



## Storytelling – Big Letter D and Dog's Party

### Learning Objectives

- To understand and enjoy the story
- To listen to the words that begin with the letter *D*: *duck, dinosaur*
- To participate in the process of storytelling by saying the words that begin with the letter *D*: *dog, dance*
- To identify and name the letter *D*
- To learn the shape and form of the letter *D*

### Teaching Procedures

#### Before Storytelling

Giving children chances to listen to and say the letter name

- Show children the stick puppet of *Dog*.
- Invite children to say: *Hello, Dog*.
- Tell children that *Dog* wants to have a *dance* party.
- Show children the stick puppets of *Big Letter D*, *Duck* and *Dinosaur*.
- Invite children to greet the characters by saying: *Hello, Big Letter D! Hello, Duck! Hello, Dinosaur!*
- Invite children to follow *Big Letter D*, *Duck* and *Dinosaur* and find their friend, *Dog* together.

#### During Storytelling

Giving children chances to listen to and say the associated words

- Tell the story with the stick puppets (*Big Letter D*, *Dog*, *Duck* and *Dinosaur*).
- Help children understand and enjoy the story with the use of voice, facial expressions, gestures and sound effects.
- Tell children that *Dog* is trying hard to learn how to *dance*.
- Invite children to encourage *Dog* and participate in the story by saying the words that begin with the letter *D*:
  - *Dance! Dog! Dance!*
- Invite children to predict the development of the story.

#### After Storytelling

- Ask children to tell if they like the story or not.

Drawing children's attention to the letter shape

Introducing the letter form to children

#### (A) Exposing children to the shape and form of the letter *D*

- Guide children to look at the shape of the letter *D* by showing the shape of the letter *D* on the stick puppet. Say:
  - *There are two lines in Big Letter D – one straight line and one curved line.*
- Show the form of the letter *D* to children by writing it on the board while saying the verbal path.
- Guide children to name it: *Big letter D*.

Practising the formation of the target letter

Relating associated words to the target letter

- Invite children to follow you to do skywriting of the *letter D* with their 'magic pen' (finger).
- Stick pictures of a *dog* and *dance* on the board.
- Guide children to make association between the *letter D* and the words '*dog*' and '*dance*' by guiding them to say: *D* for '*dog/dance*'.

### (B) Art-and-craft activity: Decorating Big Letter D

- Give each child a blank template of the *letter D*.
  - Guide children to name the *letter D* and guide children to trace the *letter D* on the template.
  - Invite children to stick pictures of different dancing poses and *dogs* to decorate *Big Letter D*.
  - Have the stick puppet of *Big Letter D* go around the tables to talk with children when they are decorating *Big Letter D*.
- Some suggested language:
- *Let's say 'hello' to Big Letter D.*
  - *What is this?* (pointing at the pictures)
  - *Which one do you like?* (pointing at the pictures)
  - *Do you like to dance?*

### Teaching Aids

- *Dog's house* (story background)
- stick puppets (*Big Letter D*, *Dog*, *Duck* and *Dinosaur*)
- pictures of a *dog* and *dance*
- *letter D* templates
- pictures of different dancing poses and *dogs*





## Real-life experience activity – Making a drum

### Learning Objectives

- To understand and enjoy the process of making a *drum*
- To identify and name the *letter d*
- To learn the shape and form of the *letter d*
- To differentiate the *letter D* and the *letter d*
- To say some words that begin with the *letter d*: *drum, dog, dance*

### Teaching Procedures

#### Before RLEA

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show the stick puppets of *Big Letter D* and *Dog*; ask children if they can remember their names.
- Move around the stick puppet of *Big Letter D* and tell children that he is dancing.
- Tell children that *Dog* wants to make a *drum* so that he can play the *drum* while *Big Letter D* is dancing (show a picture of a *drum* if needed).
- Tell children that *Small Letter d* could help.
- Show children the stick puppet of *Small Letter d*.
- Invite children to say: *Hello, Small Letter d*.
- Invite children to find *Small Letter d*'s box.
- Take out the realia (a couple of *drums*) from *Small Letter d*'s box and introduce the items.
- Show children the materials that are needed to make the *drum*: paper cups, balloons, elastic bands, scissors, tape, double-sided tape, coloured paper and coloured pencils/crayons.

#### During RLEA

Giving children chances to listen to and say the associated words

- Invite children to make a *drum* together by guiding them to go through the following steps:
  - Cut the end of a balloon.
  - Stretch the balloon over the paper cup.
  - Secure the balloon in place with an elastic band.
  - Decorate the paper cup with coloured paper and coloured pencils/crayons (add eyes, ears, a mouth, and a nose on the *drum* to make the face of a *dog*).
- Provide children with ample chances to listen to and say the words: *drum, dog, dance*.  
Some suggested language:
  - *What is this?*
  - *What are you making?*
  - *What does Big Letter D do when he hears the drum?*
- Guide children to thank *Small Letter d* for teaching us how to make a *drum*.



