

Danny Dolphin Lesson Plans

In preparation for the lesson on decoding

- Look over the word pages
- Choose the words you would like to present
- Locate the chosen word cards from their part of speech pockets
- Place the word cards aside
- Make available the moveable alphabet letter cards
- Open Danny and secure the letters within

Place Danny Dolphin in front of your child

- Explain that letters that are grouped together make words
- Explain that you are going to be helping your child blend letter sounds
- Have your child open the first Danny flap on the left
- Ask your child to make the sound of that letter
- (If needed use the initial sound of the picture located at the bottom of the letter card as a clue)
- Have your child open the second Danny flap
- With your finger point to the first letter making the sound of the letter
- As you point to the next letter model blending the second letter sound with the first
- Have your child replicate your example
- Continue this pattern with the remaining letters modeling less as your child gains competence

Below Danny place the word card corresponding to the letters within Danny

- Ask your child to show you the similarity between Danny's letters and the word card letters
- Ask your child to say the name of each of the letters of the word
- Ask your child to say the sound of each of the letters of the word
- Ask your child to blend the letters
- Ask your child to read the word card

Place one to two other word cards with the first word card

- Mix the cards
- Ask your child to pick out the word card that is the same as the word within Danny
- Ask your child to blend the letters
- Ask your child to read the word on the card
- Ask your child what the word means

Repeat the whole process using new words until your child is competent at blending sounds

Give your child a chance to place the letters in Danny and teach you

In preparation for the lesson on reading a sentence

- Make available the parts of speech pockets
- Choose word cards that when placed in sequence create a simple sentence

Place the word cards as a sentence in front of your child

- Explain that words grouped together make a sentence
- Explain that a sentence is the way we write an idea
- Have your child read each card in turn from left to right
- Ask your child to explain to you what he/she has read in your child's own words

Repeat the process with new sentences

In preparation for the lesson on parts of speech - 1

- Make available the parts of speech pockets
- Familiarize yourself with the definition for each part of speech

Choose four cards each from two categories of words

Place the word cards in front of your child

Ask your child to group the word cards according to their symbol

Ask your child to read each word in the group

Ask your child how the words are the same

Ask your child how the words are different between the groups

Ask your child to put them in their corresponding pockets

(Then as your child places the card in its pocket verbalize the name of the part of speech)

“I see you are putting the word *sat* in the verb pocket. It is an action word. I see it is a red dot word.”

Repeat the process

Have your child choose some words and teach you

In preparation for the lesson on reading a story

Create two to three simple related sentences with the word cards

Use ending punctuation

Place the sentences in front of your child

Explain that the symbol at the end of the sentence makes the words into a group, into an idea

Explain that sentences grouped together make a story

Ask your child to read the sentences

Ask your child to identify the punctuation

Name the symbol and its job

“That is a period and it tells us to stop. It is the end of this sentence.”

“This is a question mark. It tells us this sentence is a question.”

“This is an exclamation mark. It tells us to say this sentence in a strong way.”

Ask your child to explain each sentence

Ask your child to tell you about the story

Ask your child to point out all the words in the sentences that are the same part of speech

“Which are the verbs or red dot words?”

Ask your child what job those words have in common

Repeat with other categories

Repeat the process with new sentence groups

Let your child create sentences from the groups of words you have chosen

Let your child choose their own words and teach you

In preparation for the lesson on writing

Evaluate if your child has the eye hand coordination to accomplish this task

If needed refer to our LINKS that suggest activities to support this development

<http://www.therapystreetforkids.com/EyeHandCoord.html>

<http://www.ot-mom-learning-activities.com/fine-motor-activities.html>

<http://www.otplan.com/materials/eye-hand-coordination.aspx>

If needed have your child read the text and you write the words

Encourage your child to write any letter that they can

“Look this word has an L. Would you like to make that letter in this sentence?”

Choose the size Author to Be Book template which best supports your child’s writing capacity

*Half size for those who have developed writing capacity

*Whole page for those children who form large letters

* Butcher paper strips to accommodate very beginner writers

(These strips can be accordion folded and taped into the whole page *Author to Be Book*)

Create two to three simple related sentences with the word cards

Place the first of the series of sentences and the Author to Be Book in front of your child

Ask your child to read the sentence

Point to the first word in the sentence

“You are going to write this word.”

Position the word just above the writing space to be used

Ask your child to read the word

Ask the name of the first letter

Ask your child to write the letter

Repeat the process until the sentence is completed

Ask your child to read his/her completed sentence

Make the part of speech symbol under each word

This is not the intended area of focus but will be helpful for the next activity

Ask your child to illustrate his/her sentence

Repeat this process with the next sentence

Bind the finished product

Use it

Have your child read their book to you

Make a special place to keep their creation

Encourage your child to share their work

Encourage, support, relate and celebrate the activity

Repeat using more sentences as your child gains capacity

Have your child help make the sentences

Have your child teach you

Have your child create on their own

In preparation for the lesson on parts of speech - 2

Make the parts of speech pockets available

Make the parts of speech symbol page available

Make a completed Author to Be Book available

Look at the first sentence in the story

Explain that words work together to help us describe

Explain that words can be grouped together depending on their job

Locate the noun in the sentence

Ask your child to point to the black triangle word

Give your child the definition of a noun — its job

Ask your child to tell you back what you said

Locate the noun word pocket

Have your child pick any noun in the pocket

Put that noun over the noun in the sentence

Have your child read it

Make it silly

Do the same procedure with other parts of speech