

Phonemic Awareness

PRE-KINDERGARTEN CURRICULUM

2020 EDITION

35-Weeks of Daily Explicit and Systematic Phonological
and Phonemic Awareness Lessons

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ISBN 978-1-947260-20-7 | For more information please visit our web site: www.heggerty.org

Acknowledgements

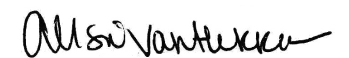
After many years of working on this curriculum, there are many people to whom I would like to express my heartfelt thanks:

- To Dr. Roland Good, University of Oregon, for his research and training in the DIBELS model; To Sally Shaywitz, Marilyn Adams and countless others who have and continue to challenge me to research and to ponder practical ways to provide teachers with hands-on materials that will help them in their important work in teaching students early literacy skills;
- To Christine Hollmann for her willingness to take on this project, for the hours it took to write, edit, rewrite, and for her continued pursuit of excellence as an educator;
- To Alisa Van Hekken for editing this work, her candor in suggesting changes, and for her continued pursuit of excellence as an educator;
- To Karin Evans for her continued support, encouragement, and friendship;
- To Tom Corless for all his efforts behind the scenes, and his continued support and friendship;
- To the countless educators that I have had the pleasure of working with during my career who continually strive to do what is best for their students;
- And finally, to all students over all of these years, who have taught me to marvel at the work that goes into learning to read. Without each and every one of you, there would not have been a desire to write this curriculum. Each and every one of you taught me that there is nothing more critical than to have the necessary skills at your fingertips when you begin the journey into the world of reading! May you all be life-long readers and learners! It's the only way to live and thrive!!



Dr. Michael Heggerty

I would like to express my heartfelt gratitude to Dr. Michael Heggerty, a brilliant educator and amazing mentor. I feel incredibly fortunate to have worked closely with Dr. Heggerty, learning from him so much about the importance of phonemic awareness. Dr. Heggerty had the incredible ability to see greatness and potential in teachers before we even recognized it in ourselves. He was an effective leader who led with integrity and wisdom, and through it all, shared his passion for helping children learn to read. I am honored to carry on his legacy of inspiring all children to be lifelong readers and learners. He is deeply missed. And to my daughters, may you always love to read and learn.



Alisa VanHekken

Preface

In the years leading up to 1996, my colleagues and I were noticing in our school that more and more of our early primary students were being considered for either Title services or our early reading intervention services. It was also a growing concern that more of our kindergarten students were not coming to school prepared for beginning reading instruction, such as letter naming, rhyming, etc. The challenges of getting students ready for successfully learning the early reading skills were increasing, despite the fact that we had an excellent skill-based phonics program, as well as an abundant literature component in our literacy program. We committed to explore explanations for this ever-increasing need for additional reading assistance for our primary students.

In the spring of 1996, we attended a training session with Dr. Roland Good from the University of Oregon, who had developed a program called Dynamic Indicators of Basic Early Literacy Skills (DIBELS). We were pretty convinced that this program's focus on phonemic awareness skills training was the missing component in our literacy program. We devised an action research project for the following year which replicated Dr. Good's studies. Our action research project was a quasi-experimental model with both control and experimental groups. We conducted monthly testing on our students to determine their reading skills trajectories in the areas of letter naming, onset fluency, and segmentation skills. Our study found that the students in the experimental school, who were explicitly taught the phonemic awareness curriculum and practiced the skills daily, outperformed the students in the control school that was not explicitly teaching and practicing these phonemic awareness skills daily.

Based upon the results and success of our action research for our students, we developed a phonemic awareness curriculum approach which became a cornerstone in our literacy program. It truly was the missing component. In the years that followed, I, personally, began to develop and test these written daily phonemic awareness lessons with my students. I have shared this model with many teachers and districts who have enjoyed the same positive increase in their students' performance and readiness to read and write.

I am sure you will find this book of phonemic awareness lesson plans an incredibly important foundation component in your literacy instruction!
Best wishes as you venture into the world of phonemes!



Dr. Michael Heggerty

What is Phonemic Awareness?

Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate sounds, blend and segment the sounds into spoken and written words.

