

# Phonemic Awareness

PRIMARY VERSION

2020 EDITION

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

by Michael Heggerty, Ed.D.

With Revisions By Alisa VanHekken, M.Ed.

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# 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 Karin, Karen, JoAnn, Carol, and Bob for their commitment to see if phonemic awareness was indeed a missing link in our curriculum;
- To Jan, Kerri, Lisa, Denise, Karen, and Karen for their openness to journey into this unknown area and to give such strong professional commitment to seeing that our students learned these important skills – but even more importantly, for your abilities to look for and to celebrate our students' achievement which we felt was a result of our phonemic awareness curriculum;
- To Tom for his untiring efforts at typing, retyping, and then adjusting, and retyping again;
- To the countless teachers, from many districts and conferences, who over the years have asked for this curriculum to be published and sold;
- And finally, to all my 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!!

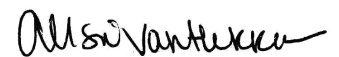


Dr. Michael Heggerty

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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. 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.

- To Marjorie Bottari for her passion for educating teachers and her dedication to revising this curriculum. I could not have done it without you
- To Tom Corless for your unwavering commitment to continuing Michael's work.



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

# Primary Curriculum At-A-Glance

The following weekly lesson plans provide 35-weeks of explicit and systematic phonemic awareness lessons for 1st grade 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.

<b>LESSON COMPONENTS:</b>	8 Phonemic Awareness skills and 2 Early Literacy skills (each weekly lesson plan is three pages long)
<b>LESSON LENGTH:</b>	10 – 12 minutes
<b>GROUPING:</b>	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
<b>ADDITIONAL RESOURCES:</b>	- 3 Benchmark Phonemic Awareness Assessments for 1 <sup>st</sup> Grade: <a href="http://www.heggerty.org/downloads">www.heggerty.org/downloads</a> - Card Pack and Alphabet Chart for Letter Naming can be downloaded or purchased at <a href="http://www.heggerty.org">www.heggerty.org</a> - Hand Motion video & hand motions printable guide available at <a href="http://www.heggerty.org">www.heggerty.org</a>
<b>ADDITIONAL CURRICULA:</b>	<b>You can find all our curricula available for purchase at <a href="http://www.heggerty.org">www.heggerty.org</a>:</b> - Pre-Kindergarten Curriculum (English and Spanish) - Kindergarten Curriculum (English and Spanish) - Professional Development options: <a href="http://www.heggerty.org/pd">www.heggerty.org/pd</a>

## USING THE CURRICULUM WITH STUDENTS IN 2ND GRADE AND ABOVE

<b>LESSON COMPONENTS:</b>	8 Phonemic Awareness skills and Alphabet Knowledge as needed (each weekly lesson plan is three pages long)
<b>LESSON LENGTH:</b>	10 – 12 minutes for a complete lesson
<b>GROUPING:</b>	Whole group lesson as part of Tier I instruction, beginning at Weeks 12-15. Small group or individual instruction for intervention: Specific skills that need the most reinforcement should be taught and the lesson would be 5-7 minutes in length

The 2020 edition of the curriculum presents the eight Phonemic Awareness skills in a revised order to reflect the progression of these important literacy skills. Lessons progress from Early Phonological Awareness Skills to Basic Phonemic Awareness Skills, and end with the Advanced Phonemic Awareness skills. Letter Naming and Language Awareness are two Early Literacy Skills that help students connect what is learned through the oral phonemic awareness lessons to decoding words in print.

Other notes:

1. Syllabication and pronunciation are in many cases dialectically controlled. I consulted many dictionaries in writing these lesson plans and often discovered conflicting results. In any case, if you disagree with any of my syllables or diacritical markings, please feel free to change them to your preference and/or reasoning.

# 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: Primary Curriculum

LESSON COMPONENT	LESSON PLAN BY WEEK	PAGE NUMBERS
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## Rhyming:

Students practice rhyming with rhyme recognition and rhyme production activities.

Recognizing rhyming words	Weeks 1-4, 12, 16, 18-23, 26-28, 30, 32, 33, 35	1, 4, 7, 10, 34, 46, 52, 55, 58, 61, 64, 67, 76, 79, 82, 88, 94, 97, 103
Recognizing rhyming words in a series of words	Weeks 7-10, 12, 14, 15, 18, 21, 23, 24	19, 22, 25, 34, 40, 43, 52, 61, 67, 70
Producing a rhyming word with a rime or familiar word	Weeks 10-11, 13, 17, 19, 25, 27, 29, 31, 34	28, 31, 37, 49, 55, 73, 79, 85, 91, 100
Producing a rhyming word with a nonsense word	Weeks 5-6, 23, 26, 34, 35	13, 16, 67, 76, 100, 103

## Onset Fluency:

Isolating the initial phoneme.

