

## Phonemic Awareness - Kindergarten Curriculum Scope & Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Rhyming	Hearing Rhymes	Rhyme Recognition				Rhyme Production	Rhyme Recognition				Rhyme Production				Rhyme Recognition	Rhyme Production				Rhyme Recognition	Rhyme Recognition	Rhyme Recognition				Rhyme Production				Mixed Skills					
Onset Fluency	Consonants						Consonants & Short Vowels						Consonants & Long Vowels		Vowels	Digraphs		L Blends	S Blends	R Blends	Mixed Blends	Initial phoneme with blends		Review of All Skills											
Blending	Compound Words		Syllables		Body-Coda	Onset - Rime	Two Phoneme Words	Three Phoneme Words				Four or more Phoneme Words																							
Final or Medial Sounds	Final Sound						Medial Sound (short vowels)		Medial Sound (long vowels)		Final Sound				Medial Sound	Phoneme Location		Final Sounds																	
Segmenting	Compound Words		Syllables		Onset - Rime		Two Phoneme Words	Three Phoneme Words				Four or more Phoneme Words																							
Adding	Words to Make Compound Words		Syllables		Initial Phonemes												Final Phonemes																		
Deleting	Compound Words		Syllables		Initial Phonemes												Final Phonemes																		
Substituting	Compound Words		Syllables		Initial Phonemes												Final Phonemes		Vowels																
Letter Naming	Consonants and Vowels												Consonant Digraphs		L Blends	S Blends	R Blends	Review of All Consonant Digraphs, Vowels, and Blends																	
Language Awareness	Repeating sentences and Counting Words						Repeating sentences from nursery rhymes and separating into individual spoken words.																												

### Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Rhyme Repetition</b>	hop, mop	yum, gum	duck, truck	low, slow	fun, run	big, pig	bright, light	free, bee	wish, dish	shop, stop
Teacher says the word pairs. Students repeat the word pairs. <b>Focus:</b> Students begin to hear and say rhyming words.	ran, fan	red, bed	tall, wall	play, stay	nice, price	tan, fan	sweet, treat	hill, will	night, sight	bug, mug
	wet, jet	go, no	hot, pot	hide, ride	broom, room	deep, keep	new, two	rude, dude	small, ball	goose, moose
	mad, dad	fake, snake	flat, hat	blue, glue	glad, sad	more, four	cow, now	sat, that	late, grate	same, name
	mouse, house	zip, lip	seen, queen	pick, chick	loud, crowd	my, by	part, smart	play, may	neck, deck	read, need
<b>Onset Fluency</b>	jump	/j/	seat	/s/	pretty	/p/	name	/n/	desk	/d/
Teacher says the word. Students repeat the word and isolate the onset (beginning sound).	fall	/f/	zoo	/z/	very	/v/	joyful	/j/	last	/l/
	quick	/kw/	puppy	/p/	happy	/h/	queen	/kw/	keep	/k/
	funny	/f/	wish	/w/	cup	/k/	really	/r/	window	/w/
Ex. T: funny S: funny /f/	gum	/g/	button	/b/	made	/m/	yellow	/y/	guitar	/g/
<b>Blending Words</b>	The teacher provides modeling for this new skill and the students repeat.		mid - day	midday	cow - boy	cowboy	gold - fish	goldfish	news - paper	newspaper
Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word.	T: in - side, inside S: in - side, inside		cup - cake	cupcake	flash - light	flashlight	mail - man	mailman	spot - light	spotlight
	out - side	outside	sand - box	sandbox	play - ground	playground	in - side	inside	pop - corn	popcorn
	pan - cake	pancake	ear - ring	earring	snow - ball	snowball	air - plane	airplane	up - stairs	upstairs
<b>Tuesday-Friday</b>	rain - bow	rainbow	fire - place	fireplace	tooth - paste	toothpaste	wild - life	wildlife	back - pack	backpack
Ex. T: in - side S: in - side, inside	birth - day	birthday	hair - cut	haircut	week - end	weekend	down - stairs	downstairs	ear - ache	earache
	card - board	cardboard	side - walk	sidewalk	rain - coat	raincoat	snow - man	snowman	basket - ball	basketball
	fire - man	fireman	tooth - brush	toothbrush	butter - fly	butterfly	drive - way	driveway	jelly - fish	jellyfish
	tea - pot	teapot	black - top	blacktop	door - bell	doorbell	sun - burn	sunburn	light - house	lighthouse
			in - to	into	every - thing	everything	police - man	policeman	earth - quake	earthquake
<b>Blending hand motion:</b> Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.										
<b>Isolating Final Sounds</b>	jo <b>B</b>	/b/	ye <b>S</b>	/s/	smi <b>Le</b>	/l/	boa <b>T</b>	/t/	li <b>Ve</b>	/v/
Teacher says the word. Students repeat the word and isolate the final sound.	hea <b>D</b>	/d/	ra <b>T</b>	/t/	ga <b>Me</b>	/m/	e <b>GG</b>	/g/	si <b>Ze</b>	/z/
	li <b>Fe</b>	/f/	gi <b>Ve</b>	/v/	ru <b>N</b>	/n/	par <b>K</b>	/k/	cri <b>B</b>	/b/
Ex. T: life S: liFe /f/	bu <b>G</b>	/g/	bu <b>ZZ</b>	/z/	sto <b>P</b>	/p/	ca <b>Ge</b>	/j/	sta <b>Ge</b>	/j/
	pa <b>Ge</b>	/j/	loo <b>K</b>	/k/	cla <b>SS</b>	/s/	roo <b>M</b>	/m/	mu <b>D</b>	/d/
<b>punCH iT ouT hand motion:</b> The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.										

## Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
<b>Segmenting Words</b>	The teacher provides modeling for this new skill and the students repeat.									
Teacher says the compound word. Students repeat the word and segment it into two words.	T: teapot, tea - pot S: teapot, tea - pot									
<b>Tuesday-Friday</b>	cowboy	cow - boy	goldfish	gold - fish	newspaper	news - paper	outside	out - side	midday	mid - day
Ex. T: inside S: inside, in - side	flashlight	flash - light	mailman	mail - man	spotlight	spot - light	pancake	pan - cake	cupcake	cup - cake
	playground	play - ground	inside	in - side	popcorn	pop - corn	rainbow	rain - bow	sandbox	sand - box
	snowball	snow - ball	airplane	air - plane	upstairs	up - stairs	birthday	birth - day	earring	ear - ring
	toothpaste	tooth - paste	wildlife	wild - life	backpack	back - pack	cardboard	card - board	fireplace	fire - place
	weekend	week - end	downstairs	down - stairs	earache	ear - ache	fireman	fire - man	haircut	hair - cut
	raincoat	rain - coat	snowman	snow - man	basketball	basket - ball	teapot	tea - pot	sidewalk	side - walk
			driveway	drive - way	jellyfish	jelly - fish	butterfly	butter - fly	toothbrush	tooth - brush
			sunburn	sun - burn	lighthouse	light - house	doorbell	door - bell	blacktop	black - top
			policeman	police - man	earthquake	earth - quake	everything	every - thing	into	in - to

**Segmenting hand motion:** Students place hands together with palms up to show the compound word. They then take apart the word using each hand.

Adding Words	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
The teacher provides modeling for this new skill and the students repeat.	The teacher provides modeling for this new skill and the students repeat.											
Teacher says the word. Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"	T: Tea, add pot at the end and the word is teapot. S: Tea, add pot at the end and the word is teapot.											
<b>Tuesday-Friday</b>	Ex. T: snow S: snow T: Add /ball/ at the end and the word is? S: snowball											
	snow-	/suit/	snowsuit	head-	/ache/	headache	any-	/one/	anyone	play-	/room/	playroom
	snow-	/ball/	snowball	head-	/phones/	headphones	any-	/how/	anyhow	play-	/house/	playhouse
	snow-	/flake/	snowflake	head-	/light/	headlight	any-	/thing/	anything	play-	/thing/	plaything
	snow-	/man/	snowman	head-	/band/	headband	any-	/where/	anywhere	play-	/ground/	playground
				head-	/stand/	headstand	any-	/way/	anyway	play-	/time/	playtime

**Adding hand motion:** Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for the whole word.

Deleting Words	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
The teacher provides modeling for this new skill and the students repeat.	The teacher provides modeling for this new skill and the students repeat.											
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	T: teapot, without tea what's left is pot S: teapot, without tea what's left is pot											
<b>Tuesday-Friday</b>	Ex. T: anyway S: anyway T: Without /any/, what's left is? S: way											
	headache	/head/	ache	playtime	/play/	time	snowsuit	/snow/	suit	somehow	/some/	how
	headphones	/head/	phones	playhouse	/play/	house	snowball	/snow/	ball	someone	/some/	one
	headlight	/head/	light	playground	/play/	ground	snowflake	/snow/	flake	something	/some/	thing
	headband	/head/	band	plaything	/play/	thing	snowman	/snow/	man	sometime	/some/	time
				playroom	/play/	room	snowstorm	/snow/	storm	somewhere	/some/	where

