

Phonemic Awareness - Primary 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	Rhyme Recognition				Rhyme Production	Rhyme Recognition				Rhyme Production	Rhyme Recognition	Rhyme Production	Rhyme Recognition				Rhyme Production	Rhyme Recognition	Rhyme Production	Rhyme Recognition	Rhyme Recognition & Rhyme Production							Rhyme Recognition	Rhyme Production	Rhyme Recognition with multi-syllabic words			Rhyme Production		
Onset Fluency	Consonants & Vowels										Consonants, Vowels & Digraphs			Consonant Blends, Digraphs, Consonants, and Vowels																					
Blending	Compound Words	Syllables		Onset-Rime	Body-coda	2 and 3-phoneme words		Digraphs		4 phoneme words	L Blends	S Blends	R Blends	Mixed Blends	R-controlled Vowels	3-5 phoneme words with mixed vowel sounds						Syllables													
Final or Medial Sounds	Final sounds							Medial sounds	Final & Medial	Phoneme Location	Medial Sounds	Final & Medial sounds	Phoneme Location	Final & Medial: R-controlled	Medial: aw, au	Final & Medial: ow, oo, oi	Medial	Final & Medial	Medial	Final	Medial: mixed sounds	Final	Final Syllables	Phoneme Location	Final Syllables										
Segmenting	Compound Words	Syllables		Onset-Rime	2 and 3-phoneme words		Digraphs		4 phoneme words	L Blends	S Blends	R Blends	Mixed Blends	R-controlled Vowels	3-5 phoneme words with mixed vowel sounds						Syllables														
Adding	Compound Words	Syllables		Initial Phonemes										Final Phonemes & Rime				2nd letter of Consonant Blend	Initial Phoneme	Initial Syllable	Final Syllable	Initial Phoneme	Final Phoneme	Rimes	Initial Phoneme										
Deleting	Compound Words	Syllables		Initial Phonemes										Final Phonemes & Rime				2nd letter of Consonant Blend	Initial Phoneme	Initial Syllable	Final Syllable	Initial Phoneme	Final Phoneme	Rimes	Initial Phoneme										
Substituting	Compound Words	Syllables		Initial Phonemes										Rimes			Final Phonemes			Vowels			Initial Phoneme	Vowel	2nd letter of blend	Initial Phoneme	Rimes	Final Phoneme	Vowel						
Letter Naming	Alphabet Review, including the multiple sounds for some letters						Consonant Blends & Digraphs Long & Short vowels										R-controlled vowels & Advanced Vowels: au, aw, ou, ow, oi, oy, oo					Teacher's Choice for Review													
Language Awareness	Repeating sentences; Counting words					Nursery Rhymes		Teacher can create additional sentences if students still need practice with this skill.																											

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Rhyme Recognition Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if they don't rhyme.	go, no yes, me sad, mad out, pig run, fun in, lap rip, bag		tip, lip test, rest shoe, blue coat, boat feet, foot bed, head red, green		rain, train sit, seat my, try ten, six rose, job ramp, camp mice, nice		school, tool sat, back mop, mile tip, rip road, ride bump, jump bite, lunch		hit, fit slow, go blue, yellow book, took fish, dish teach, talk mess, less	
Onset Fluency Teacher says the word. Students repeat the word and isolate the onset (beginning sound). Ex. T: summer S: summer /s/	baker /b/ happy /h/ candle /k/ dinner /d/ gentle /j/		puppy /p/ magic /m/ napkin /n/ sunflower /s/ table /t/		yellow /y/ robin /r/ colorful /k/ garden /g/ Wednesday /w/		hospital /h/ zipper /z/ quickly /kw/ festival /f/ listen /l/		visitor /v/ ribbon /r/ captain /k/ tomorrow /t/ dessert /d/	
Blending Words Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. Ex. T: first - hand S: first - hand, firsthand	play - ground leader - ship kick - stand egg - plant out - side foot - prints snow - man post - card moon - light ginger - bread	playground leadership kickstand eggplant outside footprints snowman postcard moonlight gingerbread	sun - burn foot - ball roof - top birth - day flash - back week - end day - dream rain - coat home - work black - top	sunburn football rooftop birthday flashback weekend daydream raincoat homework blacktop	sun - day side - ways snow - flake key - board some - thing drive - way milk - shake sand - box door - bell back - bone	Sunday sideways snowflake keyboard something driveway milkshake sandbox doorbell backbone	class - room after - noon life - guard eye - brow book - mark base - ball bed - room plat - form butter - fly sail - boat	classroom afternoon lifeguard eyebrow bookmark baseball bedroom platform butterfly sailboat	gold - fish basket - ball wind - shield clothes - line down - town back - pack cup - cake black - berry wall - paper water - melon	goldfish basketball windshield clothesline downtown backpack cupcake blackberry wallpaper watermelon
Blending hand motion: 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.										
Isolating Final Sounds Teacher says the word. Students repeat the word and isolate the final sound. Ex. T: rope S: roPe, /p/	du CK /k/ ro Pe /p/ hu Ge /j/ he N /n/ fro Ze /z/ nea T /t/ le SS /s/		ri De /d/ ha T /t/ mo P /p/ glo Be /b/ gi Ve /v/ cru Mb /m/ pi CK /k/		plu G /g/ ha S /z/ cor N /n/ brie F /f/ me SS /s/ lo Ve /v/ we B /b/		hi LL /l/ ta Ke /k/ ca Pe /p/ ba T /t/ ha M /m/ lar Ge /j/ ne CK /k/		ru N /n/ li Fe /f/ tes T /t/ ba LL /l/ coo K /k/ ha Ve /v/ hi M /m/	
punCH iT ouT hand motion: 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 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Words	classroom	class - room	goldfish	gold - fish	outside	out - side	sunburn	sun - burn	Sunday	sun - day
Teacher says the compound word. Students repeat the word and segment it into two words.	afternoon	after - noon	basketball	basket - ball	footprints	foot - prints	football	foot - ball	sideways	side - ways
Ex. T: sidewalk S: sidewalk, side - walk	lifeguard	life - guard	windshield	wind - shield	snowman	snow - man	rooftop	roof - top	snowflake	snow - flake
	eyebrow	eye - brow	blackberry	black - berry	postcard	post - card	birthday	birth - day	keyboard	key - board
	bookmark	book - mark	downtown	down - town	moonlight	moon - light	workbook	work - book	something	some - thing
	baseball	base - ball	backpack	back - pack	kickstand	kick - stand	weekend	week - end	driveway	drive - way
	bedroom	bed - room	cupcake	cup - cake	sandbox	sand - box	daydream	day - dream	milkshake	milk - shake
	sunset	sun - set	upstairs	up - stairs	leadership	leader - ship	raincoat	rain - coat	playground	play - ground
	butterfly	butter - fly	wallpaper	wall - paper	eggplant	egg - plant	homework	home - work	doorbell	door - bell
	sailboat	sail - boat	watermelon	water - melon	lifetime	life - time	blacktop	black - top	backbone	back - bone

Segmenting hand motion: Place hands together with palms up to show the compound word, and take apart the word using each hand. For the teacher, right hand is the first word, left hand is the second word.

Adding Words	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
Teacher says the word. Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Ex. T: foot S: foot T: Add /ball/ at the end and the word is? S: football	card-	/board/	cardboard	over-	/night/	overnight	lip-	/stick/	lipstick	basket-	/ball/	basketball
	gold-	/fish/	goldfish	suit-	/case/	suitcase	jelly-	/bean/	jellybean	every-	/body/	everybody
	side-	/walk/	sidewalk	down-	/stairs/	downstairs	any-	/time/	anytime	note-	/book/	notebook
	water-	/melon/	watermelon	rain-	/drop/	raindrop	grown-	/up/	grownup	tooth-	/brush/	toothbrush
	lawn-	/mower/	lawnmower	snow-	/flake/	snowflake	week-	/end/	weekend	bed-	/time/	bedtime
	moon-	/light/	moonlight	hand-	/shake/	handshake	work-	/out/	workout	air-	/port/	airport
	yard-	/stick/	yardstick	head-	/ache/	headache	pony-	/tail/	ponytail	pan-	/cake/	pancake

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 whole word.

Deleting Words	Deleting from the end:			Deleting from the end:			Deleting from the beginning/end:			Deleting from the end/beginning:			Deleting from the end/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: bedtime S: bedtime T: Without /time/, what's left is? S: bed	airport	/port/	air	fingernail	/nail/	finger	cardboard	/card/	board	headache	/ache/	head	lipstick	/stick/	lip
	everybody	/body/	every	railroad	/road/	rail	sidewalk	/side/	walk	downstairs	/stairs/	down	football	/ball/	foot
	notebook	/book/	note	seafood	/food/	sea	sandpaper	/sand/	paper	raindrop	/drop/	rain	cornbread	/bread/	corn
	bedtime	/time/	bed	blacktop	/top/	black	watermelon	/water/	melon	suitcase	/case/	suit	anytime	/time/	any
	basketball	/ball/	basket	downtown	/town/	down	jellybean	/bean/	jelly	snowflake	/flake/	snow	keyhole	/hole/	key
	haystack	/stack/	hay	everyone	/one/	every	yardstick	/stick/	yard	seashore	/sea/	shore	grownup	/up/	grown
	pancake	/cake/	pan	bookcase	/case/	book	moonlight	/light/	moon	workbook	/work/	book	ponytail	/pony/	tail
	sunflower	/flower/	sun	playhouse	/house/	play	goldfish	/fish/	gold	overnight	/over/	night	workout	/work/	out
	toothbrush	/brush/	tooth	afternoon	/noon/	after	lawnmower	/mower/	lawn	handshake	/hand/	shake	weekend	/week/	end

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.