This is the way Dr. Heggerty would dichotomize this for colleagues:

PHONEMIC AWARENESS

- Main focus is on phonemes or sounds
- Deals with spoken language
- Lessons are auditory
- Students work with manipulating sounds in words

PHONICS

- Main focus is on graphemes or letters and their corresponding sounds
- Deals with written language and print
- Both visual and auditory
- Students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure

Pre-Kindergarten Curriculum At-A-Glance

The following weekly lesson plans provide 35-weeks of explicit and systematic phonemic awareness lessons for Pre-Kindergarten classrooms, with lessons for each day of the school week. The lessons are oral and auditory, and the words are not shown in print to the students.

LESSON COMPONENTS:	8 Phonemic Awareness skills with teacher modeling and 2 Early Literacy skills
LESSON LENGTH:	10 – 12 minutes
GROUPING:	Whole group lesson as part of Tier I instruction Small group or individual instruction: Specific skills can be taught to target instruction for Tier II or Tier III intervention
CUSTOMIZED SUPPORT FOR 2, 3, OR 4-DAY PROGRAMS:	If students attend less than 5 days each week, teach a complete lesson each day, and every new week of school, teachers use a new week of phonemic awareness lesson plans. We do not suggest spending multiple weeks within one weekly lesson plan because, as a result, students will not be exposed to more difficult skills found in later weeks of the curriculum. As students progress with the skills throughout the school year, teachers may choose to remove the scaffolded support that is included in the lessons and have students respond on their own, with less or no teacher support. This increases the rigor of the lessons.
ADDITIONAL RESOURCES:	2 Phonemic Awareness Assessments for Pre-Kindergarten (pre and post-assessments): www.heggerty.org/downloads Card Pack and Alphabet Chart for the Alphabet Knowledge activities can be downloaded or purchased at www.heggerty.org Hand Motion video & hand motions printable guide available at www.heggerty.org
ADDITIONAL CURRICULA:	You can find all our curricula available for purchase at www.heggerty.org: - Kindergarten Curriculum (English and Spanish) - Primary Curriculum for 1st and 2nd grade classrooms, and can be used with older learners for intervention (English and Spanish) - Pre-Kindergarten Curriculum (Spanish) - Professional Development options: www.heggerty.org/PD

Phonemic Awareness Lesson Components

TAUGHT IN THE ORDER OF EASIEST TO MOST DIFFICULT

8 Phonemic Awareness Skills:

- I. Rhyming
- II. Onset Fluency
- III. Blending
- IV. Isolating Final or Medial Phonemes
- V. Segmenting
- VI. Adding
- VII. Deleting
- VIII. Substituting

2 Early Literacy Skills:

- I. Alphabet Knowledge
(This is the only part of a phonemic awareness lesson where letters are shown.)
- II. Language Awareness

An Index of the Phonemic Awareness Skills: Pre-Kindergarten Curriculum

Rhyming:

Students practice rhyming with rhyme repetition, rhyme recognition, and rhyme production activities.

LESSON COMPONENT	LESSON PLAN BY WEEK	PAGE NUMBERS
Hearing and repeating rhyming word pairs	Weeks 1-12	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29
Rhyme Recognition	Weeks 13-27	31, 33, 35, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85
Rhyme Production	Weeks 28-35	76, 79, 82, 85

Onset Fluency:

Isolating the initial phoneme.

Isolating onset phonemes (sounds) in spoken words	Weeks 1-23	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 40, 43, 46, 49
Generate words with same onset phoneme	Weeks 24 - 27	52, 55, 58, 61
Phoneme Categorization: Is the onset same or different?	Weeks 28 - 35	64, 67, 70, 73, 76, 79, 82, 85

Blending:

A suggested hand motion for blending is included within the weekly lessons. The teacher and students use their hands as “choppers” to show the syllables or individual phonemes in the words.

Blending individual words into compound words	Weeks 1-4, 13-14	1, 3, 5, 7, 25, 27
Blending syllables into spoken words	Weeks 5-8, 15-16	9, 11, 13, 15, 29, 31
Blending Body-Coda into spoken words	Weeks 9-10	17, 19
Blending Onset-Rime into spoken words	Weeks 11-12, 17-18	21, 23, 33, 35
Blending phonemes (sounds) into spoken words	Weeks 19-35	37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85

Isolating Final or Medial Phonemes:

A suggested hand motion for final sounds and medial sounds is included within the weekly lessons.