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

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<p><b>Substituting Words</b></p> <p>Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /t/ and the word is?"</p> <p><b>Tuesday-Friday</b></p> <p>Ex. T: anyone S: anyone T: Change /one/ to /thing/ and the word is? S: anything</p>	<p>The teacher provides modeling for this new skill and the students repeat.</p> <p><b>T:</b> anyone, change one to way and the word is anyway <b>S:</b> anyone, change one to way and the word is anyway</p> <p><u>anyhow</u> /one/ anyone <u>anyone</u> /thing/ anything <u>anything</u> /where/ anywhere <u>anywhere</u> /way/ anyway <u>anyway</u> /how/ anyhow</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>playtime</u></td> <td>/house/</td> <td>playhouse</td> </tr> <tr> <td><u>playhouse</u></td> <td>/thing/</td> <td>plaything</td> </tr> <tr> <td><u>plaything</u></td> <td>/ground/</td> <td>playground</td> </tr> <tr> <td><u>playground</u></td> <td>/room/</td> <td>playroom</td> </tr> <tr> <td><u>playroom</u></td> <td>/time/</td> <td>playtime</td> </tr> </tbody> </table>	Word	Change to	Response	<u>playtime</u>	/house/	playhouse	<u>playhouse</u>	/thing/	plaything	<u>plaything</u>	/ground/	playground	<u>playground</u>	/room/	playroom	<u>playroom</u>	/time/	playtime	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>snowsuit</u></td> <td>/ball/</td> <td>snowball</td> </tr> <tr> <td><u>snowball</u></td> <td>/flake/</td> <td>snowflake</td> </tr> <tr> <td><u>snowflake</u></td> <td>/man/</td> <td>snowman</td> </tr> <tr> <td><u>snowman</u></td> <td>/storm/</td> <td>snowstorm</td> </tr> <tr> <td><u>snowstorm</u></td> <td>/suit/</td> <td>snowsuit</td> </tr> </tbody> </table>	Word	Change to	Response	<u>snowsuit</u>	/ball/	snowball	<u>snowball</u>	/flake/	snowflake	<u>snowflake</u>	/man/	snowman	<u>snowman</u>	/storm/	snowstorm	<u>snowstorm</u>	/suit/	snowsuit	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>somehow</u></td> <td>/one/</td> <td>someone</td> </tr> <tr> <td><u>someone</u></td> <td>/thing/</td> <td>something</td> </tr> <tr> <td><u>something</u></td> <td>/time/</td> <td>sometime</td> </tr> <tr> <td><u>sometime</u></td> <td>/where/</td> <td>somewhere</td> </tr> <tr> <td><u>somewhere</u></td> <td>/how/</td> <td>somehow</td> </tr> </tbody> </table>	Word	Change to	Response	<u>somehow</u>	/one/	someone	<u>someone</u>	/thing/	something	<u>something</u>	/time/	sometime	<u>sometime</u>	/where/	somewhere	<u>somewhere</u>	/how/	somehow	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>headache</u></td> <td>/phones/</td> <td>headphones</td> </tr> <tr> <td><u>headphones</u></td> <td>/light/</td> <td>headlight</td> </tr> <tr> <td><u>headlight</u></td> <td>/band/</td> <td>headband</td> </tr> <tr> <td><u>headband</u></td> <td>/stand/</td> <td>headstand</td> </tr> <tr> <td><u>headstand</u></td> <td>/ache/</td> <td>headache</td> </tr> </tbody> </table>	Word	Change to	Response	<u>headache</u>	/phones/	headphones	<u>headphones</u>	/light/	headlight	<u>headlight</u>	/band/	headband	<u>headband</u>	/stand/	headstand	<u>headstand</u>	/ache/	headache
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<p><b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first word, left fist is the second word. Pull the fist away that represents the word being substituted, and lightly pound your fists together when you say the new word.</p>																																																																													
<p><b>Letter Naming</b></p> <p>Teacher holds up flashcards one at a time in alphabetical order. The students and teacher say each letter's name and sound.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only 2. Sounds only (for speed and accuracy)</p> <p>Show only lower case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only 2. Sounds only (for speed and accuracy)</p> <p>Show only upper case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>																																																																								
<p><b>Language Awareness</b></p> <p>Teacher says the sentence with expression. Students repeat the sentence with the same expression. Teacher and students say the sentence a second time and clap each word to count the number of words in the sentence. Students say the number of words.</p>	<p>I love school! (3) School is fun! (3) I raise my hand. (4) I can sit still. (4) Books are fun to read. (5) I love to play! (4) Will you be my friend? (5) I like you! (3)</p>	<p>I have friends at school. (5) The sky is blue. (4) I share with my friends. (5) I try hard at school! (5) My eyes help me learn. (5) This school is great! (4) Do you like books? (4) I love to read books! (5)</p>	<p>I am glad to see you. (6) Will you play with me? (5) My school is cool! (4) I love my class! (4) I use my ears to learn. (6) Do you raise your hand? (5) I like to share. (4) I use kind words. (4)</p>	<p>I wash my hands. (4) I am a good kid! (5) Are you a good kid? (5) I can count. (3) I can read. (3) I can write words. (4) Boy, I am smart! (4) What a great day! (4)</p>	<p>I do my best work. (5) I use my nice words. (5) I will try my best. (5) I like my class! (4) We are cool kids! (4) May I sit here? (4) I know how to be good. (6) I like to learn new things. (6)</p>																																																																								

### Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
<b>Rhyme Recognition</b>	lace, race fine, line nod, nice plan, bike	best, nest car, come hook, cook	woke, soak fresh, beam gap, plus keep, leap	mask, hide chomp, stomp his, pan	hand, sand leave, weave task, bent life, lid	much, such hot, home dry, fly	help, heat floor, door bell, tell fact, lace	list, wrist some, soap glow, show	vine, verse rent, bent soft, spike hard, card	peach, neat loop, soup join, juice
<b>Onset Fluency</b>	big, boy /b/ fun, fast /f/ jump, job /j/ me, man /m/ kick, keep /k/	pen, put /p/ quick, quiet /kw/ we, win /w/ talk, time /t/ ball, back /b/	cat, copy /k/ gum, gap /g/ hand, help /h/ jog, joy /j/ leg, love /l/	walk, wall /w/ pick, page /p/ red, rip /r/ quilt, quail /kw/ silly, send /s/	does, door /d/ nest, nose /n/ juice, just /j/ zoom, zap /z/ voice, vet /v/					
<b>Blending Syllables</b>	<p>The teacher provides modeling for this new skill and the students repeat.                      T: bā - by, baby S: bā - by, baby, 2</p> <p>num - ber number (2)                      pup - it puppet (2)                      bā - by baby (2)                      doc - tor doctor (2)                      bas - kit basket (2)                      tick - it ticket (2)                      nap - kin napkin (2)</p>									
<b>Blending hand motion:</b>	Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.									
<b>Isolating Final Sounds</b>	clu <b>B</b> /b/ gla <b>D</b> /d/ tou <b>GH</b> /f/ fi <b>G</b> /g/ sta <b>Ge</b> /j/ bi <b>Ke</b> /k/ fu <b>LL</b> /l/	mi <b>SS</b> /s/ we <b>T</b> /t/ do <b>Ve</b> /v/ bo <b>X</b> /ks/ bu <b>ZZ</b> /z/ gy <b>M</b> /m/ clea <b>N</b> /n/	la <b>P</b> /p/ fro <b>G</b> /g/ tri <b>M</b> /m/ me <b>SS</b> /s/ ki <b>CK</b> /k/ we <b>LL</b> /l/ ni <b>Ne</b> /n/	Pat got lost. /t/ Liz sneezes. /z/ Jen can run. /n/ Jill will call Bill. /l/ Wes likes Bes. /s/ Tom came home. /m/ Fred had bread. /d/	Sad Ted cried. /d/ Pete ate fruit. /t/ Can Ken run in? /n/ Gus likes snacks. /s/ Work, Mike, work! /k/ Liz finds prizes. /z/ Pat sat first. /t/					
<b>punCH iT ouT hand motion (M-W):</b> The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.										

### Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Segmenting Syllables</b> Teacher says the word. Students repeat the word, segment the word into syllables, & count syllables.  <b>Tuesday-Friday</b> Ex. T: candy S: candy, can - dy, 2	The teacher provides modeling for this new skill and the students repeat. T: candy, can - dy S: candy, can - dy absent ab - sent (2) whisper whisp - er (2) giggle gig - le (2) number num - ber (2) baby bā - by (2) erase ē - rase (2) summer sum - mer (2)	garden gar - den (2) begin bē - gin (2) habit hab - it (2) circle cir - cle (2) famous fā - mous (2) paper pā - per (2) tiger tī - ger (2) obey ō - bey (2) fever fē - ver (2) pumpkin pump - kin (2)	welcome wel - come (2) picture pic - ture (2) sunny sun - ē (2) purple pur - ple (2) blanket blān - kīt (2) jacket jack - ĩt (2) pretzel pret - zel (2) until un - til (2) winter win - ter (2) after af - ter (2)	center cen - ter (2) puppet pup - ĩt (2) carpet car - pĭt (2) doctor doc - tor (2) basket bas - kĭt (2) ticket tick - ĩt (2) napkin nap - kin (2) open ō - pen (2) siren sĭ - ren (2) gravy grā - vy (2)	princess prin - cess (2) elbow el - bow (2) insect in - sect (2) monkey mon - key (2) hungry hun - gry (2) garbage gar - bage (2) bacon bā - con (2) upset up - set (2) frozen frō - zen (2) pencil pen - cil (2)

**Segmenting hand motion:** Students place palms together to create "choppers". The students will make a chopping motion when saying each syllable. Teachers will always chop from right to left so that students mirror your movements.

Adding Syllables	The teacher provides modeling for this new skill and the students repeat.	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
		Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"  <b>Tuesday-Friday</b> Ex. T: fast S: fast T: Add /er/ at the end and the word is? S: faster	T: Fast, add /er/ at the end and the word is faster. S: Fast, add /er/ at the end and the word is faster.  clean- /er/ cleaner neat- /er/ neater slow- /er/ slower cold- /er/ colder	run- /ing/ running dust- /ing/ dusting mow- /ing/ mowing cook- /ing/ cooking laugh- /ing/ laughing	meet- /ing/ meeting talk- /ing/ talking walk- /ing/ walking think- /ing/ thinking look- /ing/ looking	funny- /er/ funnier heavy- /er/ heavier easy- /er/ easier early- /er/ earlier happy- /er/ happier	nice- /est/ nicest dark- /est/ darkest large- /est/ largest high- /est/ highest great- /est/ greatest								

**Adding hand motion:** Teacher holds right palm out in front to show the first word. Add the syllable with your left hand and lightly clap hands together for the whole word.

Deleting Syllables	The teacher provides modeling for this new skill and the students repeat.	Deleting from the end:			Deleting from the end:			Deleting from the end:			Deleting from the end:		
		Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"  <b>Tuesday-Friday</b> Ex. T: neater S: neater T: Without /er/, what's left is? S: neat	T: Faster, without /er/, what's left is fast. S: Faster, without /er/, what's left is fast.  running /ing/ run dusting /ing/ dust mowing /ing/ mow cooking /ing/ cook	meeting /ing/ meet talking /ing/ talk walking /ing/ walk thinking /ing/ think looking /ing/ look	colder /er/ cold faster /er/ fast cleaner /er/ clean neater /er/ neat slower /er/ slow	nicest /est/ nice darkest /est/ dark largest /est/ large highest /est/ high greatest /est/ great	funnier /er/ funny heavier /er/ heavy easier /er/ easy earlier /er/ early happier /er/ happy								

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull the left hand away to delete the end, and show what word remains with the right hand.

## Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																																							
<b>Substituting Syllables</b>	<p>The teacher provides modeling for this new skill and the students repeat.</p> <p><b>T:</b> Faster, change /fast/ to /slow/ and the word is slower <b>S:</b> Faster, change /fast/ to /slow/ and the word is slower.</p>																																																																											
<p>Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?"</p> <p><b>Tuesday-Friday</b> Ex. T: colder S: colder T: Change /cold/ to /hot/ and the word is? S: hotter</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr><td><u>clean</u>est</td><td>/dark/</td><td>darkest</td></tr> <tr><td><u>dar</u>kest</td><td>/large/</td><td>largest</td></tr> <tr><td><u>larg</u>est</td><td>/high/</td><td>highest</td></tr> <tr><td><u>high</u>est</td><td>/great/</td><td>greatest</td></tr> <tr><td><u>great</u>est</td><td>/clean/</td><td>cleanest</td></tr> </tbody> </table>	Word	Change to	Response	<u>clean</u> est	/dark/	darkest	<u>dar</u> kest	/large/	largest	<u>larg</u> est	/high/	highest	<u>high</u> est	/great/	greatest	<u>great</u> est	/clean/	cleanest	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr><td><u>laugh</u>ing</td><td>/dust/</td><td>dusting</td></tr> <tr><td><u>dust</u>ing</td><td>/mow/</td><td>mowing</td></tr> <tr><td><u>mow</u>ing</td><td>/cook/</td><td>cooking</td></tr> <tr><td><u>cook</u>ing</td><td>/cry/</td><td>crying</td></tr> <tr><td><u>cry</u>ing</td><td>/laugh/</td><td>laughing</td></tr> </tbody> </table>	Word	Change to	Response	<u>laugh</u> ing	/dust/	dusting	<u>dust</u> ing	/mow/	mowing	<u>mow</u> ing	/cook/	cooking	<u>cook</u> ing	/cry/	crying	<u>cry</u> ing	/laugh/	laughing	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr><td><u>cold</u>er</td><td>/fast/</td><td>faster</td></tr> <tr><td><u>fast</u>er</td><td>/clean/</td><td>cleaner</td></tr> <tr><td><u>clean</u>er</td><td>/neat/</td><td>neater</td></tr> <tr><td><u>neat</u>er</td><td>/slow/</td><td>slower</td></tr> <tr><td><u>slow</u>er</td><td>/cold/</td><td>colder</td></tr> </tbody> </table>	Word	Change to	Response	<u>cold</u> er	/fast/	faster	<u>fast</u> er	/clean/	cleaner	<u>clean</u> er	/neat/	neater	<u>neat</u> er	/slow/	slower	<u>slow</u> er	/cold/	colder	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr><td><u>meet</u>ing</td><td>/talk/</td><td>talking</td></tr> <tr><td><u>talk</u>ing</td><td>/walk/</td><td>walking</td></tr> <tr><td><u>walk</u>ing</td><td>/think/</td><td>thinking</td></tr> <tr><td><u>think</u>ing</td><td>/look/</td><td>looking</td></tr> <tr><td><u>look</u>ing</td><td>/meet/</td><td>meeting</td></tr> </tbody> </table>	Word	Change to	Response	<u>meet</u> ing	/talk/	talking	<u>talk</u> ing	/walk/	walking	<u>walk</u> ing	/think/	thinking	<u>think</u> ing	/look/	looking	<u>look</u> ing	/meet/	meeting
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<b>Letter Naming</b>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only 2. Sounds only (for speed and accuracy)</p> <p>Show only lower case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only 2. Sounds only (for speed and accuracy)</p> <p>Show only upper case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>																																																																							
<b>Language Awareness</b>	<p>I see three dogs. (4)</p> <p>School can be a lot of fun! (7)</p> <p>I can read. (3)</p> <p>I like to go for long walks. (7)</p> <p>Do you read at home? (5)</p> <p>He said to go to bed now. (7)</p>	<p>That man was nice! (4)</p> <p>I think I am smart. (5)</p> <p>Books are my good friends. (5)</p> <p>My Aunt is nice to me. (6)</p> <p>I like to read in my bed. (7)</p> <p>She said, "Yes!" (3)</p>	<p>Her mom came to school. (5)</p> <p>I like to eat my lunch. (6)</p> <p>It is not hard to do! (6)</p> <p>He looks like a nice boy. (6)</p> <p>I think books are great! (5)</p> <p>That food is hot. (4)</p>	<p>The boys like to jump rope. (6)</p> <p>Do you eat at school? (5)</p> <p>I can do that! (4)</p> <p>The fish can swim fast. (5)</p> <p>The door will not close. (5)</p> <p>Can you sleep at my house? (6)</p>	<p>The girls can kick far. (5)</p> <p>I like to play at school. (6)</p> <p>She said I could come too. (6)</p> <p>The class was loud. (4)</p> <p>Please turn out the lights. (5)</p> <p>My team won the game. (5)</p>																																																																							

### Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?
Teacher says, "Which word rhymes with *?" The teacher says the two words. Students respond with the word that rhymes.  Ex. T: Which word rhymes with cup; pup or mad? S: pup	<b>cat:</b> mat, mop <b>sell:</b> rip, well <b>bit:</b> hit, can <b>hop:</b> set, top <b>cup:</b> pup, mad <b>did:</b> hid, got	<b>had:</b> bad, leg <b>mess:</b> tag, less <b>fix:</b> six, pen <b>run:</b> sad, sun <b>dig:</b> big, mom <b>knob:</b> job, bus	<b>box:</b> fox, pup <b>him:</b> dot, dim <b>get:</b> met, me <b>tub:</b> pad, sub <b>man:</b> his, ran <b>log:</b> nap, frog	<b>hot:</b> cot, see <b>neck:</b> tap, deck <b>bag:</b> wag, fed <b>cuff:</b> puff, sap <b>kick:</b> hug, pick <b>fell:</b> bell, dot	<b>rock:</b> lock, hid <b>sit:</b> hop, quit <b>when:</b> ten, said <b>quack:</b> van, pack <b>hut:</b> get, cut <b>gem:</b> hem, tap
<b>Onset Fluency</b>	bunny, bump, baby /b/ winter, wide, work /w/ king, kitten, kind /k/ zip, zoom, zero /z/ guitar, good, gallop /g/	football, fish, fell /f/ mother, make, mouse /m/ pack, pencil, past /p/ quiz, quart, quiet /kw/ sister, song, silly /s/	joke, jacket, jungle /j/ rope, round, rattle /r/ visit, voice, vine /v/ teeth, talk, turtle /t/ near, never, neat /n/	yummy, young, yard /y/ cage, candle, catch /k/ happy, hope, her /h/ dime, dessert, dentist /d/ letter, last, lucky /l/	player, pair, present /p/ window, week, water /w/ banana, better, bake /b/ nickel, name, neck /n/ guest, gum, give /g/
<b>Blending Body-Coda</b>	The teacher provides modeling for this new skill and the students repeat. T: fū - n, fun S: fū - n, fun  cǎ - b cab bǎ - ck back hǎ - d had tǎ - k take jǎ - m jam lǒ - ck lock gō - t goat	jō - b job lǔ - ck luck sē - t seat tā - p tape fī - n fine vē - t vet cǎ - t cat jō - k joke lē - g leg mǔ - d mud	cū - b cub gā - v gave nō - z nose sī - d side hǔ - m hum lā - k lake tǎ - g tag joo - n June rǔ - g rug mā - d made	hī - z his jē - p jeep dō - t dot fā - s face rī - m rim tō - d toad mǐ - x mix cū - t cute rě - d red pǎ - t pat	hō - m home cā - j cage cō - t coat pǒ - p pop lī - t light rī - s rice bǔ - s bus fē - t feet tǎ - p tap nǒ - d nod
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop each for the body of the word and the final sound. Students mirror the teacher by chopping and then sliding their hands to say the whole word.					
<b>Isolating Final Sounds</b>	tub, cube /b/ made, fed /d/ swim, comb /m/ hug, egg /g/ huge, judge /j/	look, like /k/ fall, seal /l/ laugh, tough /f/ from, him /m/ class, miss /s/	meat, gate /t/ have, give /v/ nose, rise /z/ run, bean /n/ cape, rope /p/	feed, wide /d/ boot, ate /t/ drag, bug /g/ age, charge /j/ him, same /m/	tan, nine /n/ gave, stove /v/ feel, sell /l/ tub, crib /b/ luck, pick /k/



## Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Segmenting Onset-Rime</b> Teacher says the word. Students repeat the word and segment it into onset and rime. Ex. T: face S: face, f- ace	The teacher provides modeling for this new skill and the students repeat. T: fun, f- un S: fun, f- un cub c - ub gave g - ave nose n - oze side s - ide hum h - um lake l - ake tag t - ag	his h - iz jeep j - eep dot d - ot face f - ace rim r - im toad t - oad mix m - ix cute c - ute red r - ed pat p - at	home h - ome cage c - age coat c - oat pop p - op lite l - ight rice r - ice bus b - us feet f - eet tap t - ap nod n - od	cab c - ab back b - ack had h - ad take t - ake jam j - am lock l - ock goat g - ot June j - oon rug r - ug made m - ade	job j - ob luck l - uck seat s - et tape t - ape fine f - ine vet v - et cat c - at joke j - oke leg l - eg mud m - ud

**Segmenting hand motion:** Students place palms together to create "choppers." Students make a chopping motion when saying the onset and rime. Teachers chop from right to left so that students mirror your movements.

Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Tuesday-Friday	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?" Ex. T: ā S: ā T: Add /p/ at the beginning and the word is? S: pay *Say sound, not letter name	The teacher provides modeling for this new skill and the students repeat. T: /ō/, add /n/ at the beginning and the word is no. S: /ō/, add /n/ at the beginning and the word is no.	-ī /m/ my -ō /t/ toe -oo /d/ do -ē /m/ me -ā /s/ say	-ā /m/ may -ē /w/ we -ī /t/ tie -ō /s/ so -oo /z/ zoo	-oo /g/ goo -ī /b/ by -ā /w/ way -ē /b/ be -ō /m/ mow	-ē /h/ he -ā /l/ lay -oo /t/ too -ī /p/ pie -ō /l/ low							

**Adding hand motion:** Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Tuesday-Friday	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?" Ex. T: be S: be T: Without /b/, what's left is? S: ē *Say sound, not letter name	The teacher provides modeling for this new skill and the students repeat. T: cat, without /k/ what's left is at. S: cat, without /k/ what's left is at.	goo /g/ oo by /b/ ī way /w/ ā be /b/ ē mow /m/ ō	he /h/ ē lay /l/ ā too /t/ oo pie /p/ ī low /l/ ō	go /g/ ō hi /h/ ī day /d/ ā you /y/ oo see /s/ ē	my /m/ ī toe /t/ ō do /d/ oo me /m/ ē say /s/ ā							

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

## Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																																								
<p><b>Substituting Initial Phonemes</b></p> <p>Teacher says the word. Students repeat the word. Teacher says, "Change /<u>*/</u> to /<u>*/</u> and the word is?"</p> <p><b>Tuesday-Friday</b></p> <p>Ex. T: pie S: pie T: Change /p/ to /l/ and the word is? S: lie</p> <p>*Say sound, not letter name</p>	<p>The teacher provides modeling for this new skill and the students repeat.</p> <p><b>T:</b> be, change /b/ to /m/ and the word is me <b>S:</b> be, change /b/ to /m/ and the word is me</p> <p><u>b</u>e /m/ me  <u>m</u>e /s/ see  <u>s</u>ee /t/ tea  <u>t</u>ea /n/ knee  <u>k</u>nee /w/ we</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>s</u>o</td> <td>/b/</td> <td>bōw</td> </tr> <tr> <td><u>b</u>ōw</td> <td>/n/</td> <td>no</td> </tr> <tr> <td><u>n</u>o</td> <td>/g/</td> <td>go</td> </tr> <tr> <td><u>g</u>o</td> <td>/t/</td> <td>toe</td> </tr> <tr> <td><u>t</u>oe</td> <td>/r/</td> <td>row</td> </tr> </tbody> </table>	Word	Change to	Response	<u>s</u> o	/b/	bōw	<u>b</u> ōw	/n/	no	<u>n</u> o	/g/	go	<u>g</u> o	/t/	toe	<u>t</u> oe	/r/	row	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>m</u>y</td> <td>/t/</td> <td>tie</td> </tr> <tr> <td><u>t</u>ie</td> <td>/b/</td> <td>by</td> </tr> <tr> <td><u>b</u>y</td> <td>/s/</td> <td>sigh</td> </tr> <tr> <td><u>s</u>igh</td> <td>/w/</td> <td>why</td> </tr> <tr> <td><u>w</u>hy</td> <td>/p/</td> <td>pie</td> </tr> </tbody> </table>	Word	Change to	Response	<u>m</u> y	/t/	tie	<u>t</u> ie	/b/	by	<u>b</u> y	/s/	sigh	<u>s</u> igh	/w/	why	<u>w</u> hy	/p/	pie	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>m</u>oo</td> <td>/z/</td> <td>zoo</td> </tr> <tr> <td><u>z</u>oo</td> <td>/t/</td> <td>too</td> </tr> <tr> <td><u>t</u>oo</td> <td>/b/</td> <td>boo</td> </tr> <tr> <td><u>b</u>oo</td> <td>/n/</td> <td>new</td> </tr> <tr> <td><u>n</u>ew</td> <td>/y/</td> <td>you</td> </tr> </tbody> </table>	Word	Change to	Response	<u>m</u> oo	/z/	zoo	<u>z</u> oo	/t/	too	<u>t</u> oo	/b/	boo	<u>b</u> oo	/n/	new	<u>n</u> ew	/y/	you	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Change to</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td><u>p</u>ay</td> <td>/s/</td> <td>say</td> </tr> <tr> <td><u>s</u>ay</td> <td>/d/</td> <td>day</td> </tr> <tr> <td><u>d</u>ay</td> <td>/l/</td> <td>lay</td> </tr> <tr> <td><u>l</u>ay</td> <td>/m/</td> <td>may</td> </tr> <tr> <td><u>m</u>ay</td> <td>/r/</td> <td>ray</td> </tr> </tbody> </table>	Word	Change to	Response	<u>p</u> ay	/s/	say	<u>s</u> ay	/d/	day	<u>d</u> ay	/l/	lay	<u>l</u> ay	/m/	may	<u>m</u> ay	/r/	ray
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<p><b>Letter Naming</b></p> <p>Teacher holds up flashcards one at a time <i>out of alphabetical order</i>. The students and teacher say each letter's name and sound.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only                  2. Sounds only                  (for speed and accuracy)</p> <p>Show only lower case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only                  2. Sounds only                  (for speed and accuracy)</p> <p>Show only upper case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards and say, "Letter is ____; Sound is ____."</p>																																																																								
<p><b>Language Awareness</b></p> <p>Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.</p>	<p><b>Itsy Bitsy Spider</b></p>																																																																												
	<p>The itsy bitsy spider went up the water spout.                  Down came the rain and washed the spider out.</p>	<p>The itsy bitsy spider went up the water spout.                  Down came the rain and washed the spider out.                  Out came the sun and dried up all the rain,</p>	<p>The itsy bitsy spider went up the water spout.                  Down came the rain and washed the spider out.                  Out came the sun and dried up all the rain,                  and the itsy, bitsy spider climbed up the spout again.</p>	<p>The itsy bitsy spider went up the water spout.                  Down came the rain and washed the spider out.                  Out came the sun and dried up all the rain,                  and the itsy, bitsy spider climbed up the spout again.</p>	<p>The itsy bitsy spider went up the water spout.                  Down came the rain and washed the spider out.                  Out came the sun and dried up all the rain,                  and the itsy, bitsy spider climbed up the spout again.</p>																																																																								

### Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Production</b>	<b>Rime: -it</b>	<b>Rime: -ip</b>	<b>Rime: -id</b>	<b>Rime: -in</b>	<b>Rime: -ig</b>
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> sit Possible Student Response: kit            fit quit          bit	<i>Teacher example:</i> lip Possible Student Response: ship        tip chip        rip	<i>Teacher example:</i> did Possible Student Response: kid        hid slid        rid	<i>Teacher example:</i> pin Possible Student Response: spin        fin grin        win	<i>Teacher example:</i> dig Possible Student Response: pig        big twig        wig
<b>Onset Fluency</b>	odd            /ō/ is              /ī/ October       /ō/ actor          /ă/ nice            /n/	job            /j/ object        /ō/ after          /ă/ opposite      /ō/ igloo         /ī/	ask            /ă/ option        /ō/ it              /ī/ ox             /ō/ wind          /w/	if              /ī/ otter         /ō/ save          /s/ ax             /ă/ operate      /ō/	itch           /ī/ touch         /t/ opportunity   /ō/ applesauce   /ă/ ostrich       /ō/
<b>Blending with Elkonin Boxes</b>	The teacher provides modeling for this new skill and the students repeat. T: g - o, go    S: g - o, go h - ē            he s - ā            say ē - g            egg j - ō            Joe ă - m            am b - oo          boo n - ē            knee	w - ē            we s - ō            so b - ī            by p - ā            pay m - ē            me ŭ - s            us h - ā            hay ă - p            app r - ō            row l - ī            lie	w - ā            way h - ī            hi ā - m            aim ŭ - p            up s - ē            see n - oo          new ō - t            oat l - ā            lay ō - d            odd ē - t            eat	ā - s            ace d - oo          do ō - k            oak l - ō            low m - ā            may ī - z            is k - ē            key p - ī            pie ă - d            add r - ā            ray	ă - t            at m - ī            my l - ē            Lee d - ō            doe ā - p            ape t - ī            tie b - ē            be z - oo          zoo n - ō            no d - ā            day
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
<b>Isolating Medial Sounds</b>	hat            /ă/ pig            /ī/ map            /ă/ lip            /ī/ did            /ī/ wag            /ă/ six            /ī/	mat            /ă/ him            /ī/ sad            /ă/ dig            /ī/ pack          /ă/ tip            /ī/ bag            /ă/	sip            /ī/ ham            /ă/ rack          /ă/ big            /ī/ man          /ă/ lick          /ī/ gap            /ă/	sit            /ī/ cat            /ă/ lap            /ă/ kit            /ī/ win          /ī/ mad          /ă/ van          /ă/	lid            /ī/ sat            /ă/ miss         /ī/ ran            /ă/ jam          /ă/ kid            /ī/ pin            /ī/
<b>Roller coaster hand motion:</b> Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.					

### Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Segmenting Phonemes</b>	The teacher provides modeling for this new skill and the students repeat.				
Teacher says the word. Students repeat the word and segment it into individual phonemes.	<b>T:</b> go, g - o <b>S:</b> go, g - o	<b>ace</b> <b>ā - s</b> <b>do</b> <b>d - oo</b> <b>oak</b> <b>ō - k</b>	<b>at</b> <b>ā - t</b> <b>my</b> <b>m - ī</b> <b>Lee</b> <b>l - ē</b>	<b>he</b> <b>h - ē</b> <b>say</b> <b>s - ā</b> <b>egg</b> <b>ě - g</b>	<b>we</b> <b>w - ē</b> <b>so</b> <b>s - ō</b> <b>by</b> <b>b - ī</b>
<b>Tuesday-Friday</b>	<b>way</b> <b>w - ā</b> <b>hi</b> <b>h - ī</b> <b>aim</b> <b>ā - m</b> <b>us</b> <b>ū - s</b> <b>see</b> <b>s - ē</b> <b>new</b> <b>n - oo</b> <b>oat</b> <b>ō - t</b>	<b>low</b> <b>l - ō</b> <b>may</b> <b>m - ā</b> <b>is</b> <b>ī - z</b> <b>key</b> <b>k - ē</b> <b>pie</b> <b>p - ī</b> <b>add</b> <b>ā - d</b> <b>ray</b> <b>r - ā</b>	<b>doe</b> <b>d - ō</b> <b>ape</b> <b>ā - p</b> <b>tie</b> <b>t - ī</b> <b>be</b> <b>b - ē</b> <b>zoo</b> <b>z - oo</b> <b>no</b> <b>n - ō</b> <b>day</b> <b>d - ā</b>	<b>Joe</b> <b>j - ō</b> <b>am</b> <b>ā - m</b> <b>boo</b> <b>b - oo</b> <b>knee</b> <b>n - ē</b> <b>lay</b> <b>l - ā</b> <b>odd</b> <b>ō - d</b> <b>eat</b> <b>ē - t</b>	<b>pay</b> <b>p - ā</b> <b>me</b> <b>m - ē</b> <b>up</b> <b>ū - p</b> <b>hay</b> <b>h - ā</b> <b>app</b> <b>ā - p</b> <b>row</b> <b>r - ō</b> <b>lie</b> <b>l - ī</b>

**Segmenting hand motion:** Students place palms together to create "choppers." The students make a chopping motion when saying each phoneme in the word. Teachers chop from right to left so that students mirror your movements.

Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?"	The teacher provides modeling for this new skill and the students repeat.											
<b>T:</b> /ōt/, add /g/ at the beginning and the word is got <b>S:</b> /ōt/, add /g/ at the beginning and the word is got	<b>-ad</b> /m/ <b>mad</b>	<b>-ig</b> /w/ <b>wig</b>	<b>-im</b> /h/ <b>him</b>	<b>-an</b> /v/ <b>van</b>								
<b>Tuesday-Friday</b>	<b>-in</b> /f/ <b>fin</b>	<b>-ab</b> /d/ <b>dab</b>	<b>-id</b> /l/ <b>lid</b>	<b>-ip</b> /d/ <b>dip</b>								
Ex. T: ad S: ad T: Add /h/ at the beginning and the word is? S: had	<b>-am</b> /r/ <b>ram</b>	<b>-ib</b> /r/ <b>rib</b>	<b>-ad</b> /s/ <b>sad</b>	<b>-ag</b> /w/ <b>wag</b>								
*Say sound, not letter name	<b>-it</b> /s/ <b>sit</b>	<b>-ap</b> /t/ <b>tap</b>	<b>-ax</b> /w/ <b>wax</b>	<b>-ig</b> /p/ <b>pig</b>								
		<b>-ag</b> /b/ <b>bag</b>	<b>-ix</b> /m/ <b>mix</b>	<b>-it</b> /h/ <b>hit</b>								