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Words	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?"	<u>sun</u> set	/rise/	sunrise	<u>gold</u> fish	/star/	starfish	<u>soft</u> ball	/volley/	volleyball	<u>tooth</u> pick	/brush/	toothbrush	<u>back</u> yard	/pack/	backpack
Ex. T: Sunday S: Sunday	<u>sun</u> rise	/light/	sunlight	<u>star</u> fish	/shell/	shellfish	<u>Fri</u> day	/birth/	birthday	<u>hand</u> stand	/shake/	handshake	<u>cow</u> boy	/girl/	cowgirl
T: Change /day/ to /set/ and the word is? S: sunset	<u>sun</u> light	/shine/	sunshine	<u>shell</u> fish	/sun/	sunfish	<u>life</u> boat	/sail/	sailboat	<u>day</u> time	/dream/	daydream	<u>snow</u> fall	/ball/	snowball
	<u>sun</u> shine	/flower/	sunflower	<u>sun</u> fish	/jelly/	jellyfish	<u>cup</u> cake	/pan/	pancake	<u>wood</u> shed	/chuck/	woodchuck	<u>rain</u> bow	/coat/	raincoat
	<u>sun</u> flower	/burn/	sunburn	<u>jelly</u> fish	/cat/	cattfish	<u>pony</u> tail	/pig/	pigtail	<u>door</u> knob	/bell/	doorbell	<u>foot</u> ball	/eye/	eyeball
	<u>sun</u> burn	/shade/	sunshade	<u>cat</u> fish	/blow/	blowfish	<u>tree</u> house	/light/	lighthouse	<u>water</u> fall	/melon/	watermelon	<u>play</u> mate	/class/	classmate
	<u>sun</u> shade	/day/	Sunday	<u>blow</u> fish	/clown/	clownfish	<u>run</u> way	/drive/	driveway	<u>head</u> band	/phones/	headphones	<u>text</u> book	/note/	notebook
	<u>Sun</u> day	/set/	sunset	<u>clow</u> nfish	/gold/	goldfish	<u>toe</u> nails	/finger/	fingernails	<u>night</u> gown	/time/	nighttime	<u>sand</u> paper	/news/	newspaper
Substituting hand motion: 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 fists together when you say the new word.															
Letter Naming	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)		
Language Awareness	Welcome to my classroom! (4)			Our classroom is special. (4)			Is today your birthday? (4)			Is your backpack blue? (4)			Our classroom is big! (4)		
Teacher says the sentence with expression. Students repeat the sentence with the same expression.	We walk in the hallway. (5)			The sunshine is warm. (4)			The flashlight is on. (4)			We will eat our lunch inside. (6)			Cupcakes are a fun treat! (5)		
Students count & say the number of words in each sentence.	Popcorn is a good snack. (5)			Is the playground fun? (4)			Do you like to eat pancakes? (6)			A goldfish can be orange. (5)			Have you seen a rainbow? (5)		
	We are kind to everyone in our class. (8)			Did you bring your backpack to school? (7)			I will read a book this afternoon. (7)			The bookcase is full of books to read. (8)			Will there be a thunderstorm today? (6)		
	What do you like to play outside? (7)			Today is a good day to learn. (7)			Does our classroom have a pet? (6)			Did you bring your homework back? (6)			We will not have homework this weekend. (7)		

Phonemic Awareness Training Lesson Plan for Week 3

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	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 *?" Teacher says the two words. Students respond with the word that rhymes. Ex. T: Which word rhymes with hot; got or miss? S: got	sat: seat, bat get: let, feet mop: dip, hop ham: ram, he sun: run, tan bit: got, fit red: bed, bus	no: so, yes my: see, by she: knee, shy coat: like, goat lost: cost, lose her: girl, stir please: he, sneeze	week: case, speak taste: paste, type night: five, right hole: mole, hill pool: row, cool nice: not, rice kind: mind, care	four: not, door lift: late, sift and: band, last off: on, cough tire: fire, fix coach: cave, roach bent: cent, bend	camp: ramp, tent race: paid, face need: seat, speed code: rode, cake hive: five, head goose: guest, moose fold: hold, fork
Onset Fluency	muffin, middle helping, happy pieces, capital better, before kitten, letters	golden, honey little, laughter mantle, silly never, needle window, wishful	talented, target yogurt, yellow daddy, helping jelly, gopher happen, holiday	country, costume handle, notice dinner, penny rapid, reading visitor, vacation	tiger, tackle listen, hungry forever, forest ready, banner doctor, delicate
Blending Syllables	nap - kin napkin blis - ter blister moun - tain mountain chil - dren children bas - kit basket in - sect insect sis - ter sister can - dy candy a - fraid afraid ea - gle eagle	win - ter winter num - ber number al - ways always be - fore before su - per super re - cess recess ath - let - ic athletic an - swer answer ta - ble table tea - cher teacher	pen - cil pencil gen - tle gentle laugh - ter laughter flōw - er flower cen - ter center kind - ness kindness mem - ber member dis - cov - er discover sud - den - ly suddenly stu - de - o studio	mar - ble marble mas - ter master tur - key turkey gym - nas - tics gymnastics den - tist dentist al - most almost morn - ing morning mon - ey money fan - tas - tic fantastic mag - ũ - zeen magazine	doc - tor doctor se - quence sequence af - ter after pres - ent present tab - let tablet rab - bit rabbit slow - ly slowly par - ty party can - dle candle pres - ũ - dent president
Blending hand motion: Place palms together to create "choppers." As the teacher, chop your hands from right to left, one chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Final Sounds	self /f/ coulD /d/ whoLe /l/ weeK /k/ priZe /z/ doNe /n/ teaM /m/	shelF /f/ dowN /n/ steaK /k/ sheeP /p/ soMe /m/ shouT /t/ puLL /l/	fiVe /v/ beaD /d/ desK /k/ graB /b/ vaSe /s/ flaG /g/ niNe /n/	zooM /m/ wolF /f/ milK /k/ hoPe /p/ plaNe /n/ voTe /t/ cuBe /b/	worK /k/ lamP /p/ gifT /t/ saiL /l/ birD /d/ greeN /n/ saMe /m/
punCH iT ouT hand motion: 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 3

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Syllables	pencil	pen - cil	marble	mar - ble	doctor	doc - tor	napkin	nap - kin	winter	win - ter
Teacher says the word. Students repeat the word and segment it into syllables.	gentle	gen - tle	master	mas - ter	sequence	se - quence	blister	blis - ter	number	num - ber
Ex. T: behind S: behind, be - hind	laughter	laugh - ter	turkey	tur - key	after	af - ter	mountain	moun - tain	always	al - ways
	flower	flow - er	gymnastics	gym - nas - tics	present	pres - ent	children	chil - dren	before	be - fore
	center	cen - ter	dentist	den - tist	tablet	tab - let	basket	bas - kit	super	su - per
	kindness	kind - ness	almost	al - most	rabbit	rab - bit	insect	in - sect	recess	re - cess
	member	mem - ber	morning	morn - ing	slowly	slow - ly	sister	sis - ter	athletic	ath - let - ic
Note: The teacher can ask students to count the number of syllables in each word	discover	dis - cov - er	money	mon - ey	partly	par - ty	candy	can - dy	answer	an - swer
	suddenly	sud - den - ly	fantastic	fan - tas - tic	candle	can - dle	afraid	a - fraid	table	ta - ble
	studio	stu - de - o	magazine	mag - ũ - zeen	president	pres - ĩ - dent	eagle	ea - gle	teacher	tea - cher

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each syllable in the word. Teachers will chop from right to left so that students mirror your movements.

Adding Final Syllables	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word/syllable.	in-	/volve/	involve	be-	/fore/	before	win-	/ter/	winter	art-	/ist/	artist	res-	/cue/	rescue
Students repeat the word/syllable.	in-	/vent/	invent	be-	/sides/	besides	win-	/dōw/	window	laugh-	/ter/	laughter	mū-	/zic/	music
Teacher says, "Add /*/ at the end and the word is?"	in-	/come/	income	be-	/low/	below	rab-	/bit/	rabbit	part-	/ner/	partner	nap-	/kin/	napkin
	in-	/sect/	insect	be-	/gin/	begin	let-	/ter/	letter	all-	/most/	almost	pen-	/cil/	pencil
Ex. T: nap S: nap T: Add /kin/ at the end and the word is? S: napkin	in-	/dex/	index	be-	/neath/	beneath	can-	/dē/	candy	bō-	/nus/	bonus	num-	/ber/	number
	six-	/teen/	sixteen	for-	/tē/	forty	un-	/tie/	untie	tur-	/key/	turkey	ō-	/ver/	over
	six-	/tē/	sixty	ex-	/it/	exit	ab-	/sent/	absent	gar-	/den/	garden	hū-	/min/	human

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

Deleting Syllables	Deleting from the end:			Deleting from the end:			Deleting from the beginning:			Deleting from the end/beginning:			Deleting from the beginning:		
	Word	Without	Response	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?"	forget	/get/	for	artist	/ist/	art	garden	/gar/	den	number	/ber/	numb	rabbit	/rab/	it
	forty	/tea/	for	laughter	/ter/	laugh	compound	/com/	pound	napkin	/kin/	nap	basic	/bā/	sick
Ex. T: tablet S: tablet	forgot	/got/	for	sixty	/tē/	six	turkey	/tur/	key	mantle	/tle/	man	radish	/rā/	dish
T: Without /tab/, what's left is? S: let	below	/low/	be	bonus	/nus/	bōw	mascot	/mas/	cot	pencil	/cil/	pen	mōment	/mō/	meant
	begin	/gin/	be	order	/der/	or	income	/in/	come	candy	/dē/	can	untie	/un/	tie
	besides	/sides/	be	Friday	/day/	fry	baby	/bay/	be	letter	/er/	let	almost	/al/	most
	report	/port/	re	hamper	/per/	ham	ācorn	/ā/	corn	rescue	/rēs/	cue	absent	/ab/	sent
	remake	/make/	re	winter	/ter/	win	motel	/mo/	tell	monkey	/mūn/	key	exit	/ex/	it
	invent	/vent/	in	partner	/ner/	part	erase	/ē/	race	monster	/mon/	stir	apart	/ū/	part

Deleting hand motion: Hold 2 open palms in front of you. Right hand is the first syllable, left hand is the second syllable. Pull the hand away which represents the syllable being deleted, and show what syllable remains with the other hand.

