the pocket chart or along the chalkboard ledge. Ask students what these words have in common. If students don't respond, point out that they all end with the /d/ sound.
- Have students sound out each word, one at a time, holding the sounds, except for stop sounds, and blending them together.

Cumulative Review/Practice Sounds
Materials: Decodable student word cards

- Line up the decodable student word cards in the pocket chart or on the chalkboard ledge. Tell students that they have already learned the sounds to say these words. Point to each word and read it with students. Then have individual students read the words. If they have difficulty reading a word, model how to blend the sounds to sound it out.
- Have students take turns sorting the decodable student word cards into groups according to the beginning sound. Repeat, having students sort the words according to the final sound and the patterns of sound within the words. Students can also sort the words according to those that begin and end with /d/ and those that don't.
- If time allows, give pairs of students a set of decodable student word cards and a set of letter cards. Have the pairs use the decodable student word cards as a model to spell the words with the letter cards. Then have them practice reading the words to each other.

Spell Decodable Words

Materials: Letter cards, workmats

- Give students the letter cards and a copy of the workmat. Have them line up the letters *d*, *o*, and *t* under the boxes on their workmat. Say the word *dot* slowly. As you say the sounds, demonstrate how to push up each sound into a box on the workmat. Repeat and have students do theirs along with you.
- As you model, have students line up the letters *p*, *a*, and *d* under the boxes on their workmat. Say the word *pad*. Ask students what sounds they hear in the word. Then have them push up the letters one at a time as they say the sounds. Have them read the word they have made.
- Repeat the process with the words *mad* and *sad*.
- Ask students what letters they need to spell the word *Don*. Remind them that this is a name and it needs a capital letter. Have students use their workmat to spell the word *Don*.
- Repeat the process with the words *Dad* and *Dan*.

Introduce New High-Frequency Words: *cannot*, *he*, *put*, *see*

Materials: High-frequency word cards

- Tell students they are going to learn four new words that they need to be able to recognize and read quickly. Hold up the high-frequency word card *he* and read the word. Have students read it with you. Have them write the word *he* in the air with their finger as you spell it out loud with them, pointing to each letter on the card as you say the letter name.
- Repeat the process with the words *put* and *see*.
- Hold up the word *cannot*. Cover the word *can* with your finger to expose only the word *not*, and tell students this part is a word they know how to sound out. Then cover the *not* and remind them that they know this word already. Demonstrate sounding out the whole word. Then have students trace the word in the air with their finger.

Practice High-Frequency Words**Materials:** High-frequency word cards

- Tell students they are going to practice quickly reading the new words and words from other lessons. Use all the high-frequency word cards. Flash the words one at a time. If students do not know a word, tell them what it is. Mix up the cards and repeat the process several times.
- Write several of the words on the board and have students read them with you. Have students choose one of the words. Without students seeing, erase one of the letters in the word. Ask students what letter is missing. Replace the missing letter and repeat with the other words.
- Place a set of the high-frequency word cards in the reading center for further practice, or provide students with individual sets of words for practice with a partner.

Read Words and Phrases**Materials:** Practice sheet

- Before students read the book, use the practice sheet to practice reading the words they will encounter in the book. Have them sound out each decodable word in rows 1 and 2 sound by sound as they run their fingers under the word.
- Have them read each high-frequency word in rows 3 and 4 quickly.
- Then have them practice reading the phrases and sentences.
- If students are having difficulty reading the words, provide more practice in blending and spelling the words before they move on to the decodable book.

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Read the Decodable Book

Materials: Decodable book *Don and Dots*

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about.
- Give students their books. Read the first page together as you model how to sound out decodable words and read high-frequency words quickly. If you think students are able to read the book on their own, have them continue reading the book independently. If you think students need more support, continue to read the book with them.
- After reading the book, ask volunteers to read their favorite sentences in the book. Ask students to name places where Don sees dots.

More Practice

Materials: Phonics worksheet

- Have students complete the phonics worksheet.