**Adding hand motion:** Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	The teacher provides modeling for this new skill and the students repeat.											
<b>T:</b> got, without /g/ what's left is ot <b>S:</b> got, without /g/ what's left is ot	<b>him</b> /h/ <b>im</b>	<b>yan</b> /v/ <b>an</b>	<b>bat</b> /b/ <b>at</b>	<b>mad</b> /m/ <b>ad</b>								
<b>Tuesday-Friday</b>	<b>lid</b> /l/ <b>id</b>	<b>dip</b> /d/ <b>ip</b>	<b>fin</b> /f/ <b>in</b>	<b>pick</b> /p/ <b>ick</b>								
Ex. T: pig S: pig T: Without /p/, what's left is? S: ig	<b>gad</b> /s/ <b>ad</b>	<b>wag</b> /w/ <b>ag</b>	<b>ram</b> /r/ <b>am</b>	<b>fan</b> /f/ <b>an</b>								
*Say sound, not letter name	<b>wax</b> /w/ <b>ax</b>	<b>pig</b> /p/ <b>ig</b>	<b>git</b> /s/ <b>it</b>	<b>hill</b> /h/ <b>ill</b>								
	<b>mix</b> /m/ <b>ix</b>	<b>hit</b> /h/ <b>it</b>	<b>will</b> /w/ <b>ill</b>	<b>nap</b> /n/ <b>ap</b>								

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

### Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																																								
<b>Substituting Initial Phonemes</b> Teacher says the word. Students repeat the word. Teacher says, "Change / <u>  </u> / to / <u>  </u> / and the word is?"  <b>Tuesday-Friday</b> T: bat S: bat T: Change /b/ to /s/ and the word is? S: sat  *Say sound, not letter name	The teacher provides modeling for this new skill and the students repeat.  T: hot, change /h/ to /n/ and the word is not S: hot, change /h/ to /n/ and the word is not  pack /r/ rack yan /m/ man hill /p/ pill sick /kw/ quick mad /s/ sad	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Change to</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr><td>pig</td><td>/d/</td><td>dig</td></tr> <tr><td>zap</td><td>/l/</td><td>lap</td></tr> <tr><td>fit</td><td>/h/</td><td>hit</td></tr> <tr><td>win</td><td>/f/</td><td>fin</td></tr> <tr><td>dad</td><td>/h/</td><td>had</td></tr> </tbody> </table>	Word	Change to	Response	pig	/d/	dig	zap	/l/	lap	fit	/h/	hit	win	/f/	fin	dad	/h/	had	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Change to</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr><td>sad</td><td>/p/</td><td>pad</td></tr> <tr><td>mitt</td><td>/s/</td><td>sit</td></tr> <tr><td>lip</td><td>/t/</td><td>tip</td></tr> <tr><td>tag</td><td>/w/</td><td>wag</td></tr> <tr><td>rim</td><td>/h/</td><td>him</td></tr> </tbody> </table>	Word	Change to	Response	sad	/p/	pad	mitt	/s/	sit	lip	/t/	tip	tag	/w/	wag	rim	/h/	him	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Change to</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr><td>map</td><td>/n/</td><td>nap</td></tr> <tr><td>dip</td><td>/r/</td><td>rip</td></tr> <tr><td>hat</td><td>/m/</td><td>mat</td></tr> <tr><td>lap</td><td>/k/</td><td>cap</td></tr> <tr><td>kid</td><td>/h/</td><td>hid</td></tr> </tbody> </table>	Word	Change to	Response	map	/n/	nap	dip	/r/	rip	hat	/m/	mat	lap	/k/	cap	kid	/h/	hid	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Change to</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr><td>dig</td><td>/b/</td><td>big</td></tr> <tr><td>bat</td><td>/r/</td><td>rat</td></tr> <tr><td>lip</td><td>/s/</td><td>sip</td></tr> <tr><td>can</td><td>/t/</td><td>tan</td></tr> <tr><td>ham</td><td>/j/</td><td>jam</td></tr> </tbody> </table>	Word	Change to	Response	dig	/b/	big	bat	/r/	rat	lip	/s/	sip	can	/t/	tan	ham	/j/	jam
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Letter Naming	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say each letter's name and sound.	Show the flashcards and say, "Letter is ____; Sound is ____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Show the flashcards and say, "Letter is ____; Sound is ____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter is ____; Sound is ____."

Language Awareness	Itsy Bitsy Spider	Hickory, Dickory Dock	Twinkle, Twinkle Little Star	Humpty Dumpty	
<b>Nursery Rhyme Review:</b> Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together.	The itsy bitsy spider went up the water spout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain, And the itsy, bitsy spider climbed up the spout again.	Hickory, dickory, dock, The mouse ran up the clock. The clock struck one, The mouse ran down, Hickory, dickory, dock!	Twinkle, twinkle little star How I wonder what you are! Up above the world so high, Like a diamond in the sky. Twinkle, twinkle little star How I wonder what you are!	Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall; All the King's horses and all the King's men Couldn't put Humpty together again.	Student's choice from this week's nursery rhymes to recite or sing.

## Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Production</b>	<b>Rime: -ush</b>	<b>Rime: -inch</b>	<b>Rime: -atch</b>	<b>Rime: -each/-eech</b>	<b>Rime: -unch</b>
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> rush Possible Student Response: blush brush mush crush	<i>Teacher example:</i> inch Possible Student Response: clinch pinch finch cinch	<i>Teacher example:</i> batch Possible Student Response: hatch scratch catch match	<i>Teacher example:</i> beach Possible Student Response: screech speech reach bleach	<i>Teacher example:</i> lunch Possible Student Response: hunch bunch punch crunch
<b>Onset Fluency</b>	thousand /th/ chapter /ch/ shovel /sh/ that /th/* thirsty /th/ chicken /ch/	chilly /ch/ the /th/* thermos /th/ chewing /ch/ shampoo /sh/ thankful /th/	thunder /th/ chocolate /ch/ these /th/* shining /sh/ belong /b/ radish /r/	cheerful /ch/ gather /g/ theater /th/ fashion /f/ shoulders /sh/ nation /n/	mother /m/ thoughtful /th/ shadow /sh/ within /w/ chosen /ch/ polish /p/
Ex. T: shore S: shore, /sh/  */th/ = voiced /th/ (this)					
<b>Blending Phonemes</b>	f - ä - s - t fast ch - ī - m - z chimes sh - ā - d shade ch - ě - s - t chest b - ũ - m - p bump sh - ě - l - z shells k - ī - n - d kind *th - ā they th - ũ - d thud s - ä - n - d sand	*th - ō - z those ch - ō - p chop th - r - ō throw w - ě - n - t went k - r - ä - sh crash th - ir - d third b - ě - s - t best th - ě - n then sh - ā - p shape s - ũ - ch such	c - ä - m - p camp ch - ě - z cheese g - ä - s - p gasp sh - ě - p sheep h - ĩ - ch hitch f - ě - l - d field sh - oo - k shook w - ĩ - n - d wind f - ĩ - sh fish *th - ĩ - s this	*th - ě - z these ch - ě - f chief th - ĩ - n thin m - ī - n - d mind sh - ě - t - s sheets th - ũ - m thumb *th - ě - m them sh - ĩ - n shine l - ě - f - t left w - ĩ - l - d wild	d - ě - s - k desk g - ō - l - d gold m - ä - s - k mask *th - ä - n than ch - ě - k - s cheeks *th - ä - t that t - ě - th teeth w - ā - s - t waste r - ĩ - s - k risk h - ō - s - t host
Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: ch - ī - m S: ch - ī - m, chime  *Say sound, not letter name					
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
<b>Isolating Final Sounds</b>	smoo <b>TH</b> /th/ pin <b>CH</b> /ch/ nor <b>TH</b> /th/ cra <b>SH</b> /sh/ wor <b>TH</b> /th/ rea <b>CH</b> /ch/	tea <b>CH</b> /ch/ pu <b>SH</b> /sh/ benea <b>TH</b> /th/ heal <b>TH</b> /th/ fini <b>SH</b> /sh/ fre <b>SH</b> /sh/	bu <b>SH</b> /sh/ chur <b>CH</b> /ch/ bo <b>TH</b> /th/ lea <b>SH</b> /sh/ wit <b>CH</b> /ch/ plu <b>SH</b> /sh/	ma <b>SH</b> /sh/ brea <b>TH</b> /th/ fla <b>SH</b> /sh/ in <b>CH</b> /ch/ pa <b>TH</b> /th/ too <b>TH</b> /th/	mou <b>TH</b> /th/ pöli <b>SH</b> /sh/ fi <b>TH</b> /th/ tou <b>CH</b> /ch/ clo <b>TH</b> /th/ wat <b>CH</b> /ch/
Teacher says the word. Students repeat the word and isolate the final consonant digraph sound. Ex. T: dish S: diSH /sh/					
<b>punCH iT ouT hand motion:</b> The teacher models punCH iT ouT using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.					

## Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
<b>Segmenting Phonemes</b>	<b>camp</b>	k - ā - m - p		<b>these</b>	*th - ē - z		<b>desk</b>	d - ě - s - k		<b>fast</b>	f - ā - s - t		<b>those</b>	*th - ō - z	
Teacher says the word. Students repeat the word and segment it into individual phonemes.	<b>farm</b>	f - ar - m		<b>chief</b>	ch - ē - f		<b>gold</b>	g - ō - l - d		<b>chimes</b>	ch - ī - m - z		<b>chop</b>	ch - ō - p	
Ex. T: send S: send, s-e-n-d	<b>gasp</b>	g - ā - s - p		<b>thin</b>	th - ī - n		<b>mask</b>	m - ā - s - k		<b>shade</b>	sh - ā - d		<b>throw</b>	th - r - ō	
	<b>sheep</b>	sh - ē - p		<b>mind</b>	m - ī - n - d		<b>than</b>	*th - ā - n		<b>chest</b>	ch - ě - s - t		<b>went</b>	w - ě - n - t	
	<b>hitch</b>	h - ĭ - ch		<b>sheets</b>	sh - ē - t - s		<b>cheeks</b>	ch - ē - k - s		<b>bump</b>	b - ŭ - m - p		<b>crash</b>	c - r - ā - sh	
	<b>field</b>	f - ě - l - d		<b>thumb</b>	th - ŭ - m		<b>that</b>	*th - ā - t		<b>shells</b>	sh - ě - l - z		<b>third</b>	th - ĩ - r - d	
	<b>shook</b>	sh - oo - k		<b>them</b>	*th - ě - m		<b>teeth</b>	t - ě - th		<b>kind</b>	k - ĩ - n - d		<b>best</b>	b - ě - s - t	
	<b>wind</b>	w - ĭ - n - d		<b>shine</b>	sh - ī - n		<b>waste</b>	w - ā - s - t		<b>they</b>	*th - ā		<b>then</b>	*th - ě - n	
/th/* = voiced /th/ (this)	<b>fish</b>	f - ĭ - sh		<b>left</b>	l - ě - f - t		<b>risk</b>	r - ĭ - s - k		<b>thud</b>	th - ŭ - d		<b>shape</b>	sh - ā - p	
Say sound, not letter name	<b>this</b>	*th - ĭ - s		<b>wild</b>	w - ĩ - l - d		<b>host</b>	h - ō - s - t		<b>brush</b>	b - r - ŭ - sh		<b>such</b>	s - ŭ - ch	

**Segmenting hand motion:** Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: airy S: airy T: Add /ch/ at the beginning and the word is? S: cherry	-eep	/sh/	sheep	-eek	/ch/	cheek	-art	/ch/	chart	-ace	/ch/	chase	-arp	/sh/	sharp
/th/* = voiced /th/ (this)	-air	/ch/	chair	-air	/th/*	there	-older	/sh/	shoulder	-ape	/sh/	shape	-oze	/ch/	chose
	-under	/th/	thunder	-I	/sh/	shy	-ine	/sh/	shine	-ĕz	/ch/	cheese	-āve	/sh/	shave
	-eat	/ch/	cheat	-irt	/sh/	shirt	-ĕz	/th/*	these	-ĕme	/th/	theme	-row	/th/	throw
	-ache	/sh/	shake	-urn	/ch/	churn	-ade	/sh/	shade	-ear	/ch/	cheer	-orn	/th/	thorn

**Adding hand motion:** Teacher holds left palm out to show the rime. Add the digraph sound with right hand and lightly clap hands together for the whole word.

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: chime S: chime T: Without /ch/, what's left is? S: ime	<u>ch</u> ase	/ch/	ace	<u>sh</u> arp	/sh/	arp	<u>sh</u> ee <u>p</u>	/sh/	eep	<u>ch</u> ee <u>k</u>	/ch/	eek	<u>ch</u> ar <u>t</u>	/ch/	art
/th/* = voiced /th/ (this)	<u>sh</u> ape	/sh/	ape	<u>ch</u> ose	/ch/	oze	<u>ch</u> air	/ch/	air	<u>th</u> ere	/th/*	air	<u>sh</u> oul <u>de</u> r	/sh/	older
	<u>ch</u> ee <u>se</u>	/ch/	ĕz	<u>sh</u> ave	/sh/	āve	<u>th</u> under	/th/	under	<u>sh</u> y	/sh/	ī	<u>sh</u> ine	/sh/	ine
	<u>th</u> e <u>m</u> e	/th/	ĕme	<u>th</u> row	/th/	row	<u>ch</u> eat	/ch/	eat	<u>sh</u> irt	/sh/	irt	<u>th</u> ese	/th/*	ĕz
	<u>ch</u> ee <u>r</u>	/ch/	ear	<u>th</u> orn	/th/	orn	<u>sh</u> ake	/sh/	ake	<u>ch</u> urn	/ch/	urn	<u>sh</u> ade	/sh/	ade

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the digraph sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

### Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?"  Ex. T: braid S: braid T: Change /br/ to /sh/ and the word is? S: shade  * = voiced /th/ (them)	<u>ch</u> ick	/th/	thick	<u>sp</u> ill	/ch/	chill	<u>sh</u> oe	/ch/	chew	<u>st</u> air	/sh/	share	<u>fl</u> ake	/sh/	shake
	<u>w</u> here	/th/*	there	<u>sw</u> ell	/sh/	shell	<u>tr</u> ick	/th/	thick	<u>sl</u> ee <u>p</u>	/ch/	cheap	<u>pl</u> ane	/ch/	chain
	<u>f</u> ace	/ch/	chase	<u>dr</u> um	/th/	thumb	<u>pl</u> ea <u>s</u> e	/th/*	these	<u>ch</u> ose	/th/*	those	<u>gl</u> ove	/sh/	shove
	<u>sh</u> op	/ch/	chop	<u>sm</u> art	/ch/	chart	<u>sl</u> ow	/sh/	show	<u>st</u> ore	/ch/	chore	<u>cl</u> ay	/th/*	they
	<u>ch</u> ore	/sh/	shore	<u>sw</u> ee <u>t</u>	/sh/	sheet	<u>br</u> ick	/ch/	chick	<u>bl</u> ew	/ch/	chew	<u>sp</u> ark	/sh/	shark

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Letter Naming	Card Pack: Letters A - Z and Digraphs: sh, ch, th, wh	Card Pack: Letters A - Z and Digraphs: sh, ch, th, wh	Card Pack: Letters A - Z and Digraphs: sh, ch, th, wh	Card Pack: Letters A - Z and Digraphs: sh, ch, th, wh	Card Pack: Letters A - Z and Digraphs: sh, ch, th, wh
Teacher holds up flashcards one at a time <b>out of alphabetical order</b> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels and letters C, G, S, Y & TH.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Star Light, Star Bright				
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Star light, star bright, The first star I see tonight.	Star light, star bright, The first star I see tonight. I wish I may I wish I might,	Star light, star bright, The first star I see tonight. I wish I may I wish I might, Have the wish I wish tonight.	Star light, star bright, The first star I see tonight. I wish I may I wish I might, Have the wish I wish tonight.	Star light, star bright, The first star I see tonight. I wish I may I wish I might, Have the wish I wish tonight.