Phonemic Awareness Training Lesson Plan for Week 3

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Syllables	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: teaching S: teaching T: Change /teach/ to /draw/ and the word is? S: drawing	<u>bravest</u>	/small/	smallest	<u>brushing</u>	/drop/	dropping	<u>deeper</u>	/cold/	colder	<u>turkey</u>	/mūn/	monkey	<u>fiddle</u>	/need/	needle
	<u>smallest</u>	/loud/	loudest	<u>dropping</u>	/clap/	clapping	<u>colder</u>	/dark/	darker	<u>winter</u>	/en/	enter	<u>number</u>	/mem/	member
	<u>loudest</u>	/tall/	tallest	<u>clapping</u>	/box/	boxing	<u>darker</u>	/long/	longer	<u>fiction</u>	/stā/	station	<u>monster</u>	/ham/	hamster
	<u>tallest</u>	/large/	largest	<u>boxing</u>	/catch/	catching	<u>longer</u>	/quick/	quicker	<u>robin</u>	/cab/	cabin	<u>joyful</u>	/play/	playful
	<u>largest</u>	/bright/	brightest	<u>catching</u>	/clean/	cleaning	<u>quicker</u>	/big/	bigger	<u>prevent</u>	/in/	invent	<u>spoken</u>	/bro/	broken
	<u>brightest</u>	/low/	lowest	<u>cleaning</u>	/float/	floating	<u>bigger</u>	/warm/	warmer	<u>grumble</u>	/mar/	marble	<u>picture</u>	/frac/	fracture
	<u>lowest</u>	/high/	highest	<u>floating</u>	/reach/	reaching	<u>warmer</u>	/few/	fewer	<u>garbage</u>	/lugg/	luggage	<u>gravy</u>	/nā/	navy
	<u>highest</u>	/fast/	fastest	<u>reaching</u>	/watch/	watching	<u>fewer</u>	/low/	lower	<u>vowel</u>	/cam/	camel	<u>rattle</u>	/catt/	cattle
	<u>fastest</u>	/old/	oldest	<u>watching</u>	/speak/	speaking	<u>lower</u>	/hot/	hotter	<u>order</u>	/bor/	border	<u>budget</u>	/fid/	fidget
	<u>oldest</u>	/kind/	kindest	<u>speaking</u>	/help/	helping	<u>hotter</u>	/short/	shorter	<u>sharpen</u>	/hap/	happen	<u>comet</u>	/plan/	planet
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first syllable, left fist is the second syllable. Pull the fist away that represents the syllable being substituted and lightly pound your fists together when you say the new word.															
Letter Naming	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)		
Language Awareness	Today is Monday. (3) Is the weather warm today? (5) What do you play at recess? (6) We listen to our teachers. (5) My yellow pencils are very sharp. (6)	Learning is fun! (3) We will be busy learners today. (6) The calendar shows that date. (5) Is the sun shining today? (5) Do you play soccer during recess? (6)	Always do your best! (4) I can use a whisper voice. (6) I like to listen to music. (6) Our library has a lot of books. (7) How many people are in our class? (7)	What color is your jacket? (5) Dancing silly is fun! (4) I like being your teacher! (5) Do you need a drink of water? (7) Can you count to one hundred? (6)	The principal is nice. (4) What is your favorite book? (5) Did you bring an umbrella? (5) Are you walking home from school today? (7) Friday is the last of our school week. (8)										

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Category: Colors	Category: Things or people in school	Category: Students' Names	Category: Things in students' desks	Category: Parts of the body
Teacher says the category and the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!" Ex. T: fissors S: Not fissors, scissors!	zed (red) stōwn (brown) quello (yellow) zluе (blue) turple (purple) flink (pink) freen (green)	peachers (teachers) glags (flags) zibrary (library) dincipal (principal) gathroom (bathroom) bockers (lockers) quildren (children)	Zommy (Tommy) Pauren (Lauren) Vark (Mark)	stooks (books) slue (glue) fissors (scissors) tarkers (markers) wencils (pencils) ōrasers (erasers) plotebooks (notebooks)	narms (arms) kēad (head) faist (waist) tolder (shoulder) zee (knee) binger (finger) woes (toes; nose)
Onset Fluency	Cats can climb. /k/ Dogs dig down deep. /d/ Kerri kept Katie's kite. /k/ Quails quack quietly. /kw/ Zoo zebras zoomed. /z/ Sue sang seven songs. /s/ Joe juggles jelly jars. /j/	Happy hippos hunt. /h/ Peter Panda paints pictures. /p/ Linda liked little Lucy's lizard. /l/ Rowdy rabbits really run! /r/ Betty bought big bananas. /b/ We want wide waffles. /w/ Kathy keeps kind kittens. /k/	Bumblebees buy bubbles. /b/ Fred found five fat figs. /f/ My mother made muffins. /m/ Vanessa's van's violet. /v/ Don doesn't do dishes. /d/ Hank hears Helen's "Hello." /h/ Noelle nabs nine noodles. /n/	Silly Sue sells socks. /s/ Gus got good grades. /g/ Billy buys buttery biscuits. /b/ Walter went walking west. /w/ Felicia finally feels fine. /f/ Harry has happy horses. /h/ Naughty Nick never naps. /n/	Tired Tommy told tales. /t/ Jan's jewelry jingled. /j/ Patty Pig picked peanuts. /p/ Yellow yaks yelled "Yes!" /y/ Camels can catch coconuts. /k/ Larry lets leopards leap. /l/ Funny Phil feels funky. /f/
Blending Onset - Rime	r - ope rope t - each teach s - ocks socks w - ill will r - ink rink h - onk honk f - ox fox s - ing sing kw - een queen r - ead read	d - amp damp r - est rest m - ix mix l - ump lump k - ape cape h - ill hill s - ick sick t - ank tank h - ot hot k - id kid	w - ell well k - ing king d - oll doll s - ink sink j - ug jug s - ang sang l - ock lock b - ank bank f - eel feel b - oot boot	l - ead lead w - ing wing p - ick pick y - am yam h - ope hope r - ing ring k - ost cost d - og dog kw - ack quack b - ell bell	b - and band m - ink mink z - est zest h - ang hang l - ong long h - um hum g - ate gate f - ell fell s - oup soup m - ust must
Blending hand motion: Place palms together to create "choppers." Teacher chops their hands from right to left, one chop each for the onset and rime. Students mirror the teacher by chopping and then sliding their hands to say the whole word.					
Isolating Final Sounds	will, tile /l/ cake, book /k/ has, was /z/ hear, tear /r/ seem, gym /m/ seat, date /t/ miss, fuss /s/ head, hide /d/	nap, dip /p/ mom, tame /m/ said, sad /d/ slug, tag /g/ sale, fill /l/ hit, feet /t/ hen, nine /n/ off, rough /f/	rub, knob /b/ sap, hope /p/ rag, peg /g/ save, hive /v/ bat, late /t/ pack, take /k/ can, phone /n/ stage, cage /j/	bead, red /d/ gate, get /t/ make, sack /k/ his, is /z/ hill, peel /l/ cough, if /f/ fix, tracks /ks/ time, roam /m/	sag, hug /g/ six, ax /ks/ own, fin /n/ find, fed /d/ mile, pill /l/ huge, age /j/ have, gave /v/ soap, lip /p/
*Students say sound, not letter name					

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Onset - Rime	well	w - ell	lead	l - ead	band	b - and	rope	r - ope	damp	d - amp
Teacher says the word. Students repeat the word and segment into onset and rime.	king	k - ing	wing	w - ing	mink	m - ink	teach	t - each	rest	r - est
Ex. T: dad S: dad, d-ad	doll	d - oll	pick	p - ick	zest	z - est	socks	s - ocks	mix	m - ix
	sink	s - ink	yam	y - am	hang	h - ang	will	w - ill	lump	l - ump
	jug	j - ug	hope	h - ope	long	l - ong	rink	r - ink	cape	k - ape
	sang	s - ang	ring	r - ing	hum	h - um	honk	h - onk	hill	h - ill
	lock	l - ock	cost	k - ost	gate	g - ate	fox	f - ox	sick	s - ick
	bank	b - ank	dog	d - og	fell	f - ell	sing	s - ing	tank	t - ank
	feel	f - eel	quack	kw - ack	soup	s - oup	queen	kw - een	hot	h - ot
*Students say sounds, not letter names	boot	b - oot	bell	b - ell	must	m - ust	read	r - ead	kind	k - ind

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

Adding Initial Phonemes	Rime	Add	Response	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?"	-ax	/w/	wax	-ab	/k/	cab	-ug	/h/	hug	-ed	/r/	red	-ob	/j/	job
Ex. T: en S: en T: Add /m/ at the beginning and the word is? S: men	-amp	/r/	ramp	-ed	/l/	led	-ub	/t/	tub	-ell	/y/	yell	-oll	/d/	doll
	-ant	/k/	can't	-ib	/r/	rib	-un	/d/	done	-eb	/w/	web	-ock	/t/	tock
	-ash	/d/	dash	-in	/b/	bin	-ut	/k/	cut	-elp	/h/	help	-op	/k/	cop
	-am	/s/	Sam	-it	/f/	fit	-ump	/b/	bump	-est	/b/	best	-ot	/l/	lot
	-at	/m/	mat	-ill	/s/	sill	-ust	/m/	must	-ent	/s/	sent	-od	/n/	nod
*Say sound, not letter name	-an	/f/	fan	-ist	/m/	mist	-unch	/l/	lunch	-end	/l/	lend	-ond	/p/	pond

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 the whole word.