Isolating final phonemes (sounds) in spoken words	Weeks 1-12, 22-28, 31-32, 34	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 46, 49, 52, 55, 58, 61, 64, 73, 76, 82
Isolating medial phonemes (vowels) in spoken words	Weeks 13-21, 29-30, 33, 35	25, 27, 29, 31, 33, 35, 37, 40, 43, 67, 70, 79, 85

Segmenting:

The hand motion for segmenting and blending is the same. Students use their hands as “choppers” to show the syllables or phonemes in words.

Segmenting compound words into individual words	Weeks 1-4, 13-14	1, 3, 5, 7, 25, 27
Segmenting spoken words into syllables	Weeks 5-8, 15-16	9, 11, 13, 15, 29, 31
Segmenting spoken words into Onset-Rime	Weeks 9-12, 17-18	17, 19, 22, 24, 33, 35
Segmenting spoken words into phonemes	Weeks 19-35	38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86

An Index of the Phonemic Awareness Skills: Pre-Kindergarten Curriculum

Adding Phonemes:

A suggested hand motion for the teacher is included within the weekly lessons. The teacher models adding words, syllables, or phonemes using open palms.

LESSON COMPONENT	LESSON PLAN BY WEEK	PAGE NUMBERS
Adding words to make compound words	Weeks 1-4, 13-14	2, 4, 6, 8, 26, 28
Adding syllables to words or word parts	Weeks 5-8, 15-16	10, 12, 14, 16, 30, 32
Adding individual phonemes to make words	Weeks 9-12, 17-35	18, 20, 22, 24, 34, 36, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86

Deleting Phonemes:

A suggested hand motion for the teacher is included within the weekly lessons. The teacher models deleting phonemes using open palms.

Deleting words from compound words	Weeks 1-4, 13-14	2, 4, 6, 8, 26, 28
Deleting syllables from spoken words	Weeks 5-8, 15-16	10, 12, 14, 16, 30, 32
Deleting initial phonemes (sounds) from spoken words	Weeks 9-12, 17-35	18, 20, 22, 24, 34, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87

Substituting Phonemes:

The teacher models substituting the initial phoneme using two closed fists.

Substituting the initial phoneme (sound) in spoken words	Weeks 19-35	39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87
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Alphabet Knowledge:

Weeks 1 - 35: Letter cards for letters A through Z are used to provide students with practice to build automaticity with letter names and sounds. This is the only part of the lesson where students see print. Any set of letter cards can be used to teach Letter Naming.

Language Awareness:

Reciting Nursery Rhymes	Weeks 1-35	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87
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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 Repetition												Rhyme Recognition												Rhyme Production														
ONSET FLUENCY	Isolate the Initial Consonant																		Isolate Consonant or Vowel			Generate words with same onset			Categorization: Is the onset same or different?														
BLENDING	Compound Words		Syllables			Body-Coda		Onset - Rime	Compound Words		Syllables		Onset/Rime		Blending Two Phonemes											Blending Three Phonemes													
ISOLATING FINAL OR MEDIAL PHONEMES	Final Sound												Medial Sound											Final Sound					Mixed Skills										
SEGMENTING	Compound Words		Syllables			Onset - Rime			Compound Words		Syllables		Onset/Rime		Segmenting Two Phonemes											Segmenting Three Phonemes													
ADDING	Compound Words		Syllables			Initial Phoneme			Compound Words		Syllables		Initial Phoneme		Adding Two Phonemes Together											Adding Initial Phoneme													
DELETING	Compound Words		Syllables			Initial Phoneme			Compound Words		Syllables		Initial Phoneme		Deleting Onset From Two Phoneme Words											Deleting Initial Phoneme													
SUBSTITUTING																			Substituting Initial Phoneme of Two-Phoneme Words			Substituting Initial Phoneme of Three-Phoneme Words																	
ALPHABET KNOWLEDGE	Singing of the ABC's Use ABC cards every other day						Singing of the ABC's Use ABC cards every day						Introduce Letter Names & Sounds																										
LANGUAGE AWARENESS	Repeating sentences from nursery rhymes and separating into individual spoken words.																																						

