



**Sample
Lessons**

Phonemic Awareness

**35-weeks of Explicit and Systematic Phonological
and Phonemic Awareness Lessons**

**KINDERGARTEN
Curriculum**

2022 Edition



The #1 Phonemic Awareness Curriculum

EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

Scope and Sequence: Kindergarten

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		
Rhyme	Rhyme Repetition	Rhyme Recognition										Rhyme Production																									
Initial Phoneme Isolation	Isolate Initial Consonants				Isolate Initial Consonants: Series of Words				Isolate Initial Consonants and Short Vowels				Isolate Initial Consonants, Short Vowels, and Long Vowels				Isolate Initial Digraphs		Isolate Initial Phoneme of a Blend																		
Blend	Compound Words	Syllables			Body-Coda		Onset - Rime		Blending Two Phonemes		Blending Three Phonemes										Blending Three Phonemes: Digraphs		Blending Four Phonemes: Blends				Blending Three or Four Phonemes										
Phoneme Isolation: Final or Medial Sounds	Final Phoneme Isolation								Final Phoneme Isolation: Series of Words		Medial Phoneme Isolation: Short Vowels				Medial Phoneme Isolation: Long Vowels		Medial Phoneme Isolation: Short & Long Vowels		Final Phoneme Isolation: Digraphs		Final Phoneme Isolation: Consonants and Digraphs		Medial Phoneme Isolation														
Segment	Compound Words	Syllables			Onset - Rime				Segment Words into Two Phonemes		Segment Words into Three Phonemes										Segment Words into Three Phonemes with Digraphs		Segment Words into Four Phonemes: Blends				Segment Words into Three or Four Phonemes										
Add	Compound Words	Syllables			Add Initial Phoneme										Add Initial Phoneme: Digraphs		Add Initial Phoneme: Mixed Rimes		Add Final Phoneme of a Blend																		
Delete	Compound Words	Syllables			Delete Initial Phoneme										Delete Initial Phoneme: Digraphs		Delete Initial Phoneme: Mixed Rimes		Delete Final Phoneme																		
Substitute	Compound Words	Syllables			Substitute Initial Phoneme										Substitute Initial Phoneme: Digraphs		Substitute Initial Phoneme: Mixed Rimes		Substitute Final Phoneme				Substitute Vowel/Medial Phoneme														
Early Literacy Skills																																					
Alphabet Knowledge	26 Letters & Sounds: Alphabetical Order				26 Letters & Sounds: Random Order				Letters & Sounds: Random Order/As Needed						Multiple Sounds of Consonants & Vowels						Consonant Digraphs		L Blends	S Blends	L&S Blends		R Blends	L, S, R Blends		Review of Consonants, Digraphs, Vowels, and Blends							
Phoneme - Grapheme Connection											Map Initial Phonemes		Map Final Phonemes		Map Medial Phonemes		Connect Phonemes to Graphemes																				
Language Awareness	Sentence Repetition: Counting Words		Sentence Completion: Counting Words			Nursery Rhymes																															

Week 3



Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Rhyme Recognition

▷ I will say two words; say the words back to me. Show me thumbs up if the words rhyme and thumbs down if they don't rhyme.

⊕ EXAMPLE: T: map, tap
→ s: map, tap (thumbs up)

Optional: Teachers can identify the rhyming part for each set of words (see overview pages for an example).

▶ SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

map, tap wig, big yes, me fun, sun hot, fame	hen, pen beat, seat pat, home mop, top knock, line	wet, set walk, tell ran, fan top, name pick, quick	bag, tag cat, dog rock, sock lip, hip mess, help	sat, hat nod, rod had, mom read, bus duck, luck
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Initial Phoneme Isolation

▷ We will listen for the first sound we hear in words. The first sound comes at the *beginning* of a word. I will say a word; say the word back to me and tell me the first sound you hear.

⊕ EXAMPLE: T: one → s: one /w/*
*Students say sound, not letter name

Optional: Teacher can share vocabulary focus with students. Example: "We will listen for the first sound we hear in number words."

▶ SKILL FOCUS: We are listening for the first sound we hear in words.

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
one	/w/	pink	/p/	nose	/n/	happy	/h/	pizza	/p/
two	/t/	yellow	/y/	legs	/l/	sad	/s/	tacos	/t/
four	/f/	white	/w/	head	/h/	worried	/w/	soup	/s/
six	/s/	green	/g/	feet	/f/	mad	/m/	corn	/k/
nine	/n/	violet	/v/	toes	/t/	tired	/t/	banana	/b/
Vocabulary Focus: Numbers		Vocabulary Focus: Colors		Vocabulary Focus: Parts of our Body		Vocabulary Focus: Feelings		Vocabulary Focus: Food/Things We Eat	

Blending Syllables

▷ **Monday Model:** I will say two syllables and blend them together to make one big word. Then, it is your turn.

Tuesday-Friday: I will say two syllables; say the syllables back to me and blend them together to say the whole word.

⊕ EXAMPLE: T: up - set s: up - set, upset

▶ SKILL FOCUS: When we blend, we put syllables together to make one big word.