Deleting Initial Phonemes	Word	Without	Response	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?"	<u>b</u> ump	/b/	ump	<u>y</u> ell	/y/	ell	<u>j</u> ob	/j/	ob	<u>S</u> am	/s/	am	<u>b</u> in	/b/	in
Ex. T: knob S: knob	<u>m</u> ust	/m/	ust	<u>w</u> eb	/w/	eb	<u>d</u> oll	/d/	oll	<u>m</u> at	/m/	at	<u>f</u> it	/f/	it
T: Without /n/, what's left is? S: ob	<u>r</u> unt	/r/	unt	<u>h</u> elp	/h/	elp	<u>t</u> ock	/t/	ock	<u>w</u> ax	/w/	ax	<u>w</u> ill	/w/	ill
	<u>s</u> uch	/s/	uch	<u>b</u> est	/b/	est	<u>c</u> op	/k/	op	<u>n</u> ap	/n/	ap	<u>s</u> ick	/s/	ick
	<u>l</u> unch	/l/	unch	<u>g</u> ent	/s/	ent	<u>l</u> ot	/l/	ot	<u>r</u> amp	/r/	amp	<u>d</u> im	/d/	im
	<u>y</u> um	/y/	um	<u>l</u> end	/l/	end	<u>n</u> od	/n/	od	<u>c</u> an't	/k/	ant	<u>p</u> in	/p/	in
	<u>h</u> ug	/h/	ug	<u>m</u> et	/m/	et	<u>p</u> ond	/p/	ond	<u>d</u> ash	/d/	ash	<u>l</u> ist	/l/	ist
	<u>t</u> ub	/t/	ub	<u>r</u> ed	/r/	ed	<u>r</u> od	/r/	od	<u>g</u> ap	/g/	ap	<u>w</u> ig	/w/	ig
	<u>b</u> un	/b/	un	<u>d</u> en	/d/	en	<u>m</u> om	/m/	om	<u>f</u> an	/f/	an	<u>m</u> iss	/m/	iss
*Say sound, not letter name	<u>c</u> ut	/k/	ut	<u>w</u> ed	/w/	ed	<u>g</u> ot	/g/	ot	<u>p</u> ad	/p/	ad	<u>h</u> id	/h/	id

Deleting hand motion: Hold 2 open palms out 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 part remains with your left hand.

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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: pop S: pop T: Change /p/ to /h/ and the word is? S: hop	<u>m</u> e	/h/	h <u>e</u>	<u>b</u> y	/m/	m <u>y</u>	<u>c</u> at	/b/	bat	<u>b</u> ell	/f/	fe <u>l</u> l	<u>b</u> ig	/p/	pi <u>g</u>
	<u>h</u> e	/t/	tea	<u>m</u> y	/h/	hi	<u>h</u> at	/h/	hat	<u>f</u> ell	/d/	de <u>l</u> l	<u>p</u> ig	/d/	di <u>g</u>
	<u>t</u> ea	/w/	we	<u>h</u> i	/t/	tie	<u>h</u> at	/s/	sat	<u>d</u> ell	/w/	we <u>l</u> l	<u>d</u> ig	/f/	fi <u>g</u>
	<u>w</u> e	/s/	see	<u>t</u> ie	/s/	sigh	<u>s</u> at	/p/	pat	<u>w</u> ell	/t/	te <u>l</u> l	<u>f</u> ig	/w/	wi <u>g</u>
	<u>s</u> ee	/k/	key	<u>s</u> igh	/w/	why	<u>p</u> at	/r/	rat	<u>t</u> ell	/s/	se <u>l</u> l	<u>w</u> ig	/j/	ji <u>g</u>
	<u>k</u> ey	/sh/	she	<u>g</u> o	/n/	no	<u>h</u> ug	/h/	hug	<u>l</u> ock	/d/	do <u>ck</u>	<u>d</u> en	/t/	te <u>n</u>
	<u>s</u> he	/n/	knee	<u>n</u> o	/l/	low	<u>h</u> ug	/r/	rug	<u>d</u> ock	/n/	kn <u>ock</u>	<u>t</u> en	/p/	pe <u>n</u>
	<u>k</u> nee	/f/	fee	<u>l</u> ow	/r/	row	<u>r</u> ug	/m/	m <u>ug</u>	<u>k</u> nock	/s/	so <u>ck</u>	<u>p</u> en	/w/	we <u>h</u> en
	<u>f</u> ee	/b/	be	<u>r</u> ow	/b/	b <u>ow</u>	<u>m</u> ug	/d/	du <u>g</u>	<u>s</u> ock	/r/	ro <u>ck</u>	<u>w</u> hen	/m/	me <u>n</u>
	<u>b</u> e	/m/	me	<u>b</u> ow	/sh/	sh <u>ow</u>	<u>d</u> ug	/j/	ju <u>g</u>	<u>r</u> ock	/l/	lo <u>ck</u>	<u>m</u> en	/h/	he <u>n</u>

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, 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	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 in random order. Students and teacher say each letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	Show the flashcards & say, "Letter is ____;" "Sound is /sounds are ____."	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards & say, "Letter is ____;" "Sound is /sounds are ____."	Show the flashcards & say, "Letter is ____;" "Sound is /sounds are ____."	1. Letter names only 2. Sounds only (for speed and accuracy)

Language Awareness	(6)	(6)	(4)	(4)	(7)
Teacher says the sentence with expression. Students repeat the sentence with the same expression. Students count & say the number of words in each sentence.	Did you ride on the sailboat? (6)	We like playing in the backyard. (6)	I love playing outside! (4)	We use whiteboard markers. (4)	I saw a jellyfish in the ocean! (7)
	Reptiles have backbones. (3)	The grasshoppers are jumping. (4)	Are the letters in the mailbox? (6)	We swim in the sunshine. (5)	Everyone likes finding treasures. (4)
	I love eating applesauce! (4)	I love using my new cookbook! (6)	The butterfly is beautiful. (4)	She painted a masterpiece. (4)	Did he like horseback riding? (5)
	Does the birdhouse have birdseed? (5)	How many postcards did you send? (6)	The farmhouse has many animals. (5)	Why did they feed the seagulls? (6)	The baseball player hit a homerun! (6)
	Did everyone finish their snack? (5)	Do you like flying on an airplane? (7)	Did you finish your homework? (5)	We ate cupcakes for my birthday! (6)	Do you like writing in your notebook? (7)

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition Teacher reads the word set. Students repeat only the two rhyming words or the non-rhyming word. (See daily heading.)	Repeat the two words that rhyme gate, date , good cliff, stiff , fit bath, math , wag ox, fox , got leg, feed, seed put, love, dove get, neck, wreck	Repeat the two words that rhyme jam, ram , log hop, top , hit bike , was, like buff, mud, bud pen, ten , leg talk, taste, waste roof, fix, six	Repeat the two words that rhyme file, pile , push we, he , so bank, lift, tank show, know , come side , sick, ride reach, teach , ring fry, sky , me	Repeat the word that <i>doesn't</i> rhyme bus , art, cart low, by , high food , eat, meat done , rope, cope bed , dust, must slow, fast , last run , stop, hop	Repeat the word that <i>doesn't</i> rhyme log, fog, ten nice, mice, sun cut, hut, cat head, bed, odd note, wrote, neat wade, got , paid dove , roam, dome
Onset Fluency Teacher says the word series. Students listen and isolate the repeated onset. Ex. T: party, pancake, paste S: /p/	color, cast, candy /k/ bake, bend, basket /b/ tank, tower, tallest /t/ dent, dance, dine /d/ wet, water, wish /w/	fifty, fast, finally /f/ map, matter, minus /m/ idea, ice, island /i/ vanish, vest, victory /v/ acorn, April, eight /ā/	even, eating, east /ē/ sister, song, solo /s/ dish, dimple, diver /d/ gold, good, gallop /g/ happy, hello, help /h/	fix, fiction, furniture /f/ usher, upstairs, us /ū/ journey, just, jacket /j/ effort, exit, epic /ē/ nest, navy, never /n/	polo, past, pilot /p/ odd, otter, oxen /ō/ lemon, liquid, land /l/ rain, reset, ready /r/ odor, oval, own /ō/
Blending Phonemes Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: g-ō S: g-ō, go *Say sounds, not letter names	g - ō go w - ē we l - ō low sh - ē she h - ī hi n - ō no h - ē he s - ō so m - ē me b - ē be	s - ī - d side m - ī - n mine t - oo - b tube s - ā - m same r - ī - s rice t - ē - n ten b - ā - k back r - ē - d read n - ē - l kneel s - ī - p sip	y - ē - s yes n - ī - s nice f - ē - t feet y - ā - k yak f - ā - s face t - ī - m time p - ā - j page j - ō - b job h - ē - d head p - ē - t pet	s - ā - k sack n - ā - m name p - ē - s peace b - ī - k bike h - ō - m home c - ū - b cub p - ē - g peg h - ī - t hit s - ō - b sob l - ū - v love	m - ā - k make l - ū - k luck m - ō - p mop b - ĭ - g big f - ē - d fed m - ā - n man f - ē - d feed d - ī - m dime c - ō - n cone m - ū - l mule
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, one chop per phoneme. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.					
Isolating Final Sounds Teacher reads the series of words. Students repeat the words and show thumbs up if the words end with the same sound or thumbs down if they don't.	big, hug look, hike rag, seam leaf, next house, ice	lick, like drip, pop lamp, car best, street pen, line	age, huge find, bread card, loud ham, sand love, give	come, home out, on bird, dad ship, drop leaf, grass	noise, toys fin, shape stamp, hat five, love rain, fine

