



Teacher Tip

SOUND OF Dd Be careful not to distort the sound of /d/ by adding a trailing “uhh” or another vowel sound. Pronouncing sounds correctly is very important, particularly as students are beginning to learn and isolate them.

Monitor Progress

to Differentiate Instruction
Formal Assessment

Letter and Sound Identification Note how easily students identify the /d/ sound.

APPROACHING LEVEL

IF ... students are having difficulty, **THEN ...** guide them in completing **Reteach** pages 49 and 50.

ON LEVEL

IF ... students need more practice, **THEN ...** continue the activity, using **Pocket Chart Picture Cards** *bed, head, goat, lamp, and bread*. Have students raise their hands when you display a card whose name ends with *d*.

ABOVE LEVEL

IF ... students are comfortable, **THEN ...** have them work independently to complete **Challenge Activities** page 33.

Alphabetic Principle

Reviewing the Sound of Dd

Review the letter *Dd*. Read the story for **Alphabet Sound Wall Card Dd** again, and ask students to stamp their feet and shout /d/ /d/ /d/ /d/ /d/.

Dinah, the dancing dinosaur,

Had huge and clumsy feet.

They went /d/ /d/ /d/ /d/ /d/

As Dinah kept the beat.

Listening for Final /d/ and Final /m/

- ◆ Use the Listening Icons to focus students on the listening activity.
- ◆ Give each student one *Dd* and one *Mm* **Alphabet Letter Card**. Say a word, and have students repeat it. Then have them hold up **Alphabet Letter Cards Dd** if the word ends with the /d/ sound and the **Alphabet Letter Cards Mm** if it ends with the /m/ sound.

<i>aid</i>	<i>groom</i>	<i>ad</i>	<i>greed</i>	<i>odd</i>	<i>grade</i>
<i>nod</i>	<i>raid</i>	<i>need</i>	<i>ride</i>	<i>seed</i>	<i>rhyme</i>
<i>seem</i>	<i>time</i>	<i>beam</i>	<i>tide</i>	<i>bead</i>	<i>hide</i>
<i>lead</i>	<i>home</i>	<i>reed</i>	<i>roam</i>	<i>rude</i>	<i>foam</i>
<i>room</i>	<i>food</i>	<i>came</i>	<i>cod</i>	<i>stem</i>	<i>steed</i>

Linking the Sound to the Letter

Write on the board a pair of words, one ending with the /d/ sound, one not. Say the word ending with the /d/ sound for each word pair. Then have students identify the word you said by using the thumbs-up signal when you point to it.

him ... *hid*

man ... *mad*

mud ... *mug*

seem ... *seed*

golf ... *gold*

hunter ... *hundred*

postman ... *postcard*

bad ... *bat*