### Phonemic Awareness Training Lesson Plan for Week 30

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Production</b>	Category: Things On Your Head	Category: Colors	Category: Things We Do With Our Feet	Category: Parts of Your Body	Category: Things We Do With Our Arms & Hands
Teacher says the category. Teacher says the nonsense word. Students repeat the nonsense word and say the real word that rhymes with it.  Ex. T: The color is slue. S: Not slue! Blue!	trair (hair) snose (nose) drouth (mouth) skears (ears) pleyes (eyes)	brellow (yellow) trown (brown) pleen (green) flurple (purple) grack (black)	swalk (walk) flance (dance) crun (run) snump (jump) glip (skip)	starms (arms) pread (head) clees (knees) frelbows (elbows) dreet (feet)	trite (write) spave (wave) skow (throw) graw (draw) draise (raise)
<b>Onset Fluency</b>	<b>skip, ski, trap</b> pledge, plane, flight bring, braid, crumb dream, drink, greet snug, snow, floor flour, flute, glove	<b>slice, glaze, glad</b> shape, small, smooth gray, friend, fry blank, slick, slime brown, trick, tribe press, spoke, spoil	<b>scale, shell, scare</b> print, troop, proof storm, blimp, stamp blend, clear, blast club, plum, clip great, brand, grand	<b>slight, cling, claw</b> truth, troll, drop scout, short, scalp bridge, frame, fringe blow, claim, blink stir, storm, twelve	<b>twin, twice, block</b> please, slant, plank flood, clue, clove drive, braid, draw snatch, snag, brick crunch, trout, craft
<b>Blending Phonemes</b>	s - n - ē - k    sneak g - l - ā - d    glad p - r - ō - p    prop s - t - or - ē    story p - l - ū - m - p    plump s - w - ī - p    swipe b - l - ō - k    block s - n - ō - ē    snowy f - l - ū - d    flood g - r - ī - p    grip	p - r - ī - n - s    prince s - l - ē - k    sleek c - r - ū - m    crumb s - p - ī - d    spied b - l - ā - k    black s - t - ō - n    stone g - r - ī - n - d    grind s - k - ō - p    scope f - l - ā - g    flag b - r - ē - d    bread	s - t - ā - p - l    staple s - p - ā - s    space f - r - ē - n - d    friend s - w - ē - t    sweet t - r - oo - th    truth b - l - ā - d    blade s - p - ī - n    spine c - l - ā - k    clack s - k - ā - t    skate c - r - ō - p    crop	c - l - ī - f    cliff b - r - oo - z    bruise p - l - ā - t    plate s - p - ē - k    speak s - m - ī - l    smile c - r - ō - k    croak f - r - ū - n - t    front g - l - ā - s    glass s - w - ē - p    sweep d - r - ē - s    dress	f - l - ā - sh    flash s - n - ē - z    sneeze b - l - oo - m    bloom t - r - ī - p    trip s - l - ē - v    sleeve c - r - ē - s - t    crest g - l - ō - b    globe b - r - ā - n - d    brand p - l - ō - t    plot s - p - ī - s    spice
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
<b>Phoneme Location</b>	Where do you hear /sh/?	Where do you hear /ch/?	Where do you hear /th/?	Where do you hear /th/*?	Where do you hear /**/?
Teacher says, "Where do you hear _ in the word ___?" Students repeat the word and identify if they hear it at the beginning, middle, or end of the word.  Ex. T: Where do you hear /ch/ in chip? S: chip, beginning	shape push fashion shoes flash sunshine	chair crunch teacher chicken matching much	think cloth nothing thankful earth without	this they weather those smooth gather * = voiced /th/	/sh/    shake /ch/    touch /th/*    mother /sh/    fresh /th/*    these /ch/    lunchroom * = voiced /th/

## Phonemic Awareness Training Lesson Plan for Week 30

Skills	Monday			Tuesday			Wednesday			Thursday			Friday	
<b>Segmenting Phonemes</b>	staple	s - t - ā - p - l	flash	f - l - ā - sh	cliff	c - l - ī - f	sneak	s - n - ē - k	prince	p - r - ī - n - s				
Teacher says the word. Students repeat the word and segment it into individual phonemes. Blends are separated to make individual sounds.	space	s - p - ā - s	sneeze	s - n - ē - z	bruise	b - r - oo - z	glad	g - l - ā - d	sleek	s - l - ē - k				
Ex. T: clap S: clap, c-l-a-p	friend	f - r - ē - n - d	bloom	b - l - oo - m	plate	p - l - ā - t	prop	p - r - ō - p	crumb	c - r - ū - m				
	sweet	s - w - ē - t	trip	t - r - ī - p	speak	s - p - ē - k	story	s - t - or - ē	spied	s - p - ī - d				
	truth	t - r - oo - th	sleeve	s - l - ē - v	smile	s - m - ī - l	plump	p - l - ū - m - p	black	b - l - ā - k				
	blade	b - l - ā - d	crest	c - r - ē - s - t	croak	c - r - ō - k	swipe	s - w - ī - p	stone	s - t - ō - n				
	spine	s - p - ī - n	globe	g - l - ō - b	front	f - r - ū - n - t	block	b - l - ō - k	grind	g - r - ī - n - d				
	clack	c - l - ā - k	brand	b - r - ā - n - d	glass	g - l - ā - s	snowy	s - n - ō - ē	scope	s - c - ō - p				
	skate	s - k - ā - t	plot	p - l - ō - t	sweep	s - w - ē - p	flood	f - l - ū - d	flag	f - l - ā - g				
	crop	c - r - ō - p	spice	s - p - ī - s	dress	d - r - ē - s	grip	g - r - ī - p	bread	b - r - ē - d				

**Segmenting hand motion:** Students place palms together to create "choppers." The students make a chopping motion when saying each phoneme in the word. Teachers chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Add /s/ at the beginning and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Ex. T: low S: low T: Add /s/ at the beginning and the word is? S: slow	-team	/s/	steam	-weep	/s/	sweep	-tore	/s/	store	-wipe	/s/	swipe	-wheat	/s/	sweet
*Say sound, not letter name	-kate	/s/	skate	-peak	/s/	speak	-poke	/s/	spoke	-pie	/s/	spy	-paid	/s/	spade
	-take	/s/	stake	-lice	/s/	slice	-late	/s/	slate	-tone	/s/	stone	-leak	/s/	sleek
	-leap	/s/	sleep	-low	/s/	slow	-pace	/s/	space	-way	/s/	sway	-lope	/s/	slope
	-no	/s/	snow	-cape	/s/	scape	-lime	/s/	slime	-pine	/s/	spine	-eat	/s/	seat

**Adding hand motion:** Teacher holds left palm out to show the word. Add the first sound with right hand and lightly clap hands together for the whole word.

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /s/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: slow S: slow T: Without /s/, what's left is? S: low	slime	/s/	lime	swipe	/s/	wipe	seat	/s/	eat	scape	/s/	cape	steam	/s/	team
*Say sound, not letter name	space	/s/	pace	spy	/s/	pie	slope	/s/	lope	slow	/s/	low	skate	/s/	Kate
	slate	/s/	late	stone	/s/	tone	sweet	/s/	wheat	slice	/s/	lice	stake	/s/	take
	spoke	/s/	poke	sway	/s/	way	spade	/s/	paid	speak	/s/	peak	sleep	/s/	leap
	store	/s/	tore	spine	/s/	pine	sleek	/s/	leak	sweep	/s/	weep	snow	/s/	no

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

### Phonemic Awareness Training Lesson Plan for Week 30

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Final Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?"	sea <u>t</u>	/n/	seen	ma <u>d</u> e	/k/	make	bea <u>n</u>	/k/	beak	li <u>k</u> e	/n/	line	mi <u>g</u> ht	/n/	mine
Ex. T: lake S: lake T: Change /k/ to /t/ and the word is? S: late	see <u>n</u>	/k/	seek	ma <u>k</u> e	/l/	mail	bea <u>k</u>	/m/	beam	li <u>v</u> e	/v/	live	mi <u>n</u> e	/l/	mile
*Say sound, not letter name	see <u>k</u>	/d/	seed	mai <u>l</u>	/n/	main	bea <u>m</u>	/d/	bead	li <u>v</u> e	/m/	lime	mi <u>l</u> e	/s/	mice
	see <u>d</u>	/l/	seal	mai <u>n</u>	/z/	maze	bea <u>d</u>	/p/	beep	li <u>m</u> e	/t/	light	mi <u>c</u> e	/k/	Mike
	sea <u>l</u>	/t/	seat	ma <u>z</u> e	/d/	made	bee <u>p</u>	/n/	bean	li <u>g</u> ht	/k/	like	mi <u>k</u> e	/t/	might

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right fist is the body of the word, left fist is the final sound. Pull the fist away that represents the part to be substituted, and lightly pound your fists together when you say the new word.

Letter Naming	Card Pack: Vowels, Digraphs & R Blends: br, cr, dr, fr, gr, pr, tr	Card Pack: Vowels, Digraphs & S Blends: sc, sk, sl, sm, sn, sp, st, sw	Card Pack: Vowels, Digraphs & L Blends: bl, cl, fl, gl, pl, sl	Card Pack: Vowels, Digraphs & L Blends: bl, cl, fl, gl, pl, sl	Card Pack: Vowels, Digraphs & S Blends: sc, sk, sl, sm, sn, sp, st, sw
Teacher holds up flashcards one at a time. The students and teacher say the letters' name and sound(s). Provide multiple sounds for the vowels.	Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."	1. Letter names only 2. Sounds only	Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."	1. Letter names only 2. Sounds only	Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."

Language Awareness	There Was an Old Woman Who Lived in a Shoe				
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	There was an old woman who lived in a shoe.	There was an old woman who lived in a shoe. She had so many children She didn't know what to do.	There was an old woman who lived in a shoe. She had so many children She didn't know what to do. She gave them some broth, without any bread,	There was an old woman who lived in a shoe. She had so many children She didn't know what to do. She gave them some broth, without any bread, Then kissed them all quickly And sent them to bed.	There was an old woman who lived in a shoe. She had so many children She didn't know what to do. She gave them some broth, without any bread, Then kissed them all quickly And sent them to bed.