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
Segmenting Phonemes	row	r - ō	sack	s - ă - k	make	m - ā - k	side	s - ī - d	yes	y - ě - s					
Teacher says the word. Students repeat the word and segment it into phonemes.	see	s - ē	name	n - ā - m	luck	l - ŭ - k	mine	m - ī - n	nice	n - ī - s					
	show	sh - ō	peace	p - ē - s	mop	m - ō - p	tube	t - oo - b	feet	f - ē - t					
	tea	t - ē	bike	b - ī - k	big	b - ĭ - g	same	s - ā - m	yak	y - ă - k					
Ex. T: may, S: may, m-ā	bōw	b - ō	home	h - ō - m	fed	f - ě - d	rice	r - ī - s	face	f - ā - s					
	my	m - ī	cub	c - ŭ - b	man	m - ă - n	ten	t - ě - n	time	t - ī - m					
	fee	f - ē	peg	p - ě - g	feed	f - ē - d	back	b - ă - k	page	p - ā - j					
	tie	t - ī	hit	h - ĭ - t	dime	d - ī - m	read	r - ē - d	job	j - ō - b					
	knee	n - ē	sob	s - ō - b	cone	c - ō - n	sip	s - ĭ - p	pet	p - ě - t					
*Students say sounds, not letter names	foe	f - ō	love	l - ŭ - v	mule	m - ŭ - l	kneel	n - ē - l	head	h - ě - d					
Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word. Teachers chop from right to left so that students mirror your movements.															
Adding Initial Phonemes	Rime	Add	Response	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?"	-aim	/n/	name	-end	/l/	lend	-ar	/f/	far	-et	/v/	vet	-oat	/m/	moat
	-am	/s/	Sam	-oar	/s/	soar	-in	/w/	win	-each	/p/	peach	-ache	/t/	take
Ex. T: ug S: ug T: Add /t/ at the beginning and the word is? S: tug	-and	/h/	hand	-all	/m/	mall	-up	/p/	pup	-oat	/k/	coat	-it	/s/	sit
	-each	/r/	reach	-ump	/j/	jump	-all	/h/	hall	-ache	/b/	bake	-are	/t/	tar
	-eat	/n/	neat	-ake	/s/	sake	-each	/t/	teach	-it	/f/	fit	-out	/p/	pout
	-in	/t/	tin	-ar	/k/	car	-it	/b/	bit	-aim	/g/	game	-up	/k/	cup
	-all	/w/	wall	-ear	/d/	dear	-eel	/p/	peel	-oak	/j/	joke	-eat	/m/	meet
*Say sound, not letter name	-east	/b/	beast	-each	/b/	beach	-at	/m/	mat	-ick	/th/	thick	-end	/b/	bend
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 the whole word.															
Deleting Initial Phonemes	Word	Without	Response	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?"	<u>by</u>	/b/	I	<u>vet</u>	/v/	et	<u>moat</u>	/m/	oat	<u>name</u>	/n/	aim	<u>dime</u>	/d/	I'm
	<u>win</u>	/w/	in	<u>peach</u>	/p/	each	<u>take</u>	/t/	ache	<u>Sam</u>	/s/	am	<u>soar</u>	/s/	oar
Ex. T: top S: top	<u>pup</u>	/p/	up	<u>coat</u>	/k/	oat	<u>sit</u>	/s/	it	<u>hand</u>	/h/	and	<u>mall</u>	/m/	all
T: Without /t/, what's left is? S: op	<u>hall</u>	/h/	all	<u>bake</u>	/b/	ache	<u>tar</u>	/t/	are	<u>reach</u>	/r/	each	<u>jump</u>	/j/	ump
	<u>teach</u>	/t/	each	<u>fit</u>	/f/	it	<u>pout</u>	/p/	out	<u>cinch</u>	/s/	inch	<u>damp</u>	/d/	amp
	<u>bit</u>	/b/	it	<u>Don</u>	/d/	on	<u>cup</u>	/k/	up	<u>neat</u>	/n/	eat	<u>sake</u>	/s/	ake
	<u>peel</u>	/p/	eel	<u>joke</u>	/j/	oak	<u>meet</u>	/m/	eat	<u>fin</u>	/t/	in	<u>car</u>	/k/	ar
	<u>mat</u>	/m/	at	<u>sill</u>	/s/	ill	<u>bend</u>	/b/	end	<u>wall</u>	/w/	all	<u>dear</u>	/d/	ear
	<u>tear</u>	/t/	ear	<u>thick</u>	/th/	ick	<u>ram</u>	/r/	am	<u>van</u>	/v/	an	<u>lend</u>	/l/	end
*Say sound, not letter name	<u>far</u>	/f/	ar	<u>game</u>	/g/	aim	<u>band</u>	/b/	and	<u>beast</u>	/b/	east	<u>beach</u>	/b/	each
Deleting hand motion: Hold 2 open palms out 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 part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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: ship S: ship T: Change /sh/ to /s/ and the word is? S: sip *Say sound, not letter name	<u>d</u> deal /h/ heal <u>f</u> in /ch/ chin <u>q</u> ueen /s/ seen <u>c</u> ane /l/ lane <u>b</u> old /t/ told <u>b</u> ack /r/ rack <u>t</u> ile /f/ file <u>g</u> elf /sh/ shelf <u>s</u> hip /s/ sip <u>l</u> oose /g/ goose			<u>b</u> ooth /t/ tooth <u>n</u> ice /v/ vice <u>h</u> onk /b/ bonk <u>l</u> ist /m/ mist <u>b</u> each /p/ peach <u>h</u> eld /w/ weld <u>p</u> oach /k/ coach <u>d</u> ance /ch/ chance <u>l</u> ike /h/ hike <u>m</u> ade /f/ fade			<u>d</u> eep /k/ keep <u>p</u> ine /n/ nine <u>r</u> oam /d/ dome <u>d</u> ash /l/ lash <u>r</u> ain /v/ vain <u>t</u> ense /s/ sense <u>l</u> oop /h/ hoop <u>r</u> omp /ch/ chomp <u>t</u> each /r/ reach <u>s</u> ick /w/ wick			<u>h</u> unk /ch/ chunk <u>f</u> ill /g/ gill <u>h</u> ide /r/ ride <u>h</u> ead /l/ lead <u>c</u> hick /p/ pick <u>q</u> uake /t/ take <u>h</u> ost /m/ most <u>m</u> ath /b/ bath <u>g</u> uess /l/ less <u>p</u> ool /k/ cool			<u>w</u> rist /l/ list <u>w</u> ild /m/ mild <u>m</u> aze /g/ gaze <u>n</u> ose /ch/ chose <u>t</u> hem /j/ gem <u>t</u> ax /w/ wax <u>r</u> ough /t/ tough <u>p</u> ole /m/ mole <u>l</u> ump /j/ jump <u>b</u> ean /l/ lean		
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, 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: Vowels: a, i, o, u, e, y Digraphs: sh, ch, th, wh Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____,"			Card pack: Vowels: a, i, o, u, e, y Digraphs: sh, ch, th, wh 1. Letter names only 2. Sounds only (for speed and accuracy)			Card pack: Vowels: a, i, o, u, e, y Digraphs: sh, ch, th, wh Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____,"			Card pack: Vowels: a, i, o, u, e, y Digraphs: sh, ch, th, wh 1. Letter names only 2. Sounds only (for speed and accuracy)			Card pack: Vowels: a, i, o, u, e, y Digraphs: sh, ch, th, wh Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____,"		
Language Awareness	Little Miss Muffet Little Miss Muffet sat on her tuffet, eating her curds and whey. Along came a spider and sat down beside her, and frightened Miss Muffet away.			Old Mother Hubbard Old Mother Hubbard went to the cupboard, to give the poor doggie a bone. When she went there, the cupboards were bare, so the poor little doggie had none.			Twinkle, Twinkle 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.			Hey Diddle Diddle Hey diddle diddle, the cat and the fiddle, the cow jumped over the moon. The little dog laughed to see such a sight, and the dish ran away with the spoon.			Humpty Dumpty 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.		

Phonemic Awareness Training Lesson Plan for Week 14

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition The teacher reads the word set. The students repeat only the two rhyming words.	Repeat the two words that rhyme black, clack , glad slow , plate, glow glue , sly, clue sling, flight , slight climb , slime, flip	Repeat the two words that rhyme clam , slam , glove plaid , block, glad clasp, blew , flew glee , flee, place slick , globe, click	Repeat the two words that rhyme plan , flop, clan flat, bloom , gloom clock , block , glass gloat , blaze, float blend, slide , glide	Repeat the two words that rhyme flip , clip , plot glass , blank, class glare , blame , flame play, flow , blow fly , sly, flea	Repeat the two words that rhyme blame , claim , bless clay , clear, play close, sleet , cleat plank , blank , glance flip , flake, slip
Onset Fluency Teacher says the word pair. Students repeat the two words and isolate the 2 sounds of the beginning blend. Ex. T: flavor, flatten S: flavor, flatten /fl/	sleep, slippery /sl/ client, climber /cl/ blister, blanket /bl/ skillet, skipper /sk/ student, storage /st/	spirit, spider /sp/ flower, flourish /fl/ snuggle, snowy /sn/ pleasure, plenty /pl/ stamp, sticker /st/	glimmer, glacier /gl/ blossom, blizzard /bl/ sliding, slowest /sl/ climate, closet /cl/ snowing, sneeze /sn/	flavor, flatten /fl/ place, plenty /pl/ sticky, stapler /st/ smother, smitten /sm/ spotless, spirit /sp/	clarify, clinic /cl/ blunder, blush /bl/ snorkel, snuffle /sn/ stocking, starfish /st/ glossary, glitter /gl/
Blending Phonemes Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: p-l-ā-n S: plan *Say sounds, not letter names	b - l - ā - k black c - l - ā - m clam f - l - ā - g flag g - l - ā - d glad p - l - ā - n plan s - l - ī - p slip b - l - ē - n - d blend c - l - ā - p clap f - l - ā - p flap g - l - ā - s glass	p - l - ā - n - t plant s - l - ā - m slam b - l - ē - s bless c - l - ā - s class f - l - ā - m flame g - l - ē - m gleam p - l - ā - t plate s - l - ē - d sled b - l - ī - n - d blind c - l - ā clay	f - l - ī - p flip g - l - ī - d glide p - l - ā play s - l - ē - p sleep b - l - ō - k block c - l - ē - n clean f - l - ō - t float g - l - ō - b globe p - l - ē - z please s - l - ē - v sleeve	b - l - ō - n - d blonde c - l - ō - k clock f - l - ī fly g - l - ū - v glove p - l - ū - g plug s - l - ī - s slice b - l - ō blow c - l - ō - z close f - l - ī - t flight g - l - ō glow	b - l - ē - d bleed c - l - ū - m - p clump f - l - ā - sh flash g - l - ō - s gloss p - l - ū - s plus s - l - ī - d slide b - l - ī - m - p blimp c - l - ī - m climb f - l - ē flee g - l - oo glue
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Medial Sounds Teacher says the word. Students repeat the word, isolating the medial sound & identify it as short or long. Ex. T: clock S: clock, /ō/, short o	bless /ĕ/ clock /ō/ plum /ū/ flake /ā/ glad /ă/ flesh /ĕ/ sleek /ē/	flight /ī/ club /ū/ gleam /ĕ/ gloss /ō/ plain /ā/ slush /ū/ clam /ă/	blush /ū/ glance /ă/ float /ō/ sleep /ē/ flick /ī/ slime /ī/ blend /ĕ/	floss /ō/ blunt /ū/ clove /ō/ slide /ī/ clean /ē/ sled /ĕ/ clamp /ă/	bleach /ē/ flush /ū/ pledge /ĕ/ place /ā/ slot /ō/ click /ī/ globe /ō/
Punch it out hand motion for Medial Sounds (Optional): Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.					

