

The  
ULTIMATE  
resource  
to help your  
student  
with b and d!



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Mrs. C @This Kinder Life

# B and D Recognition Practice

This was created after seeing how much my own Kindergartners were struggling with differentiating between b and d! I hope this helps your students!

The first page is a picture that I have hanging up in my classroom. This is how I help my students recognize b and d. I tell them to put their "bed" down. If you look at your own hands, you can see they form the letters b and d! I tell them that the "e" is their head, or imaginary. You can adapt to however you would like to teach it!

I have it hanging up in my classroom, and have also made smaller version that I taped to their tables. Both are included in this packet!

## How To Use:

I have found success in meeting with students one-on-one to practice this skill. Often I will display the "bed" hand picture, and then do list 1, list 2, and so on. I encourage them to go slowly once they get to list 5 because it can be easy to get tricked!

# B and D Recognition Practice

## How To Use:

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## To get started:

Display the large “bed” hand picture in front of them. Encourage them to “put their bed down” or put their hands down in front of them similar to the “bed” picture. Have them tell you which one is b and which one is d. Then switch it up. Ask them to tell you which one is d and which one is b. Then move the “bed” picture to the side where it can still be seen, and show List 1.

The lists are scaffolded and the skills build off of each other. It starts with recognizing b and d all jumbled up on a page. Then it moves on to introducing extra letters to encourage letter recognition as well as encouraging the students to go slowly-ensuring they don't rush. Nonsense and regular CVC words are introduced to add an extra challenge so that students can practice their reading skills with the b and d. The words will include words that begin with b or d, end with b or d, or have both b and d in them.

## Encourage your student to go slowly.

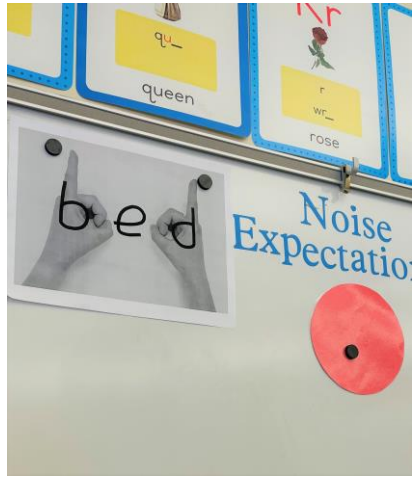
This is meant to challenge them and they may get frustrated at first. But with more exposure to this concept, they will excel at their b and d recognition!

# B and D Recognition Practice

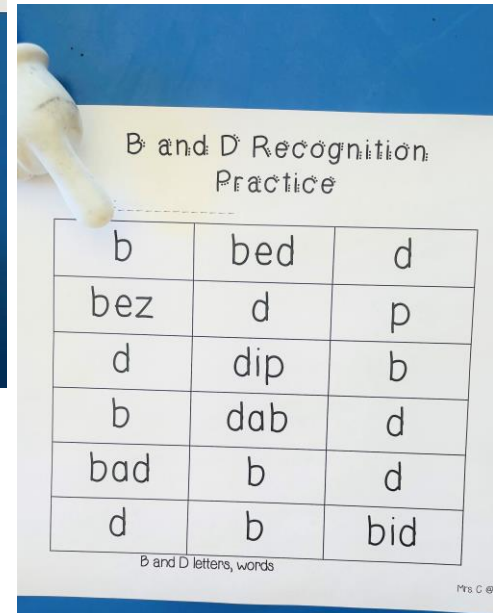
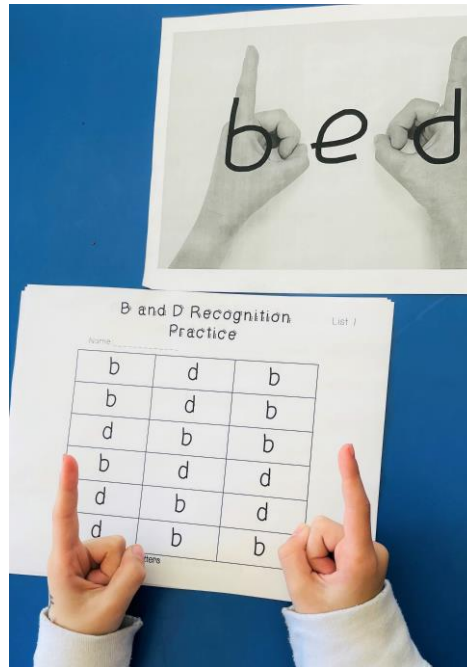
See it in action!

Here are some pictures of how I implement it in my own classroom!

When working one on one, I always start the lesson by having the student put their "bed" down, just like they see in the picture. This helps reinforce the skill that they can put their "bed" down at any time to help them recognize b or d.



I have the "bed" sign hanging up in various spots around the classroom! As well as on their desks!





e





# B and D Recognition Practice

List 1

Name: \_\_\_\_\_

b	d	b
b	d	b
d	b	b
b	d	d
d	b	d
d	b	b

B and D letters



# B and D Recognition Practice

List 2

Name: \_\_\_\_\_

b	f	b
b	d	p
d	q	b
b	s	d
p	b	d
d	b	q

B and D letters, extra letters

# B and D Recognition Practice

List 3

Name: \_\_\_\_\_

b	g	b
m	d	p
d	q	b
g	s	d
p	b	j
d	b	q

B and D letters, extra letters

# B and D Recognition Practice

List 4

Name: \_\_\_\_\_

b	f	b
b	d	p
d	q	b
b	s	d
p	b	d
d	b	q

B and D letters, extra letters

# B and D Recognition Practice

List 5

Name: \_\_\_\_\_

b	bed	d
bez	d	p
d	dip	b
b	dab	d
bad	b	d
d	b	bid

B and D letters, words

# B and D Recognition Practice

List 6

Name: \_\_\_\_\_

b	ban	d
buz	d	cab
sad	dip	b
b	dad	d
baf	b	nab
d	b	dib

B and D letters, words

# B and D Recognition Practice

List 7

Name: \_\_\_\_\_

nob	ban	din
buz	den	cab
sad	dip	ben
bid	dad	dot
baf	bam	nab
dib	hid	dib

B and D letters, words

# B and D Recognition Practice

List 8

Name: \_\_\_\_\_

nob	ban	din
buz	den	cab
sad	dip	ben
bid	dad	dot
baf	bam	nab
dib	hid	dib

B and D letters, words

The  
ULTIMATE  
b and d  
Record Sheets



## How to use the record sheets:

### Individual Student (first sheet)

When you are working 1 on 1, write down the date and start with **List 1**. As they go through the list, watch and see how many errors they make. If they get about 90% accuracy (or only miss two letters) they are reading to move onto **List 2**. Mark a check under List 1 once they have completed it, to show that you are ready to move on to List 2.

The next time you meet with that student, write the date and look to see where they finished. You can choose to warm up and go over the lists that they have already completed or just start where you left off.

### Whole Class:

You will be recording the data similarly to how you were doing for the student. This will allow you instead to see the class as a whole and use for small group or whole group instructional planning.





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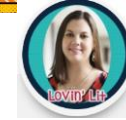
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