Isolating onset phoneme (initial sound) in spoken words	Weeks 1, 2, 7, 11, 14, 17, 18, 20-24	1, 4, 19, 31, 40, 49, 58, 61, 64, 67, 70
Isolating the onset phoneme in a series of words	Weeks 3-6, 8-10, 12, 13, 15, 16, 18	7, 10, 13, 16, 22, 25, 28, 34, 43, 52
Phoneme Categorization	Weeks 13, 16, 19	37, 46, 55

## 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, 2	1, 4
Blending syllables into spoken words	Weeks 3, 4, 28-35	7, 10, 82, 85, 88, 91, 94, 97, 100, 103
Blending onset with rime into spoken words	Weeks 5, 6	13, 16
Blending body-coda into spoken words	Week 7	19
Blending phonemes (sounds) into spoken words	Week 8-27	22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79

## Isolating Final or Medial Phonemes:

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

Isolating final phonemes in spoken words	Weeks 1-8, 12, 16, 17, 19, 20, 23, 24, 28, 31	1, 4, 7, 10, 13, 16, 19, 22, 34, 46, 49, 55, 67, 70, 82, 91
Isolating medial phonemes in spoken words	Weeks 10-12, 14-17, 19, 21-25, 27, 29, 30	28, 31, 34, 40, 43, 46, 49, 55, 61, 64, 67, 70, 73, 79, 85, 88
Phoneme Categorization	Weeks 9, 20, 26	25, 58, 76
Isolating final syllables in spoken words	Weeks 32-33, 35	94, 97, 103
Phoneme Location	Weeks 13, 18, 34	37, 52, 100

## 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, 2	2, 5
Segmenting spoken words into syllables	Weeks 3, 4, 28-35	8, 11, 83, 86, 89, 92, 95, 98, 101, 104
Segmenting spoken words into onset rime	Weeks 5, 6, 7	14, 17, 20
Segmenting spoken words into phonemes	Weeks 8-27	23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80

# An Index of the Phonemic Awareness Skills: Primary Curriculum

LESSON COMPONENT	LESSON PLAN BY WEEK	PAGE NUMBERS
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## 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.

Adding words to make compound words	Weeks 1, 2	2, 5
Adding syllables to words or word parts	Weeks 3, 4, 30, 31	8, 11, 89, 92
Adding initial phonemes to spoken words	Weeks 5-18, 28, 29, 32, 35	14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 83, 86, 95, 104
Adding final phonemes to spoken words	Weeks 19-24, 33	56, 59, 62, 65, 68, 71, 98
Adding a rime to the end of a word	Weeks 20-24, 34	59, 62, 65, 68, 71, 101
Adding the second phoneme to make a consonant blend	Weeks 25, 26, 27	74, 77, 80

## Deleting Phonemes:

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

Deleting words from compound words	Weeks 1, 2	2, 5
Deleting syllables from spoken words	Weeks 3, 4, 30, 31	8, 11, 89, 92
Deleting initial phonemes from spoken word	Weeks 5-18, 28, 29, 32, 35	14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 83, 86, 95, 104
Deleting final phonemes from spoken words	Weeks 19-24, 33	56, 59, 62, 65, 68, 71, 98
Deleting the rime from the end of a word	Weeks 20-24, 34	59, 62, 65, 68, 71, 101
Deleting the second phoneme from a consonant blend	Weeks 25, 26, 27	74, 77, 80

## Substituting Phonemes:

A suggested hand motion for the teacher is included within the weekly lessons. The teacher models substituting words, syllables, or phonemes using two closed fists.