Phonemic Awareness Training Lesson Plan for Week 14

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	flip	f-l-ī-p	blonde	b-l-ō-n-d	bleed	b-l-ē-d	black	b-l-ă-k	plant	p-l-ă-n-t
Teacher says the word. Students repeat the word and segment it into phonemes.	glide	g-l-ī-d	clock	c-l-ō-k	clump	c-l-ŭ-m-p	clam	c-l-ă-m	slate	s-l-ă-t
Ex. T: glide S: glide, g-l-ī-d	play	p-l-ā	fly	f-l-ī	flash	f-l-ă-sh	flag	f-l-ă-g	bless	b-l-ē-s
	sleep	s-l-ē-p	glove	g-l-ŭ-v	plop	p-l-ō-p	glad	g-l-ă-d	class	c-l-ă-s
	block	b-l-ō-k	plug	p-l-ŭ-g	plus	p-l-ŭ-s	plane	p-l-ā-n	flame	f-l-ā-m
	clean	c-l-ē-n	slice	s-l-ī-s	slide	s-l-ī-d	slip	s-l-ī-p	gleam	g-l-ē-m
	float	f-l-ō-t	blow	b-l-ō	blimp	b-l-ī-m-p	blend	b-l-ē-n-d	plate	p-l-ā-t
	globe	g-l-ō-b	close	c-l-ō-s	climb	c-l-ī-m	clap	c-l-ă-p	sled	s-l-ē-d
	please	p-l-ē-z	flight	f-l-ī-t	flee	f-l-ē	flake	f-l-ă-k	blind	b-l-ī-n-d
	sleeve	s-l-ē-v	glow	g-l-ō	glue	g-l-oo	glass	g-l-ă-s	clay	c-l-ā

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

Adding Initial Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word/word part.	-lant	/p/	plant	-leeve	/s/	sleeve	-londe	/b/	blonde	-leed	/b/	bleed	-lack	/b/	black
Students repeat. Teacher says, "Add /*/ at the beginning and the word is?"	-late	/s/	slate	-lide	/g/	glide	-loze	/c/	close	-lump	/c/	clump	-loat	/g/	gloat
Ex. T: late S: late T: Add /p/ at the beginning and the word is? S: plate	-less	/b/	bless	-lay	/p/	play	-love	/g/	glove	-lash	/f/	flash	-lake	/f/	flake
	-lass	/c/	class	-leep	/s/	sleep	-lug	/p/	plug	-loss	/g/	gloss	-lad	/g/	glad
	-lame	/f/	flame	-lan	/p/	plan	-light	/f/	flight	-lus	/p/	plus	-leaze	/p/	please
	-leam	/g/	gleam	-lean	/c/	clean	-lime	/s/	slime	-lide	/s/	slide	-lōve	/c/	clove
	-late	/p/	plate	-loat	/f/	float	-lame	/c/	claim	-limp	/b/	blimp	-lend	/b/	blend

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

Deleting Initial Phonemes	Word	Without	Response	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?"	bl onde	/b/	lōnd	bl eed	/b/	lead	bl ack	/b/	lack	pl ane	/p/	lane	fl ip	/f/	lip
Ex. T: glove S: glove	cl ock	/c/	lock	cl ump	/c/	lump	fl ight	/f/	light	gl ate	/s/	late	gl ide	/g/	lied
T: Without /g/, what's left is? S: love	fl y	/f/	lie	fl ash	/f/	lash	fl ame	/f/	lame	bl ess	/b/	less	pl ay	/p/	lay
	gl ove	/g/	love	gl oss	/g/	loss	gl ad	/g/	lad	cl ap	/c/	lap	bl ock	/b/	lock
	sl ime	/s/	lime	sl ide	/s/	lied	cl one	/c/	lone	gl eam	/g/	leam	cl ean	/c/	lean
	bl ow	/l/	low	bl imp	/b/	limp	fl ap	/f/	lap	pl edge	/p/	ledge	fl oat	/f/	loat
	cl ose	/c/	loze	fl u	/f/	Lou	bl end	/b/	lend	fl ed	/f/	led	gl obe	/g/	lobe
	cl aim	/c/	lame	fl op	/f/	lop	cl imb	/c/	lime	sl eepest	/s/	leap	bl ind	/b/	lined
	gl ow	/g/	lōw	cl ay	/c/	lay	fl ake	/f/	lake	cl ash	/c/	lash	pl ease	/p/	leaze
	pl ug	/p/	lug	pl uck	/p/	luck	pl ace	/p/	lace	sl eek	/s/	leak	sl eeve	/s/	leave

Deleting hand motion: Hold 2 open palms out 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 part remains with your left hand.

Phonemic Awareness Training Lesson Plan for Week 14

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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 / <u> </u> / to / <u> </u> / and the word is?" Ex. T: head S: head T: Change /h/ to /sl/ and the word is? S: sled ** 2 sounds of the consonant blend *Say sound, not letter name	<u>l</u> ow	/sl/	slow	<u>s</u> ome	/pl/	plum	<u>m</u> ap	/cl/	clap	<u>r</u> ace	/pl/	place	<u>c</u> lip	/fl/	flip
	<u>sh</u> ow	/sh/	show	<u>p</u> lum	/th/	thumb	<u>cl</u> ap	/fl/	flap	<u>m</u> oss	/fl/	floss	<u>sl</u> ate	/pl/	plate
	<u>g</u> low	/gl/	glow	<u>th</u> umb	/gl/	glum	<u>fl</u> ap	/sl/	slap	<u>g</u> ock	/bl/	block	<u>cl</u> ick	/sl/	slick
	<u>bl</u> ow	/bl/	blow	<u>gl</u> um	/k/	come	<u>sl</u> ap	/t/	tap	<u>pi</u> ch	/gl/	glitch	<u>fl</u> ed	/sl/	sled
	<u>fl</u> ow	/fl/	flow	<u>ne</u> w	/bl/	blew	<u>kn</u> ow	/th/*	though	<u>sa</u> id	/fl/	fled	<u>pl</u> ush	/bl/	blush
	<u>bl</u> ock	/bl/	block	<u>bl</u> ew	/cl/	clue	<u>th</u> ough	/sl/	slow	<u>ch</u> eer	/cl/	clear	<u>sl</u> ime	/cl/	climb
	<u>cl</u> ock	/cl/	clock	<u>cl</u> ue	/fl/	flew	<u>sl</u> ow	/gl/	glow	<u>bu</u> g	/pl/	plug	<u>sl</u> y	/fl/	fly
	<u>cl</u> ock	/fl/	flock	<u>fl</u> ew	/gl/	glue	<u>gl</u> ow	/bl/	blow	<u>da</u> nce	/gl/	glance	<u>cl</u> ump	/pl/	plump
	<u>fl</u> ock	/sh/	shock	<u>gl</u> ue	/ch/	chew	<u>bl</u> ow	/sh/	show	<u>do</u> wn	/cl/	clown	<u>bl</u> ame	/cl/	claim
	<u>sh</u> ock	/l/	lock	<u>ch</u> ew	/sh/	shoe	<u>sh</u> ow	/fl/	flow	<u>wi</u> nk	/bl/	blink	<u>pl</u> aid	/gl/	glad

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound(s), 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: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	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 *?" and then reads the two choices. The students say the rhyming word. Ex. T: Which word rhymes with car; star or can? S: car	dear: dust, ear park: push, shark nurse: night, purse porch: torch , teach hard: hand, card	heart: start , her corn: torn , course first: fist, worst car: star , can verse: van, nurse	short: sort , shout hurt: shirt , home art: cart , arm thorn: then, worn harp: shape, sharp	dirt: hurt , door shark: park , ship course: cost , horse sir: her , sore arm: mark, farm	fork: fast, pork yarn: barn , ship force: first, source shore: floor , shut large: leg, charge
Onset Fluency	person /p/ morning /m/ turtle /t/ firmer /f/ harder /h/	leader /l/ certain /s/ birthday /b/ normal /n/ disturb /d/	favor /f/ purple /p/ carton /k/ silver /s/ turkey /t/	corner /k/ return /r/ harvest /h/ sailor /s/ winter /w/	garden /g/ visitor /v/ merchant /m/ reader /r/ desert /d/
Blending Phonemes	h-or-s horse sh-ar-k-s sharks h-ar-p harp s-m-ar-t smart th-ir-t-ē-n thirteen b-ir-d-s birds ō-v-er over l-ō-ck-er locker y-ar-d yard n-ur-s nurse	n-or-th north b-or-d board c-ur-v curve c-l-er-k clerk w-er-s-t worst b-ar-n barn h-ar-t-s hearts ur-j urge sh-or-t short b-ar-j barge	s-ur-f surf ch-air-ē cherry c-or-d cord ū-l-ar-m alarm g-ir-l-z girls f-or-s force j-ar jar p-er-l pearl ar-ch arch f-air-ē fairy	s-c-ar-f scarf v-er-s verse ch-ar-m charm m-or-n mourn h-ar-m harm d-ir-t dirt s-p-ur-t spurt t-ē-ch-er teacher t-or-ch torch t-ur-t-l turtle	ar-t-ī-s-t artist s-w-er-v swerve p-ar-t-ē party kw-ir-k quirk h-ar-d-ē-n harden d-or-z doors s-p-l-ur-j splurge th-air there w-er-k work ch-ir-p chirp
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Final or Medial Sounds	Which 2 words end with the same sound?	Which 2 words end with the same sound?	Which 2 words have the same <u>medial</u> sound?	Which word doesn't belong, and why?	Which word doesn't belong, and why?
Teacher reads the series of words and asks the question listed for each day. Students respond with 1 or 2 words, depending on the activity. Th & Fri: The word does not belong because of a different final or medial sound.	germ, arm, find north, south, reach spin, scarce, nurse card, glaze, scared large, merge, spine skirt, dart, sharp	park, hurt, smart search, march, yard nerve, check, carve yarn, stare, turn firm, spark, perk chop, sharp, speech	purse, shirt, shine fort, barn, porch bird, part, shark corn, turn, short tarp, smart, storm keep, serve, dirt	curl, mile, seat back , chair, pair sort, horn, mix type , fork, work twirl, fin , herd verge, charge, keep	half , guard, sword dark, farm, wish start, twig , sport dive , first, swirl stern, wave , thorn purse, hurt, game

