



Alphabet Book Dd

Word Count: 20

Quick Quiz	Reading: <i>like, am, it, is, this</i> Writing: <i>like, am, it, is, this</i> Letter Recognition: <i>p, c, z, i, f</i>
New High-Frequency Word	we
Quick Read	Alphabet Book Zz Alphabet Book li
Quick Check	Alphabet Book Ff
Quick Write	<i>Is this a fish?</i>
New Skill	Dd
New Book	Alphabet Book Dd

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *p, c, z, i, f*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *p, c, z, i or f*.
- Use the following word cards: *like, am, it, is, this*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *like, am, it, is, this*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *we*.
- Hold up the *we* word card for the students to see.
- Have them read the word together.
- Have the students write *we* in the air with their fingers while still looking at the card.
- Have them write *we* on the floor or table with their fingers.
- Have them write *we* three times. Encourage them to write without looking at the card. Allow them to check if they need to

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *li*, *Zz*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ff*.
- Check comprehension by asking students to recall the things they read about in *Ff*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ff* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Is this a fish?*
- Tell the students to start their sentence with a capital letter. Have them write *is* with a capital *I*.
- Tell the students they know how to write the next two words. Remind them to leave a finger space between the words and then have them write *this* and *a*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word fish so that you will be able to spell it.*
- Say *fish* slowly breaking the word into its separate sounds or phonemes: *f – i – sh*.
- Say *f – i – sh* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *f – i – sh* with you as they clap.
- Tell the students that there are three sounds in *fish*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *fish*. Ask them which letter has the / *f* / sound.
- Write the letter *f* in the first box.

f		
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- Have the students say *f – i – sh* again. Ask them the second sound they can hear.
- Ask them which letter has the / *i* / sound. Write *i* in the next box.

f	i	
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- Have the students say *f – i – sh* again. Ask them the sound at the end of *fish*.
- Tell them the / *sh* / sound has two letters *s* and *h*. When they see *s* and *h* together they make the / *sh* / sound like on the end of *fish* and *dish* or at the beginning of *she*, *shoe* and *shed*. Write *fish*, *dish*, *she*, *shoe* and *shed* on the board and circle the letters *s* and *h*. Write *sh* in the last box.

f	i	sh
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- Remind the students to leave a finger space before they write *fish* into their sentence.
- Tell the students that this sentence is a question. They need to put a question mark on the end. Draw a question mark on the board for them to copy.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *d* on the board. Tell the students that the name of this letter is *d*. Write the upper case *D* on the board. Tell the students that they need to learn big and little *D* because they don't look the same.
- Read the letter *d* to the students so they know the sound it makes. Have them read it again with you.
- Say *damp* slowly. Ask the students to listen for the / *d* / sound at the beginning as you say the word *damp* slowly again.

- Write *damp* on the board. Read what you have written to the students. Have them read the word *damp* with you. Circle the letter *d*.
Say: *Damp starts with the letter d.*
- Say *David* slowly. Ask the students to listen for the / *d* / sound at the beginning as you say the word *David* slowly again.
- Write *David* on the board. Read what you have written to the students. Draw the student's attention to the capital *D* because it is someone's name. Have them read the word *David* with you. Circle the letter *D*.
Say: *David starts with the letter d.*
- Write *down*, *December* and *doze* on the board. Read the words slowly emphasising the / *d* / sound.
- Invite volunteers to circle the letter that makes the / *d* / sound and say the letter's name and sound.
- Show the students how to write the letter *d*.
- Have the students write *d* in the air with their fingers while still looking at the board.
- Have them write *d* on the floor or table with their fingers.
- Have them write *d* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Dd*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter d.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *d*. They will see these things again in the book as they read it.
- Point to and identify *dad*, *dog*, *deer*, *duck*, *donkey*.
- Have the students open their books to the title page. Have them look for *d* at the top and bottom of the page. Tell them that *d* is near the beginning of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *Most dogs can swim, but some dogs like the water more than others. Ducks like water, too. You often see ducks swimming in a pond. Baby ducks are called ducklings. Donkeys look like horses, but they make a noise called a bray. Horses neigh.*
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with *d* to help them as they read.
- Tell them also that the new word *we* that they learned earlier in the lesson is in this book. They should look for *we* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What looks like a horse?
What is the dog doing in this book?
What do you go through to get into a house?
Where might you see a duck?
- Have students turn to page 2 and find and read *dad*.
- Have the students find and read *dog* on page 4.
- Have them find and read *door* on page 6.
- Have them find and read the words starting with *d* on pages 8 and 10.
- Have the students go through the book looking for *we* and rereading the sentences with *we* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Dd* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.