

Letter / Spelling Pattern of the Day: D
Day 1

Pacing Guide			
Day 1		Day 2	
Activity	Time	Activity	Time
Phonemic Awareness	15 minutes	Phonemic Awareness	10 minutes
Phonics Writing	10 minutes	Shared Reading	10 minutes
Within Lesson Transitions	5 minutes	Mastery Assessment	5 minutes
		Within Lesson Transitions	5 minutes

Phonemic Awareness (“In the Dark” practice) - 15 minutes

Warm Up Phonemic Awareness

(5 min) Phonemic Awareness Activities

Rhyming The teacher says the word pair and the students repeat the word pair.	Breaking Words Into (Compound) The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words.	Beginning sounds The teacher says the word and then isolates the onset. The students repeat the word and the onset.	Final Sounds The teacher says the word and the isolates the final sound. The students repeat the word and the final sound.	Manipulating sounds Teacher says the word and the students repeat. The teacher then says, “Add /*/ at the end and the word is?”
fly, why lady, shady there, where bat, sat bird, third	shady /shā - dē/ number /nūm - ber/ after /ăf - ter/ jacket /jă - kět/ moneky /mūn - kē/	fly /f/ was /w/ lady /l/ who /w/ die /d/	lady /ē/ dog /g/ cow /ow/ old /d/ was /z/	clean-/ing/ = cleaning walk-/ing/ = walking cook-/ing/ = cooking talk-/ing/ = talking look-/ing/ = looking

Teacher Modeling of the Letter

(7 min) Introduce

- Introduce the letter with a Jolly story.

The rain had stopped, and Bee, Inky, and Snake were outside again, watching people walk by. “Oh look,” shouted Snake, “a band!” The lady at the back had a big drum. It was very loud as they marched past, d-d-d-d. “I want to play one of those,” said Bee, gazing at the drums.

That evening, Inky and Snake walked home with Bee, who danced along, playing a drum, d-d-d. “I don’t know where she found the drum,” said Snake, “but I’m glad my home is a long way from Bee’s hive.” “Me too,” said Inky, smiling. “Let’s hope she forgets about it, tomorrow.” As Bee disappeared down the path, they shouted, “Goodnight, Bee.” Then Inky turned to Snake. “Goodnight, Snake. See you in the morning. I hope you have a quiet night!”

- Read all words with the target sound on the Jolly Story Poster. Isolate the target sound.
- Have students pay attention to the shape of the mouths / location of the tongue when you’re making the sound.

- Have students say the /d/ sound several times.
- Help students pay attention to the location of the tongue when making the /d/ sound. The teeth are not closing all the way, but you’re getting a /d/ sound by the tongue coming up into position and pulling away.

- Reveal OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the

name of the object on OCR card also makes the target sound.

- Have students practice making the sounds 3-5 times (come up with fun ways to practice)

(3 min) Segment and Recognize (Phonemic Awareness)

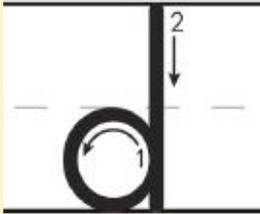
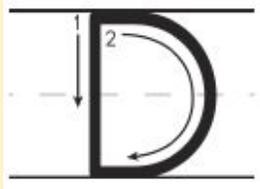
- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

fig - /f/ /i/ /g/, add - /a/ /d/,	dog - /d/ /o/ /g/, food - /f/ /oo/ /d/,	need - /n/ /long e/ /d/, dart - /d/ /a/ /r/ /t/,	duck - /d/ /u/ /k/, ten - /t/ /e/ /n/
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Phonics - 10 minutes

Write the Letter

- Pull words that start with the target sound from the Jolly story and write this down on Teacher white board.
- Reveal the letter on the OCR card (take off the post-it)
- Show the students how to write the **lowercase letter** (hand motion) with numbered steps.
 - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Show the students how to write the **uppercase letter** (hand motion) with numbered steps.
 - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Say the name of the letter. Have students repeat the name of the letter 3-5 times.
 - Help students distinguish the sound and name of the letter by asking
 - “What’s the sound?” & “What’s the name?”

	Start between the dotted line and the bottom line. 1. Circle to the left 2. Long line down
	Start on the top line. 1. Long line down (lift) 2. Half a circle to the right

**Letter / Spelling Pattern of the Day: D
Day 2**

Phonemic Awareness (“In the Dark” practice) - 10 minutes

Warm Up Phonemic Awareness

(5 min) Phonemic Awareness Activities

Rhyming The teacher says the word pair and the students repeat the word pair.	Breaking Words Into (Compound) The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words.	Beginning sounds The teacher says the word and then isolates the onset. The students repeat the word and the onset.	Final Sounds The teacher says the word and the isolates the final sound. The students repeat the word and the final sound.	Manipulating sounds Teacher says the word and the students repeat. The teacher then says, "Add /*/ at the end and the word is?"
dog, hog cat, rat horse, course fly, shy pair, there	puppet /pŭp - pĕt/ picnic /pĭc - nĭk/ napkin /năp - kĭn/ ticket /tĭ - kĕt/ doctor /dŏc - tor/	bird /b/ know /n/ dog /d/ horse /h/ hog /h/	old /d/ sat /t/ horse /s/ pig /g/ bat /t/	meet-/ing/ = meeting think-/ing/ = thinking dust-/ing/ = dusting cry-/ing/ = crying jump-/ing/= jumping

(2 min) Review the Letter Sound

Review OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.

- Have students practice making the sounds 3-5 times (come up with fun ways to practice)

(3 min) Segment and Recognize (Phonemic Awareness)

- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

fig - /f/ /i/ /g/, add - /a/ /d/,	dog - /d/ /o/ /g/, food - /f/ /oo/ /d/,	need - /n/ /long e/ /d/, dart - /d/ /a/ /r/ t/,	duck - /d/ /u/ /k/, ten - /t/ /e/ /n/
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Shared Reading - 10 minutes

Donkey, dragon, dungeon, drip,
doodle, dumpling, double-dip,
dandelion, dungarees...
all these words begin **with D**.
Doll and donut, dinosaur...
Can **you** name a dozen more?

- Teachers preview 1-2 sight words and 1 vocabulary (optional) that students will see in the text.

- Sight word: **with, and, you**
- Vocabulary: dozen

- Teachers preview blending the words with today's spelling pattern. Use teacher whiteboard to model blending.

Must model blending these words before reading the book: dip

Teacher Reading Strategy
Echo-Reading

Decoding Strategy
Sound-by-Sound

Assess Mastery - 5 minutes

TEACHER NOTE: Even if this is the first time students are writing the letter and have not learned all consonants, please encourage students to spell all sounds they hear. They should definitely be able to get the beginning /s/ sound correct. For the students who receive 3 out of all 3 beginning sounds, release these students to practice independently. Students MUST practice the routines and systems of working Independently on Day 1!

(5 min) Letter Writing Practice

- This is the very first time that students are attempting to write a letter.
- Please use the lined side of the white board for this practice.
- Recognizing and encoding the /s/ at the beginning is the utmost importance. For any students who got all three short a sounds correct are ready to be released for independent reading.
- All students use individual lined whiteboards and write these words (or letters in the BOY)

<u>mad</u>	<u>dip</u>	Non-sense word: <u>dod</u>
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- Students who got 3/3 (**beginning sound only for the first 10 lessons**) here will be released to independent reading.
- Students who got 1/3 or 2/3 will stay on the carpet to review blending.

Review Words for Blending

mad, dim, den, did, dad, dip, tad, sad, rad, red