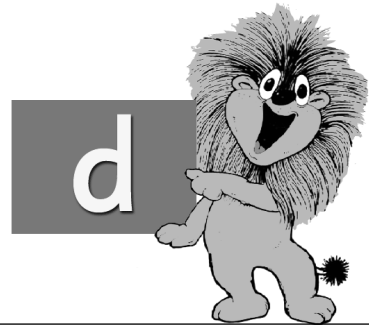




/d/



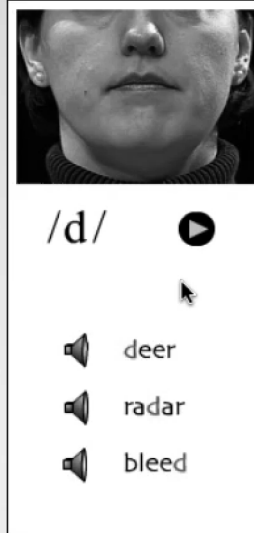
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PHONEMIC AWARENESS

- To Make the **/d/** sound place the front of your tongue against the back of your top teeth. Your mouth should be slightly open.
- Go to the *Iowa University* website and click on the triangle to hear how the phoneme **/d/** should be sounded.



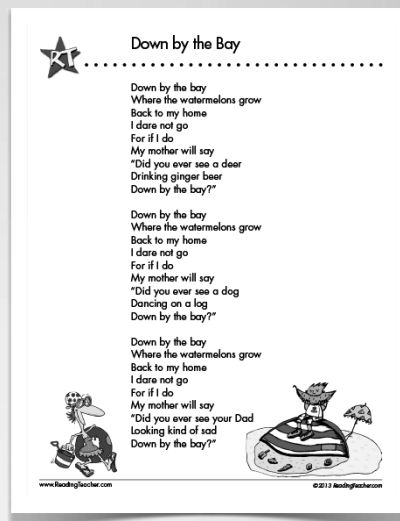
American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/d/** sound.
- Demonstrate how the word “down” begins with the **/d/** sound.
- Download the SongSheet “Down By The Bay.”
- Read out, or sing, the song “Down By The Bay,” emphasizing the **/d/** sounds at the beginning of words.



Song Sheet
[Down By the Bay](#)
 SongSheet

PHONEMIC AWARENESS

- Tell the students that the word “drum” begins with the **/d/** sound.
- Pretend to hold drumsticks and beat up and down on a pretend drum as you say “drum.” Emphasize the **/d/** sound.
- Ask students to do the same. Tell them to use this “drum” movement when they say or hear the **/d/** sound.

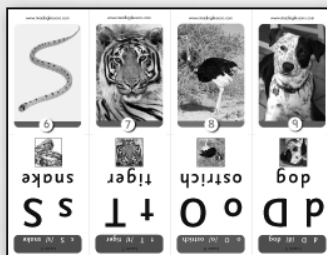


Action for /d/

To help students remember phonemes, we associate an action with the sound.

PHONEMIC AWARENESS

- Get Sound/Symbol card 9.
- Show only the front of the card and say the word “dog.” Emphasize the **/d/** sound. Do the “drum” motion as you say the **/d/** sound.
- Ask the students to listen for the **/d/** sound and repeat it in the word “dog.”



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Ask the students what sound they hear at the beginning of “duck.” Is it the same sound as at the beginning of “dog”?
- Tell the students that you are going to say some words that begin with the **/d/** sound and some that do not.
- Ask them to make the “drum” movement and say **/d/** when they hear the sound at the beginning of the word.
- Here are the words:

**dirt, dance, hat, dot,
mop, dark, key, deep**

- Be sure to leave enough time between saying each word for the students to respond.

More words to use that have the /d/ sound at the beginning of words:

Dad, dark, dash, date, day, deck, deer, den, desk, did, dig, dime, dip, dirty, dish, disk, dive, do, dog, doll, dollar, done, door, down, duck, dug, dust

PHONEMIC AWARENESS

- Say the word **kid** emphasizing the **/d/** at the end of the word. Say that this word ends with the **/d/** sound.
- Tell the students that you are going to say some words that end with the **/d/** sound and some that do not.
- Ask them to make the “drum” movement and say **/d/** when they hear the sound at the end of a word.
- Here are the words:

**hard, cat, seed, can,
bed, mud, pen, had**

- Leave time between each word for the students to respond.

More words to use that have the /d/ sound at the end of words:

bad, bird, bread, cloud, did, fed, feed, food, glad, good, hand, hid, kid, lid, loud, mad, mud, need, pad, paid, pond, read, red, road, sad, said, seed, speed, stood, toad, weed, wood, word



PHONEMIC AWARENESS

- Tell the students they should make the “drum” movement and say /d/ when they hear the /d/ sound at the beginning of a word in the verse that you are going to read them.
- Here’s the verse:

**Dig, dug, dig, dug
Deep down in the mud.
Does the dog dig all day?
Only until the sun dies away.**

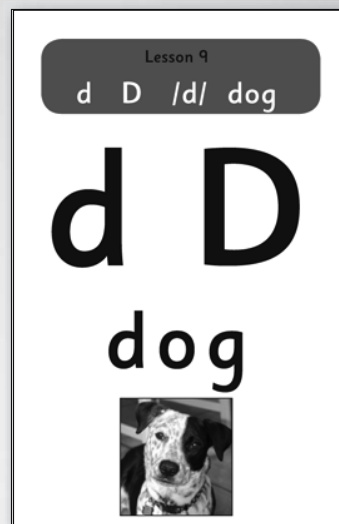
- Repeat until the students can identify all the beginning /d/ sounds in the verse.
- Ask if they can find one word in the verse which ends with the /d/ sound.

Another verse to help teach the /d/ sound

Dan dumped a dog in a ditch.
Dad found the dog and called him
Mitch,
Mitch was very dirty and dusty,
Dad looked at the collar, his name
was Rusty.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /d/.
- Show the back of the card.
- Point to the small **d** and say this is how we write the letter for the sound /d/.
- Point to the capital **D** and say this is how we write big /d/ which is for important words like people’s names.
- Point to the word “dog” and say this is how we write the word “dog.” Point out the letter **d** and say this is how we write the /d/ sound at the beginning of the word.

**Sound/Symbol Cards**
Cards



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheets for **d D**.
- Point to the small **d** and say this is how we write the letter for the sound **/d/**.
- Point to the capital **D** and say this is how we write big **/d/** which is for important words like people's names.
- Say the name "Daniel" begins with the sound **/d/**.
- Model the formation of the letter **d** for the students.



Writing Practice Sheets /d/ Writing Sheet

SOUND/LETTER RELATIONSHIP

- Have students write the letter **d** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **d** and the large **D** on the practice worksheets.





BLENDING

- Show the Word Card for **Dad**.
- Say that the word begins with **/d/**.
- Ask a student to point to the letters that stands for **/d/**.
- Sound out **Dad** while running a finger under each letter: **/d/aaa/d/**.
- Say the word quickly **Dad**.
- Have the students sound out the word with you. Point out that the word Dad begins *and* ends with the **/d/** sound.
- Explain that Dad is a name, so it begins with a big **/d/**.



Word Cards

Word Cards