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	surf	s-ur-f	scarf	s-k-ar-f	artist	ar-t-i-s-t	north	n-or-th	horse	h-or-s
Teacher says the word. Students repeat the word and segment it into phonemes.	cord	c-or-d	turtle	t-ur-t-l	there	th-air	worst	w-er-s-t	sharks	sh-ar-k-s
Ex. T: force S: force, f-or-s	arch	ar-ch	charm	ch-ar-m	swerve	s-w-er-v	curve	k-ur-v	nurse	n-ur-s
	girls	g-ir-l-z	spurt	s-p-ur-t	party	p-ar-t-ē	barn	b-ar-n	yard	y-ar-d
	alarm	ū-l-ar-m	mourn	m-or-n	quirk	kw-ir-k	clerk	c-l-er-k	locker	l-ō-k-er
	cherry	ch-air-ē	verse	v-er-s	harden	h-ar-d-ē-n	board	b-or-d	harp	h-ar-p
	jar	j-ar	torch	t-or-ch	doors	d-or-z	short	sh-or-t	birds	b-ir-d-s
	force	f-or-s	dirt	d-ir-t	work	w-er-k	urge	ur-j	smart	s-m-ar-t
	fairy	f-air-ē	harm	h-ar-m	share	sh-air	barge	b-ar-j	over	ō-v-er
*Students say sounds, not letter names	pearl	p-er-l	teacher	t-ē-ch-er	chirp	ch-ir-p	hearts	h-ar-t-s	thirteen	th-ir-t-ē-n

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

Adding Final Phonemes or Rime	Word	Add	Response	Word	Add	Response	Word	Add	Response	Onset	Add	Response	Onset	Add	Response
Teacher says the word or word part. Students repeat the word. Teacher says, "Add */ at the end and the word is?"	sell	/f/	self	for-	/s/	force	stay-	/t/	state	d-	/orm/	dorm	ch-	/or/	chore
M-W: Ex. T: were S: were T: Add /m/ at the end and the word is? S: worm	star-	/t/	start	shy-	/n/	shine	boo-	/th/	booth	sp-	/ine/	spine	l-	/earn/	learn
Th-F: Ex. T: /s/ S: /s/ T: Add /tore/ at the end and the word is? S: store	too-	/th/	tooth	let-	/er/	letter	shell-	/f/	shelf	f-	/ork/	fork	st-	/ear/	steer
	ten-	/t/	tent	play-	/t/	plate	stor-	/ē/	story	r-	/ead/	read	th-	/ink/	think
	far-	/m/	farm	chair-	/ē/	cherry	splur-	/j/	splurge	sh-	/irt/	shirt	sh-	/ark/	shark
	stay-	/k/	stake	cent-	/er/	center	clove-	/er/	clover	b-	/arn/	barn	t-	/each/	teach
	play-	/n/	plane	when-	/t/	went	feel-	/d/	field	ch-	/in/	chin	r-	/ush/	rush

Adding hand motion: Teacher holds right palm to show the word/word part. Add the final sound or rime with left hand and lightly clap hands together for the the whole word.

Deleting Final Phoneme or Rime	Word	Without	Response	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?"	stay	/t/	st	self	/f/	sel	force	/s/	for	steer	/ēar/	st	fair	/āir/	f
Mon - Wed: Ex. T: herd S: herd T: Without /d/, what's left is? S: her	booth	/th/	boo	start	/t/	star	shine	/n/	shy	breeze	/ēase/	br	tank	/ank/	t
Thurs - Fri: Ex. T: sand S: sand T: Without /and/, what's left is? S: /s/	shelf	/f/	shell	tooth	/th/	too	letter	/er/	let	north	/orth/	n	shark	/ark/	sh
	story	/ē/	store	ten	/t/	ten	plate	/t/	play	sing	/ing/	s	wore	/ore/	w
	splurge	/j/	splur	farm	/m/	far	cherry	/ē/	chair	flour	/our/	fl	learn	/earn/	l
	clover	/er/	clove	storm	/m/	store	croak	/k/	crow	hang	/ang/	h	tone	/ōne/	t
	field	/d/	feel	plain	/n/	play	went	/t/	when	wise	/ise/	w	heat	/ēat/	h
	shovel	/l/	shove	checker	/er/	check	stark	/k/	star	shin	/in/	sh	bread	/ēad/	br
	car	/t/	car	beach	/ch/	bee	center	/er/	cent	zoom	/oom/	z	starch	/arch/	st
*Say sound, not letter name	better	/er/	bet	chilly	/ē/	chill	bench	/ch/	Ben	crust	/ust/	cr	peek	/EEK/	p

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

Phonemic Awareness Training Lesson Plan for Week 20

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?" Ex. T: bite S: bite T: Change /t/ to /k/ and the word is? S: bike *Say sound, not letter name	bite	/k/	bike	sea <u>t</u>	/d/	seed	li <u>n</u> e	/m/	lime	bo <u>n</u> e	/l/	bow <u>l</u>	mi <u>gh</u> t	/s/	mi <u>c</u> e
	goa <u>t</u>	/l/	goal	pai <u>n</u>	/l/	pai <u>l</u>	me <u>e</u> k	/t/	me <u>e</u> t	sea <u>l</u>	/m/	sea <u>m</u>	wha <u>l</u> e	/d/	wa <u>d</u> e
	l <u>a</u> ke	/t/	late	bee <u>p</u>	/m/	bee <u>m</u>	pi <u>n</u> e	/l/	pi <u>l</u> e	pa <u>g</u> e	/v/	pa <u>v</u> e	ba <u>i</u> t	/k/	ba <u>k</u> e
	sa <u>y</u> e	/m/	sa <u>m</u> e	li <u>k</u> e	/v/	li <u>v</u> e	nee <u>d</u>	/s/	nee <u>c</u> e	goa <u>l</u>	/z/	go <u>z</u> e	fee <u>d</u>	/l/	fee <u>l</u>
	bea <u>k</u>	/n/	bea <u>n</u>	key <u>s</u> (/z/)	/p/	kee <u>p</u>	see <u>n</u>	/k/	see <u>k</u>	lai <u>d</u>	/n/	la <u>n</u> e	se <u>i</u> ze	/t/	se <u>a</u> t
	si <u>d</u> e	/z/	si <u>z</u> e	me <u>e</u> t	/n/	mea <u>n</u>	mi <u>l</u> e	/n/	mi <u>n</u> e	he <u>r</u> d	/t/	hu <u>r</u> t	fo <u>r</u> k	/m/	fo <u>r</u> m
	loa <u>n</u>	/d/	loa <u>d</u>	wa <u>y</u> e	/k/	wa <u>k</u> e	ba <u>i</u> l	/s/	ba <u>s</u> e	li <u>c</u> e	/d/	li <u>e</u> d	hei <u>g</u> ht	/v/	hi <u>v</u> e
	kn <u>ee</u> l	/t/	kn <u>e</u> at	fo <u>r</u> m	/t/	fo <u>r</u> t	da <u>t</u> e	/z/	da <u>z</u> e	ow <u>n</u>	/k/	oa <u>k</u>	pl <u>a</u> ce	/n/	pl <u>a</u> ne
	pi <u>k</u> e	/p/	pi <u>p</u> e	hi <u>k</u> e	/d/	hi <u>d</u> e	fee <u>l</u>	/t/	fee <u>t</u>	she <u>e</u> t	/p/	she <u>e</u> p	hea <u>l</u>	/t/	hea <u>t</u>
	bi <u>r</u> d	/n/	bi <u>r</u> n	ne <u>r</u> ve	/s/	ne <u>r</u> se	co <u>r</u> n	/d/	co <u>r</u> d	pa <u>r</u> k	/t/	pa <u>r</u> t	tra <u>i</u> n	/l/	tra <u>i</u> l

