

d-o-c (display letter magnets)

Welcome/Introductions

ABCs (Sing song touching letters, organized in a-b-c order, as you do so to promote one-to-one correspondence.)

Vowel Song (Sing song, pointing to letters on poster.)

Read Featured book(s)

I Want to Be a Doctor by Laura Driscoll

Share with your students that doctors are sometimes called “Doc” and that we can build the word *doc* with our featured letters: d, o, c. When we change the order a bit, we can also make the word *cod* which is a kind of fish many people enjoy eating.

You can remind students that Bugs Bunny says, “Ehh. What’s up, Doc?”



We’re going to begin these lessons focusing on the word *cod* so as you conclude your introductory discussion, display the magnet letters in this order.

You can remind the students that Captain Hook and Peter Pan called each other *codfish* as a way of disrespecting one another.



Letter Sounds Instruction-

Need:

images

sorting sheets

Share pictures/items beginning with c, o, d

Teacher names initial sound, names key word, & names initial sound again.

Match pictures of items with initial sounds that correspond with letters on the students' letter tents.

Teacher says:

/c/, cod, /c/ (kids repeat)

beginning- cat, carrots, cap, cake, candles, candy, cod (fish)

Teacher says:

/o/, opera singer /o/ (kids repeat)

beginning- olives, otter, octopus, ostrich, opera singer, on/off switches

Teacher says:

/d/, doctor, /d/ (kids repeat)

beginning- Donald Duck, dime, dog/dalmation, doctor, dinosaur/diplodocus (/dip-LOD-ick-us/), dollar, doctor bag

Multi-sensory activity

Go fishing for the word *cod*. Use the “fishing pole” to “hook” cod fish. The first letter to try to catch is a c. When the

student fishes and “catches” the c, s/he’ll say “C says /c/ like cod.”

Throughout the game, when the student “catches” a letter that isn’t what s/he’s looking for (The goal is to catch them in the proper order to make the word *cod*.), s/he must toss it back into the “pond” and try

again, after mixing up the remaining fish.

The second letter the student is trying to catch is an o. You can refer to the magnetic letters you're displaying to reinforce the letter order for fishing. When the student fishes and "catches" the o, s/he'll say "O says /o/ like octopus."

The third letter the student is trying to catch is a d. When the student fishes and "catches" a d, s/he'll say "D says /d/ like doctor."

Finally, the student will make the sounds, in the presented order, and decode the word *cod* /c/-/o/-/d/.

You may continue fishing in the same way until no fish remain.

Handwriting-

c (small), o (small), d (starts small but is tall)

Need:

pencils

tracing papers (add stars to show where to place pencil at the start)

handwriting papers

NOTE: To begin, add a star with a pencil to show the starting spot for each letter.

Encourage students to make some of each letter using blank handwriting paper too. Use the Swedish Fish as an incentive. 😊

Sweet Treat

Swedish Fish (kinda' like a cod fish)

Craft Activity I

Make a cod fish.

Need:

red paper square (1), red paper fins (2), tail (1), mouth (1)
self-adhesive wiggle eyes (2)
scissors & glue
student-made label (to be glued to the underside of the fish—cod)

Change the magnet letters to display the word *doc*.

Craft Activity II

Make a doctor's bag.

Need:

trimmed brown paper rectangle, folded in half (1), brown handles (2)
red cross papers (1)
glue
student-made label (to be glued onto the doctor's bag—doc)

Part II

Fill the doctor's bag.

Need:

popsicle stick (1) & red and black markers (to make thermometers)
cotton pad (1)
Band-Aid (1)
sanitizing pad packet (1)
tape (to tape items inside the doctor bag)

Interactive Activity

Invite students to act like a doctor and find their own heart beats with the stethoscope.

When finished, have the students use an alcohol pad to clean the earpieces, because doctors strive to keep their equipment germ free.