Research Findings

- The two best predictors of early reading success are alphabet recognition and phonemic awareness. (Adams, 1990)
- One of the most robust findings of modern reading research is that proficient reading is strongly associated with the ability to identify, remember, and sequence phonemes. (Moats, 2012)
- Phonemic awareness is central in learning to read and spell. (Ehri, 1984)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)
- Every point in a child's development of word-level reading is substantially affected by phonological awareness, from learning letter names all the way up to efficiently adding new, multi-syllabic words to the sight vocabulary. (Kilpatrick, 2015)
- Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonemic awareness training for phonics instruction to be effective. (Blevins, 2017)
- Phonemic awareness is the most important core and causal factor in separating normal and disabled readers. (Adams, 1990)
- Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it [phonemic awareness] is a better predictor than more global measures such as IQ or general language proficiency. (Griffith and Olson, 1992)
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- Yes, there really is a difference in brain activation patterns between good and poor readers. We see the difference when people carry out phonologically based tasks. And that tells us that the area of difficulty - the functional disruption - in poor readers relates to phonological analysis. This suggests that we focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. (Shaywitz, 1999)
- The most comprehensive reading program EXPLICITLY [sic] teaches about the sounds of language. It teaches children that words can be broken up into these smaller units of language, that the letters represent this unit of language - phonics. (Shaywitz, 1999)
- ALL [sic] children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds. (Shaywitz, 1999)

Research Findings

Research and readings regarding phonemic awareness instruction in Pre-Kindergarten and the use of nursery rhymes:

- Research suggests that hearing, learning, and reciting Mother Goose nursery rhymes can help young children take the first steps toward becoming proficient readers.(Sadlier- Oxford, 2000)
- There is a strong link between the nursery rhyme knowledge of Pre-K children and their future success in reading and spelling. (MacLean, Bryant, and Bradley, 1987)
- Beginning in pre-school and continuing through the primary grades, schools must include language activities that develop listening and expressive skills. (California State University, 1995)
- Research also supports the assertion that music and rhyme increase a child’s ability in spatial reasoning, which leads to greater success in school in the subjects of mathematics and science. (Chicago Tribune, 1994)
- From 3 through 4 years of age, children show rapid growth in literacy. They begin to “read” their favorite books by themselves, focusing mostly on reenacting the story from the pictures. Eventually, they progress from telling about each picture individually to weaving a story from picture to picture using language that sounds like reading or written language (Holdaway, 1979; International Reading Association & National Association for the Education of Young Children, 1998; Sulzby, 1991).
- In their literacy development, children progress through several categories of phonological skills. The earliest and easiest tasks involve rhyming, identifying words that rhyme, and thinking of rhyming words. Intermediate tasks involve the blending of phonemes (for example, /i/ and /n/ = in) and syllable splitting (separating the first phoneme of a word from the ending sound: /b/ /at/). The most difficult tasks involve the complete segmentation of phonemes and manipulation of them to form new words (Griffith & Olson, 1992; Hall & Moats, 1999).
- “Research consistently demonstrates that the more children know about language and literacy before they begin formal schooling, the better equipped they are to succeed in reading,” note Burns, Griffin, and Snow (1999, p. 8).

The National Reading Panel Report

Major points from the report of the *National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000*

- Phonemic awareness instruction is effective in teaching children to attend to and manipulate speech sounds in words. PA can be taught and is effective under a variety of teaching conditions with a variety of learners.
- Findings show that teaching children to manipulate the sounds in language helps them learn to read.
- PA instruction produced positive effects on both word reading and pseudoword reading, indicating that it helps children decode novel words as well as remember how to read familiar words.
- PA instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as other languages.
- PA was found to help most children learn to spell, and its effect lasted well beyond the training. However, PA was not effective for improving spelling in disabled readers. This is consistent with other research indicating that disabled readers have a difficult time learning to spell.
- PA instruction may be [sic] most effective when children are taught to manipulate with letters, when instruction is explicitly focused on one or two types of phoneme manipulations rather than multiple types, and when children are taught in small groups.
- PA instruction is more effective when it makes explicit how children are to apply PA skills in reading and writing.
- PA instruction does not need to consume long periods of time. Acquiring PA skills is a means rather than an end.