Substituting hand motion: Teacher holds two closed fists, touching at the thumbs, out in front 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: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur	Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur	Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur	Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur	Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production Teacher says the rhyming word pair and students take turns supplying at least two additional rhyming words. Ex. T: flash, cash S: flash, cash, smash *Responses may be real or nonsense words.	Tell me a word that rhymes with * flash, cash, ____, ____, race, chase, ____, ____, twice, dice, ____, ____, spoon, noon, ____, ____, saw, claw, ____, ____, jump, bump, ____, ____, think, wink, ____, ____,	Tell me a word that rhymes with * chest, rest, ____, ____, moose, goose, ____, ____, skill, still, ____, ____, long, strong, ____, ____, sneak, speak, ____, ____, bank, thank, ____, ____, cow, how, ____, ____,	Tell me a word that rhymes with * shark, mark, ____, ____, cry, dry, ____, ____, match, scratch, ____, ____, book, shook, ____, ____, chance, glance, ____, ____, pink, drink, ____, ____, more, shore, ____, ____,	Tell me a word that rhymes with * space, place, ____, ____, corn, horn, ____, ____, clock, shock, ____, ____, swing, bring, ____, ____, went, scent, ____, ____, broom, room, ____, ____, camp, champ, ____, ____,	Tell me a word that rhymes with * print, mint, ____, ____, flew, crew, ____, ____, care, square, ____, ____, sing, bring, ____, ____, out, shout, ____, ____, play, spray, ____, ____, stuff, rough, ____, ____,
Blending Phonemes Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: s-l-ī-m S: slime *Say sounds, not letter names	b-l-ā-n-k blank c-r-ō-k croak t-w-ē-l-v twelve f-r-ī-n-j fringe c-l-ō-th cloth g-r-ē-t greet s-w-ē-p sweep s-l-ē-p-t slept c-r-ā-f-t craft f-l-oo-k fluke	f-r-ō-s-t frost th-ē-m theme b-l-ā-s-t blast f-l-ē-t fleet s-l-ē-p sleep c-r-ū-n-ch crunch t-w-ē-t tweet g-r-ā-n-d grand f-or-k fork p-r-i-z prize	g-r-ā-n-t grant th-r-ō-n throne f-l-ī-t flight c-r-ū-s-t crust f-r-ē-n-ch French g-r-ē-s grease b-l-ē-ch bleach c-l-ū-b club s-l-ī-m-ē slimy sh-ā-d-ō shadow	c-r-ā-z-ē crazy t-w-ī-n-z twins c-l-ū-k cluck sh-ē-l-f shelf s-t-ā-t state p-ī-n-ch pinch f-r-ē-z freeze th-r-ī-l thrill s-l-ē-v sleeve b-l-ō-n-d blonde	c-l-ā-s-p clasp t-w-ī-s-t twist g-r-ā-z graze s-t-ē-p steep b-l-ū-f bluff s-l-ī-p-er slipper th-ā-n-k thank p-l-āy-er player c-r-ā-m-p cramp ch-ī-l-ē chilly
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Medial Sounds Teacher says the word. Students repeat the word and isolate the medial sound, identifying it as a short or long vowel sound. Ex. T: brush S: brush, /ū/, short u	sprain /ā/ glide /ī/ stomp /ō/ squint /ī/ fruit /oo/ theme /ē/ stroll /ō/	grab /ā/ sixth /ī/ troll /ō/ blade /ā/ prop /ō/ struck /ū/ slept /ē/	froze /ō/ slant /ā/ spruce /oo/ wreath /ē/ strange /ā/ blind /ī/ split /ī/	slam /ā/ chop /ō/ truce /oo/ crust /ū/ dent /ē/ float /ō/ shrimp /ī/	blast /ā/ slight /ī/ steam /ē/ drift /ī/ shock /ō/ flute /oo/ kept /ē/
Punch it out hand motion: (Medial Sound) Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.					

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	grant	g-r-ă-n-t	croak	c-r-ō-k	slipper	s-l-ī-p-er	frost	f-r-ō-s-t	freeze	f-r-ē-z
Teacher says the word. Students repeat the word and segment it into phonemes.	grease	g-r-ē-s	twelve	t-w-ĕ-l-v	chilly	ch-ī-l-ē	crunch	c-r-ŭ-n-ch	crazy	c-r-ă-z-ē
Ex. T: great S: great, g-r-ă-t	club	c-l-ŭ-b	cloth	c-l-ō-th	clasp	c-l-ă-s-p	blast	b-l-ă-s-t	twins	t-w-ī-n-z
	shadow	sh-ă-d-ō	fluke	f-l-oo-k	bluff	b-l-ŭ-f	prize	p-r-i-z	state	s-t-ă-t
	French	f-r-ĕ-n-ch	sweep	s-w-ĕ-p	cramp	c-r-ă-m-p	tweet	t-w-ĕ-t	pinch	p-ī-n-ch
	throne	th-r-ō-n	greet	g-r-ĕ-t	graze	g-r-ă-z	fleet	f-l-ĕ-t	thrill	th-r-ī-l
	crust	c-r-ŭ-s-t	blank	b-l-ă-n-k	player	p-l-ăy-er	theme	th-ĕ-m	blonde	b-l-ō-n-d
	flight	f-l-ī-t	fringe	f-r-ī-n-j	thank	th-ă-n-k	fork	f-or-k	sleeve	s-l-ĕ-v
	bleach	b-l-ĕ-ch	slept	s-l-ĕ-p-t	steep	s-t-ĕ-p	sleep	s-l-ĕ-p	cluck	c-l-ŭ-k
	slimy	s-l-ī-m-ĕ	craft	c-r-ă-f-t	twist	t-w-ī-s-t	grand	g-r-ă-n-d	shelf	sh-ĕ-l-f

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

Adding Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word. Teacher says, "Add /*/ after /*/ and the word is?"	bees	/r/	breeze	sight	/l/	slight	said	/l/	sled	sand	/t/	stand	bake	/r/	brake
Ex. T: sock S: sock T: Add /t/ after /s/ and the word is? S: stock	sock	/t/	stock	cider	/p/	spider	gab	/r/	grab	state	/r/	straight	say	/w/	sway
	back	/l/	black	sore	/t/	store	seize	/n/	sneeze	few	/l/	flew	cash	/r/	crash
	sigh	/p/	spy	book	/r/	brook	sip	/l/	slip	pay	/r/	prey	sick	/t/	stick
	bite	/r/	bright	seed	/p/	speed	cane	/r/	crane	goon	/p/	spoon	found	/r/	frowned
	fee	/r/	free	truck	/r/	truck	box	/l/	blocks	pot	/l/	plot	bank	/l/	blank
*Say sound, not letter name	sash	/m/	smash	go	/l/	glow	sap	/n/	snap	sell	/m/	smell	bend	/l/	blend

Deleting Phonemes	Word	Without	Response	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?"	sled	/l/	said	sweet	/w/	seat	brake	/r/	bake	snoop	/n/	soup	slight	/l/	sight
Ex. T: spoon S: spoon T: Without /p/, what's left is? S: soon	grab	/r/	gab	stand	/t/	sand	blend	/l/	bend	stock	/t/	sock	grow	/r/	go
	skunk	/k/	sunk	straight	/r/	state	sway	/w/	say	bright	/r/	bite	black	/l/	back
	sneeze	/n/	seize	spoon	/p/	soon	frowned	/r/	found	smash	/m/	sash	store	/t/	sore
	slip	/l/	sip	plot	/l/	pot	stick	/t/	sick	free	/r/	fee	spider	/p/	cider
	crane	/r/	cane	smell	/m/	sell	crash	/r/	cash	spy	/p/	sigh	plump	/l/	pump
	blocks	/l/	box	flew	/l/	few	soil	/p/	soil	breeze	/r/	bees	speed	/p/	seed
*Say sound, not letter name	snap	/n/	sap	prey	/r/	pay	blank	/l/	bank	place	/l/	pace	brook	/r/	book

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Vowels	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 / <u> </u> / to / <u> </u> / and the word is?"	c <u>ă</u> p	/ă/	cape	f <u>ă</u> te	/ă/	fat	s <u>ê</u> at	/ê/	set	c <u>â</u> ne	/â/	can	gr <u>ă</u> d	/ă/	grade
Ex. T: fell S: fell	s <u>î</u> t	/î/	sight	P <u>ê</u> te	/ê/	pet	r <u>î</u> pe	/î/	rip	sw <u>ê</u> at	/ê/	sweet	qu <u>î</u> te	/î/	quit
T: Change / <u> </u> / to / <u> </u> / and the word is?	f <u>ê</u> ll	/ê/	feel	r <u>î</u> de	/î/	rid	c <u>ô</u> at	/ô/	cot	T <u>î</u> m	/î/	time	st <u>ê</u> am	/ê/	stem
S: feel	gl <u>ô</u> b	/ô/	globe	r <u>ô</u> be	/ô/	rob	Br <u>ă</u> d	/ă/	braid	p <u>ô</u> pe	/ô/	pop	sl <u>ô</u> p	/ô/	slope
	h <u>î</u> d	/î/	hide	f <u>û</u> se	/û/	fuzz	k <u>î</u> t	/î/	kite	t <u>û</u> b	/oo/	tube	pl <u>û</u> me	/û/	plum
	d <u>î</u> m	/î/	dime	s <u>ă</u> me	/ă/	Sam	m <u>ê</u> t	/ê/	meet	r <u>ô</u> d	/ô/	road	s <u>ê</u> ed	/ê/	said
	c <u>û</u> b	/û/	cube	h <u>ê</u> ed	/ê/	head	p <u>ă</u> in	/ă/	pan	m <u>ă</u> d	/ă/	made	gl <u>ô</u> be	/ô/	glob
	m <u>ă</u> n	/ă/	mane	p <u>î</u> ne	/î/	pin	d <u>û</u> ne	/û/	done	m <u>î</u> le	/î/	mill	sl <u>î</u> d	/î/	slide
	b <u>ê</u> t	/ê/	beet	m <u>ô</u> pe	/ô/	mop	g <u>ô</u> t	/ô/	goat	f <u>ê</u> el	/ê/	fell	br <u>ê</u> ad	/ê/	breed
*Say sound, not letter name	c <u>û</u> t	/û/	cute	m <u>û</u> te	/û/	mutt	r <u>î</u> d	/î/	ride	d <u>û</u> ke	/û/	duck	pl <u>ă</u> ne	/ă/	plan
Letter Naming	Card pack: Advanced Vowels aw, au, ow, ou, oi, oy Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Advanced Vowels aw, au, ow, ou, oi, oy 1. Letter names only 2. Sounds only (for speed and accuracy)			Card pack: Advanced Vowels aw, au, ow, ou, oi, oy Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Advanced Vowels aw, au, ow, ou, oi, oy Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Advanced Vowels aw, au, ow, ou, oi, oy 1. Letter names only 2. Sounds only (for speed and accuracy)		