

Dancing dog

Things to collect and words to display

dad	daisy	dice	
didgeridoo	dig	dinosaur	
dog	doll	down	duck

Rhymes and jingles, songs and books

David Carter, *In a Dark, Dark Wood*, Orchard Books, 1992, London

Babette Cole, *The Trouble with Dad*, William Heinemann, 1985

Lucy Micklethwait, *Spot a Dog: A Child's Book of Art*, Dorling Kindersley, 1995, London

Gene Zion, *Harry the Dirty Dog*, Harper Collins Publishers, 1984, USA

Hey Diddle Diddle

Reading the big book

Looks like

Talk to students about the shape of the letter **d** and its correct formation. Remind students that **d** is a tall letter and show them where the starting point is. Show students **Worksheet 1**. Explain to them that they are going to make the dog dotty. Allow students to cut rough circles from coloured paper. Before pasting the dots on, have students write a lower case **d** in each dot.

Chop and change

Have students stand up. Tell them that you are going to say a word slowly. Tell them that the word will have three parts: a beginning, middle and end. Explain to students that as you say the beginning they need to touch their head, as you say the middle they need to touch their middle and as you say the end they can touch their toes. Use the following examples: /d/ /o/ /g/, /d/ /u/ /ck/, /a/ /n/ /d/, /d/ /o/ /t/. Next, show students **Worksheet 2**. Have them talk about the pictures and then circle the one that has a different middle sound. In the second half of the Worksheet, students add in the middle sounds.

The syllable count

Help students to concentrate on the syllables in words. Say, for example, 'I'm thinking of the word

dancing. It has two parts dan-cing. I want you to say the word dancing without the dan. That's right, you'd say cing.' Repeat this with other words such as: dott-y, dizz-y.

Letting them loose with the little books

Starts with

Tell students that they are going to make some new words by replacing the first sound of each word they hear with /d/. For example if you say 'pay', students will respond with 'day'. Use these examples: suck, log, Lotty, fizzy.

Recognising rhyme

Explain to students that they are going to play a game of 'Does or doesn't'. Tell them that you are going to say a word. If the word rhymes with dog, students should answer 'does', if the word does not rhyme with dog, they should answer 'doesn't'. The following words could be used: log, dig, frog, fog, duck, donkey, bog, jump.

Making noises

Have students think about the last sounds in the words dog and duck. Tell them that you are going to say some words. If the word has the same last sound as 'dog', students must make lots of barking noises like a dog. If the word has the same last sound as 'duck' they should make loud quacking sounds like a duck. Use, for example, the following list: log, pick, fig, sock, luck, frog.

Craft ideas

Have students make some **dotty** paintings. Have students use cotton buds and provide lots of colours. Encourage students to paint using dots only (rather than strokes).