## After RLEA



### (A) Exposing children to the shape and form of the letter *d*

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating the associated words to the target letter

Differentiating the shapes of the upper case and lower case letters by highlighting their features

- Guide children to look at the shape of the *Small Letter d* by showing the shape of the letter on the stick puppet. Say:
  - *There are two lines in Small Letter d: one small curve and one straight line.*
- Show the form of the *letter d* to children by writing it on the board while saying the verbal path.
- Guide children to name the letter: *Small letter d*.
- Invite children to follow you to do skywriting of the *letter d* with their 'magic pen' (finger).
- Stick pictures of a *drum*, a *dog* and *dance* on the board.
- Guide children to make association between the *letter d* and the words '*drum*', '*dog*' and '*dance*' by guiding them to say: *d for 'drum/dog/dance'*.
- Show the stick puppet of *Big Letter D* to children.
- Ask children to compare the shapes of the two stick puppets (*Big Letter D* and *Small letter d*) and discuss their features. Say:
  - *Big Letter D has a big tummy and Small Letter d has a small tummy. Their tummies are facing each other so they can touch each other's tummy (make some funny sounds when their tummies touch each other).*
- Show the form of the *letter D* to children by writing it on the board (next to the *letter d*) using the verbal path.
- Guide children to name the letter: *Big letter D*.
- Invite children to do skywriting of the *letter D* with their 'magic pen' (finger).
- Compare and describe the features of the *letter D* and the *letter d* again with children.
- Tell children that *Big Letter D* and *Small Letter d* are going to dance and play with their *drum*.



## (B) Playing the *drum*

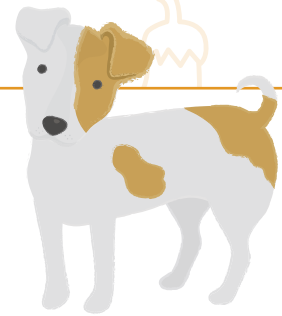
- Invite children to play the *drum* with *Big Letter D* and *Small Letter d*.
- Have the stick puppet of *Small Letter d* go around the tables to talk with children when they are playing the *drum*.

Some suggested language:

- *Let's say 'hello' to Small Letter d.*
- *What are you playing?/What is this?* (pointing at the *drum*)
- *What colour is the drum?*
- *Do you like the drum?*
- Invite children to thank *Big Letter D* and *Small Letter d* at the end of the activity.

### Teaching Aids

- stick puppets (*Big Letter D*, *Small Letter d* and *Dog*)
- pictures of a *drum*, a *dog* and *dance*
- a letter box named *d*
- a couple of *drums*
- materials for making a *drum* (balloons, paper cups, elastic bands, scissors, tape, double-sided tape, coloured paper and coloured pencils/crayons)



### Story: *Big Letter D and Dog's Party*

- Narrator: One day, *Dog* wanted to have a party so he invited his friends *Big Letter D*, *Duck* and *Dinosaur* to his home.
- Dog*: Hello! Welcome to my party!
- All others: Hello, *Dog*!
- Narrator: The four friends had some great food and drinks. They started to think about what they could do.
- Dog*: What shall we do now, my friends?
- Duck*: Shall we *dance*? Let's have some fun!
- Dog*: *Dance*? Sure! But...I don't know how to *dance*.
- Big Letter D*: Me too! I don't know how to *dance*. Can you teach us, *Duck*?
- Duck*: Sure! Just follow me! Let's *dance*!
- Narrator: *Duck* showed everyone how to *dance*. *Big Letter D* tried and he *danced* happily with *Dinosaur*. However, it seemed *Dog* couldn't follow. He moved his body but he fell down, so *Duck*, *Dinosaur* and *Big Letter D* cheered him on and encouraged *Dog*.
- All others: ***Dance! Dog! Dance!***
- Narrator: *Dog* tried again. He moved his body but he fell down again.
- Dog*: Oh, no! I can't do it. I can't *dance*.
- All others: Come on, *Dog*! You can do it! ***Dance! Dog! Dance!***
- Narrator: *Dog* finally made it. All of them *danced* happily together.
- Dog*: Thank you so much for teaching me how to *dance*!
- Big Letter D*: Thank you *Duck*! Thank you *Dinosaur*! Let's *dance* again next time.
- Duck*: You're welcome! Let's have a *dance* party again next time!
- Dinosaur*: Yes! I like dancing!
- Dog*: Me too! I like *dance* parties!

### Other possible real-life experience activities and extended activities

- Decorating and tasting chocolate donuts
  - Prepare some plain donuts and some chocolate sauce (other options: honey, cream, chocolate chips).
  - Invite children to dip the donuts into the sauce.
  - Enjoy the donuts.
- Cooking and tasting dumplings
- Playing a game: *Duck-Duck-Goose*
  - Invite children to sit in a circle and face inward.
  - Assign a child to walk around the circle and say 'duck' while tapping on other children's head/shoulder.
  - Guide the child to choose a desired chaser, then tap on his/her head/shoulder and say the word 'goose'.
  - Guide the child to run clockwise and take the chaser's place; the chaser will start a new round by choosing a new chaser following the above steps if his/her place is taken.

### Suggested books



#### Book Title

1. *Bark, George*

2. *Dog's Colorful Day:*

*A Messy Story about Colors and Counting*

3. *Go, Dog. Go!*

4. *Quackers*

#### Author(s)

Jules Feiffer

Emma Dodd

P.D. Eastman

Liz Wong

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