Substituting a word or syllable in 2 and 3-syllable words	Weeks 1, 2, 3, 4	3, 6, 9, 12
Substituting the initial phonemes in spoken words	Weeks 5-17, 29, 32	15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 87, 96
Substituting the rime in spoken words	Weeks 18, 19, 33	54, 57, 99
Substituting the final phonemes in spoken words	Weeks 20-24, 34	60, 63, 66, 69, 72, 102
Substituting the medial (vowel) phonemes in spoken words	Weeks 25-28, 30, 35	75, 78, 81, 84, 90, 105
Substituting the second letter of a consonant blend	Week 31	93

## Alphabet Knowledge:

Letter cards are used to provide students with practice with letter names and sounds. This is the only part of the lesson where students see print. Letter cards for teaching blends and digraphs can be downloaded under the Resources tab on our website: <a href="http://www.heggerty.org">www.heggerty.org</a>
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## Language Awareness:

Repeating a sentence aloud	Weeks 1-6	3, 6, 9, 12, 15, 18
Counting the number of words in a sentence	Weeks 1-6	3, 6, 9, 12, 15, 18
Reciting Nursery Rhymes	Weeks 7-8	21, 24



# 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
<b>RHYMING</b>	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				
<b>ONSET FLUENCY</b>	Consonants and Vowels						Consonants, Vowels & Digraphs			Consonant Blends, Digraphs, Consonants, and Vowels																									
<b>BLENDING</b>	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																
<b>ISOLATING FINAL OR MEDIAL PHONEMES</b>	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											
<b>SEGMENTING</b>	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																	
<b>ADDING</b>	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														
<b>DELETING</b>	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														
<b>SUBSTITUTING</b>	Compound Words	Syllables	Initial Phonemes						Rimes	Final Phonemes					Vowels			Initial Phoneme	Vowel	2nd letter of blend	Initial Phoneme	Rimes	Final Phoneme	Vowel											
<b>ALPHABET KNOWLEDGE</b>	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																	
<b>LANGUAGE AWARENESS</b>	Repeating sentences; Counting words				Nursery Rhymes		Teacher can create additional sentences if students still need practice with this skill.																												

# Alignment to the Common Core State Standards for Phonological Awareness: Grade 1

CCSS.ELA-LITERACY.RF.1.2 DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

COMMON CORE STATE STANDARDS	ALIGNMENT TO: HEGGERTY PA CURRICULUM
<p>CCSS.ELA-Literacy.RF.1.2a:</p> <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>	<p>Weekly Lessons that meet CCSS.ELA-Literacy.RF.1.2a:</p> <ul style="list-style-type: none"> <li>Identify the short or long vowel sound in words: Weeks 10-12, 14, 16, 17, 25, 29, 30</li> <li>Substitute the vowel sound in words: Weeks 25-28, 30, 35</li> </ul>
<p>CCSS.ELA-Literacy.RF.1.2b:</p> <ul style="list-style-type: none"> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	<p>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2b:</p> <ul style="list-style-type: none"> <li>Blending phonemes into spoken words: Weeks 8-27</li> </ul>
<p>CCSS.ELA-Literacy.RF.1.2c:</p> <ul style="list-style-type: none"> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>	<p>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2c:</p> <ul style="list-style-type: none"> <li>Isolate and pronounce initial sounds in one-syllable and multi-syllabic words: Weeks 1-24</li> <li>Isolate and pronounce medial vowel sounds in words: Weeks 10-12, 14-17, 19-27, 29, 30</li> <li>Isolate and pronounce final sounds in spoken words: Weeks 1-9, 12, 16, 17, 19, 20, 23, 24, 26, 28, 31</li> </ul>
<p>CCSS.ELA-Literacy.RF.1.2d:</p> <ul style="list-style-type: none"> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<p>Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2d:</p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes: Weeks 8-27</li> </ul>

# 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)

# 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 (PA) refers to the ability to focus on and manipulate phonemes in spoken words. To be clear, phonemic awareness instruction is not synonymous with phonics instruction that entails teaching students how to use grapheme-phoneme correspondences to decode or spell words.
- 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 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.
- PA was found to help most children learn to read and spell, and its effects lasted well beyond training.
- Phonemic Awareness was identified as one of the five components of effective reading instruction.

# 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](http://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](http://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”

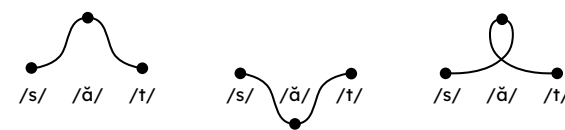
Students raise their fist in the air when they enunciate the requested sound. Use one fist for the final sound and both fists for the medial sound, because then the student’s head is in the “middle” of the two raised arms. [Adapted from Phonemic Awareness, Fitzpatrick, 1997. Creative Teaching Press,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

PRIMARY CURRICULUM

2020 EDITION

# 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.

**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..

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