The Use of Nursery Rhymes

Language play is very developmentally appropriate for primary aged children, including Pre-Kindergarten students. The continuum of language or linguistic development is:

- A child is born.
- A child hears the language.
- A child speaks the language.
- A child learns to hear and play with the elements of that language, through songs, nursery rhymes, poems, word games, tongue twisters, etc.
- A child learns to read, and in English, this is where they encounter the alphabetic principle.

Unfortunately, it seems as if many of today's early readers have missed the opportunity to experience hearing and playing with the language. An ideal way that many of us experienced this was through the use of nursery rhymes, poems, silly songs and tongue twisters in our early years. With this in mind a different nursery rhyme has been included in each weekly lesson, with a review of the 4 learned rhymes every 5th week. The Kindergarten teacher can begin to build a repertoire by exposing their students them to 21 different nursery rhymes while teaching basic phonemic awareness skills.

Kindergarten Nursery Rhymes By Week

WEEK	NURSERY RHYMES	WEEK	NURSERY RHYMES	WEEK	NURSERY RHYMES
1	The Itsy Bitsy Spider	13	Hey Diddle Diddle	25	Review of Weeks 21-24
2	Little Miss Muffet	14	Twinkle, Twinkle Little Star	26	Jack and Jill
3	One, Two, Buckle My Shoe	15	Review of Weeks 11-14	27	Rain, Rain Go Away
4	Old Mother Hubbard	16	Baa, Baa Black Sheep	28	Hickory Dickory Dock
5	Review of Weeks 1-4	17	Three Blind Mice	29	Jack Be Nimble
6	Three Little Kittens	18	Wee Willie Winkie	30	Review of Weeks 26-30
7	Humpty Dumpty	19	Roses Are Red	31	Star Light, Star Bright
8	Mary, Mary, Quite Contrary	20	Review of Weeks 16-19	32	Hot Cross Buns
9	Little Bo Peep	21	Pat a Cake	33	Mary Had a Little Lamb
10	Review of Weeks 6-9	22	Little Jack Horner	34	Pease Porridge Hot
11	One, Two, Three, Four, Five	23	Polly Put the Kettle On	35	Review of Weeks 31-34
12	Little Boy Blue	24	This Little Piggy		

Assessing Students' Phonemic Awareness Skills

The best evidence of a child's understanding of phonemic awareness is in their writing. Therefore, I strongly encourage you to look at students' written attempts to navigate the English language as a strong indicator of their phonemic awareness skills development. I am a strong proponent of not helping students spell words when they initially write, as that is when they will need to use their phonemic awareness skills. In these initial written attempts, teachers can learn so much about what and how the students are attending to the sounds of language, as well as their association of these sounds to the graphemes that correspond with the sounds or phonics.

In addition, teachers should see students applying skills such as blending and segmenting in their authentic reading. There are many ways to coach students during reading to remind them to apply their phonemic awareness skills as they read. Teachers should attempt to help their students integrate their phonemic awareness skills into all areas of literacy, as appropriate grade-level reading and writing is the goal of a sound phonemic awareness skills curriculum.

– Dr. Michael Heggerty

LITERARY RESOURCES HAS CREATED ASSESSMENTS FOR PRE-KINDERGARTEN, KINDERGARTEN AND FIRST GRADE THAT CAN BE ADMINISTERED INDIVIDUALLY TO STUDENTS.

The assessments were created to inform teachers about a child's progress with phonemic awareness and they align to the progression of the skills within the curriculum. They can be downloaded from our website:
www.hegerty.org/downloads

Teachers may also use a lesson during a small group or during one-on-one instruction to informally assess a child's progress with the skills.

Glossary of Terms

Breve Symbol: / ˘ /

The breve symbol is a small arc above the vowel. Short vowel words have breve markings. The short vowel sounds are: / ă / as in cat; / ě / as in desk; / ĭ / as in pig; / ǒ / as in hot; / ŭ / as in cub

Card Pack:

The card pack is any set of alphabet cards. These can be sound-spelling cards with the letter and picture, or just the letter(s). Any set of cards can be used and a set can be purchased through the Heggerty Phonemic Awareness website at www.heggerty.org.

Chopping:

This is what I call segmenting, when both students place their hands together and “chop” the chunks or individual phonemes in words. Make sure the students are chopping from their left to right. (When the teacher is facing the students, s/he must “chop” from right to left.)

Final Sound:

The final sound is the sound at the end of a word.

