

## ***UDL & WIDA Accommodations for Letter D Literacy Activities***

### **Rhyming Routine**

#### **UDL:**

- Offer visuals (picture cards) for each word pair.
- Use gestures or body movements (e.g., nodding or shaking head) to indicate rhyming vs. not.
- Provide audio recordings of word pairs for repetition.

#### **WIDA:**

- Pre-teach key vocabulary with pictures.
- Provide sentence frames: “\_\_\_ and \_\_\_ rhyme.” or “No, they do not rhyme.”
- Allow students to respond nonverbally or with yes/no cards.

### **Learning Letters and Sounds (Dd says /d/)**

#### **UDL:**

- Use multisensory approaches: auditory (say sound), visual (letter card), kinesthetic (stomp like dinosaurs).
- Allow students to trace the letter in sand or on a textured surface.
- Offer AAC or symbol-based options for students with expressive language needs.

#### **WIDA:**

- Provide home-language equivalents when possible (e.g., show /d/ words in Spanish for dual-language learners).
- Use consistent gestures (e.g., tap chin for beginning sound) to reinforce phoneme awareness.
- Pair each vocabulary word with an image.

### **D and Not D – Picture Sort**

#### **UDL:**

- Offer pre-cut pictures or digital versions for motor support.
- Allow use of Velcro boards or drag-and-drop on an iPad instead of gluing.
- Provide a model or first example completed.

**WIDA:**

- Use picture dictionaries or vocabulary cards to review words before sorting.
- Offer bilingual picture labels.
- Use realia or physical objects in place of pictures for tactile learners.

**Letter D Sound Book****UDL:**

- Provide the book in different sizes and formats (digital, large print).
- Use text-to-speech tools to read the pages aloud.
- Allow learners to color or decorate their books for ownership.

**WIDA:**

- Add picture cues next to each word.
- Encourage bilingual learners to say the word in both English and their home language.
- Use the book as a basis for oral language practice: "I see a dog. I see a \_\_\_\_."

**Language Experience Chart (LEC)****UDL:**

- Allow learners to draw their ideas if they are not ready to express them verbally.
- Use voice recordings if they are reluctant to speak in front of others.
- Include photos from shared experiences to stimulate ideas.

**WIDA:**

- Provide sentence starters or story stems (e.g., "I see snow...").
- Accept responses in the home language and translate together.
- Offer small-group LEC opportunities for more scaffolded support.

**Pre-Writing Practice****UDL:**

- Offer multiple writing tools (crayons, markers, adaptive pencils).
- Use high-contrast or raised-line paper.
- Allow learners to trace over laminated cards with dry-erase markers.

**WIDA:**

- Pair name tracing with a photo of the student.

- Use environmental print (signs, labels) from their community or home culture.
- Provide name cards with both English and home language scripts when possible.

## **Syllable Sorting**

### **UDL:**

- Use clapping, tapping, or musical instruments to count syllables.
- Display visual syllable cues (1 dot, 2 dots, etc.).
- Allow students to group by color or icon rather than written number.

### **WIDA:**

- Use familiar vocabulary and preview words beforehand.
- Provide oral repetition and peer modeling.
- Encourage use of home language to compare syllables (e.g., “How many parts in Spanish? How many in English?”).

## **Print Concepts – Cut-up Sentences**

### **UDL:**

- Use color coding to show capital letter and punctuation.
- Allow learners to reorder sentences with Velcro or magnets.
- Provide a sentence frame model for guidance.

### **WIDA:**

- Pre-teach vocabulary with pictures or realia.
- Pair oral reading with gestures or visuals.
- Allow learners to match sentence strips to pictures.

## **Letter Review Game – Snowflake, Snowflake**

### **UDL:**

- Use a visual anchor chart with letter names and sounds.
- Let learners point or use letter cards instead of speaking.
- Provide options for learners to play in pairs or small groups.

### **WIDA:**

- Reinforce letter names with keywords in both English and the home language.
- Provide chants or songs in both languages when possible.

- Offer repeated opportunities and practice to build confidence.

## **General Supports**

### **UDL:**

- Offer choices in response formats (verbal, gesture, pointing, drawing).
- Use consistent routines and visuals for transitions.
- Allow flexible seating and movement breaks.

### **WIDA:**

- Incorporate cultural connections and familiar topics.
- Use visuals, realia, and gestures to support meaning.
- Scaffold tasks with sentence frames, modeling, and peer support.