Macron Symbol: / ˉ /

The macron symbol is a straight line above the vowel. Long vowel words have macron markings. The long vowel sounds are: / ā / as in cake; / ē / as in Pete; / ī / as in nice; / ō / as in nose; / ū / as in cube

Medial Sound:

The medial sound is the sound in the middle of a word. In smaller words, the medial sound is often the vowel sound.

Onset:

The part of the word that comes before the first vowel, which is usually the beginning sound.

Phoneme:

A phoneme is the smallest unit of sound.

Phonemic Awareness:

Phonemic awareness is the understanding that spoken language is made up of individual sounds.

Phonics:

Phonics is the study and understanding that certain letters or combinations of letters are printed or written to make certain sounds.

“Punch it out”

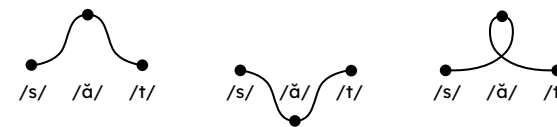
Students raise their fist in the air when they enunciate the requested sound. Use one fist for the final sound and both fists for the medial sound, because then the student’s head is in the “middle” of the two raised arms. [Adapted from Phonemic Awareness, Fitzpatrick, 1997. Creative Teaching Press, Inc. Cypress, CA]

Rime:

A rime is the part of a word that begins with the vowel; some people refer to rimes as “word families.”

Roller Coasters:

Teacher says the word. Students repeat the word and then do one of the following roller coaster actions with their hands. The beginning and ending sounds are on the ground and the medial sound is stressed in the rise, dip, or loop of the action. Remind students that this is just like a real roller coaster: you start and end on the ground and have a thrill in the middle of the ride! This action only works with three phoneme/sound words.



Syllable:

A syllable is a unit of pronunciation uttered without interruption. A syllable usually has only one vowel sound and consonant(s) before or after the vowel(s). Examples: win – ter; re – mem – ber; nap – kin.

Phonemic Awareness

Weekly Lesson Plans

PRE-KINDERGARTEN CURRICULUM

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About the Authors

Michael Heggerty, Ed.D. was a veteran elementary educator of 30+ years. He served as a classroom teacher for 28 years, including 24 years as a first grade teacher. Dr. Heggerty was always a life-long learner himself, and his vitae included two master degrees and a doctorate.

As a first grade classroom teacher, Dr. Heggerty worked on an action research project on the importance of phonemic awareness in acquiring and mastering sound reading skills. He continued to research and develop phonemic awareness curriculum materials in the succeeding years. In 2003, Dr. Heggerty formed Literacy Resources to publish the original primary version of his phonemic awareness curriculum, *Phonemic Awareness: The Skills That They Need to Help Them Succeed!*, which was the product of his research and classroom work. He has presented this research and instructional design at many conferences.

Dr. Heggerty moved into administration and served as an Assistant Superintendent of Curriculum and Instruction for seven years before retiring. Although no longer in the classroom, Dr. Heggerty continued to impact the learning of many students through improvements made as an educational leader and through his work with Literacy Resources. Sadly, Dr. Heggerty passed away in 2013 but his legacy in elementary education lives on through his phonemic awareness curriculum.

Christine Hollmann has trained with Dr. Michael Heggerty on the use of his phonemic awareness program and under his direction developed this early childhood version. She has seven years of teaching experience in first grade, and worked in daycare for four years. She holds a bachelor and a master's degree in early childhood education, as well as a master's degree in reading specialist instruction. During her seven years as a first grade teacher, she used Dr. Heggerty's phonemic awareness program daily as well as his five-day writing plan. Christine worked as a K-2 reading specialist in a school district in the western suburbs of Chicago.

Alisa VanHekken, M.Ed. is an experienced teacher and Reading Specialist. Alisa has taught Kindergarten, 1st grade and provided student support services as a Reading Specialist. Alisa was trained in the Phonemic Awareness curriculum by Dr. Heggerty himself, and worked closely with him for over six years. Alisa began working with Literacy Resources in 2012, and serves as Chief Academic Officer. Alisa and the PD team are available to provide schools and districts with training in the Phonemic Awareness curriculum.

ALISA AND THE PD TEAM CAN BE CONTACTED AT: PD@HEGGERTY.ORG