The teacher provides modeling for this new task and the students repeat.		2 SYLLABLES	WHOLE WORD	2 SYLLABLES	WHOLE WORD	2 SYLLABLES	WHOLE WORD	2 SYLLABLES	WHOLE WORD
TEACHER	STUDENT								
in-sect, insect	in-sect, insect	up - set	upset	sum - er	summer	pump - kin	pumpkin	cen - ter	center
pup-it, puppet	pup-it, puppet	pen - cil	pencil	win - ter	winter	un - til	until	sim - ple	simple
nap-kin, napkin	nap-kin, napkin	car - pit	carpet	pret - zel	pretzel	num - ber	number	pil - ow	pillow
doc-tor, doctor	doc-tor, doctor	ab - sent	absent	wel - come	welcome	hap - ē	happy	den - tist	dentist
bas-kit, basket	bas-kit, basket	hab - it	habit	jack - it	jacket	gig - le	giggle	fin - ish	finish
tick-it, ticket	tick-it, ticket	af - ter	after	sis - ter	sister	prin - cess	princess	rab - it	rabbit

👏 **Blending hand motion:**
Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phoneme Isolation: Final Sounds

▷ I will say a word; say the word back to me and punch up the last sound you hear.

⊕ EXAMPLE: T: pick → s: pick /k/*
*Students say sound, not letter name

▶ SKILL FOCUS: We are listening for the last sound we hear in a word.

WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND
pick	/k/	bus	/s/	tub	/b/	if	/f/	love	/v/
hid	/d/	let	/t/	some	/m/	hug	/g/	dome	/m/
root	/t/	tube	/b/	froze	/z/	hiss	/s/	flock	/k/
cuff	/f/	five	/v/	ten	/n/	age	/j/	cube	/b/
rag	/g/	made	/d/	keep	/p/	lake	/k/	had	/d/
came	/m/	buzz	/z/	mess	/s/	neat	/t/	gone	/n/

👏 **Final Sound hand motion:**
Punch it out - Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

Monday

Tuesday

Wednesday

Thursday

Friday

Segmenting Syllables

► **Monday Model:** We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. I will say a word, segment it into syllables, and tell you how many syllables I hear. Then, it is your turn.

Tuesday-Friday: I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.

👉 EXAMPLE: T: insect → S: insect, in - sect, 2

► **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into syllables. A syllable is a part of a word with a vowel sound.

The teacher provides modeling for this new task and the students repeat.		WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES
TEACHER	STUDENT								
center, cen - ter, 2	center, cen - ter, 2	insect	in - sect (2)	upset	up - set (2)	summer	sum - er (2)	pumpkin	pump - kin (2)
simple, sim - ple, 2	simple, sim - ple, 2	puppet	pup - it (2)	pencil	pen - cil (2)	winter	win - ter (2)	until	un - til (2)
pillow, pil - ow, 2	pillow, pil - ow, 2	napkin	nap - kin (2)	carpet	car - pit (2)	pretzel	pret - zel (2)	number	num - ber (2)
dentist, den - tist, 2	dentist, den - tist, 2	doctor	doc - tor (2)	absent	ab - sent (2)	welcome	wel - come (2)	happy	hap - ē (2)
finish, fin - ish, 2	finish, fin - ish, 2	basket	bas - kit (2)	habit	hab - it (2)	jacket	jack - it (2)	giggle	gig - le (2)
rabbit, rab - it, 2	rabbit, rab - it, 2	ticket	tick - it (2)	after	af - ter (2)	sister	sis - ter (2)	prin - cess	prin - cess (2)

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

Adding Final Syllables

► **Monday Model:** We will add a syllable to the end of a word to make a new word. I will say a word and add a syllable to the end. Then, I will blend the parts together and say the new word.

Tuesday-Friday: I will say a word and you will say it back to me. We will add a syllable to the end and you will say the new word.

👉 EXAMPLE: T: Say, run → S: run
T: Add /ing/ at the end and the word is? → S: running

► **SKILL FOCUS:** We can add a syllable at the end of a word to make a new word.

The teacher provides modeling for this new skill and the students repeat.			SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
T: Say, fast S: fast T: Add /er/ at the end and the word is fast -er, faster. Say, faster S: faster			run-	/ing/	running	nice-	/er/	nicer	meet-	/ing/	meeting	funny-	/er/	funnier
SAY: ADD: THE WORD IS:			dust-	/ing/	dusting	dark-	/er/	darker	talk-	/ing/	talking	heavy-	/er/	heavier
cold- /er/ colder			mow-	/ing/	mowing	large-	/er/	larger	walk-	/ing/	walking	easy-	/er/	easier
slow- /er/ slower			cook-	/ing/	cooking	high-	/er/	higher	think-	/ing/	thinking	happy-	/er/	happier
clean- /er/ cleaner			laugh-	/ing/	laughing	great-	/er/	greater	look-	/ing/	looking	early-	/er/	earlier
neat- /er/ neater														
fast- /er/ faster														

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

Deleting Final Syllables

► **Monday Model:** We will delete or take away a syllable from the words we just heard. I will say a word and take away the syllable from the end. Then, I will tell you what is left.

Tuesday-Friday: We will delete or take away a syllable from the words we just heard. I will say a word and you will say it back to me. Then we will take away a syllable from the end, and say what is left.

👉 EXAMPLE: T: Say, running → S: running
T: Without /ing/, what's left is? → S: run

► **SKILL FOCUS:** We can delete a syllable from the end of a word and say what is left.

The teacher provides modeling for this new task and the students repeat.			SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
T: Say, faster → S: faster T: Without /er/, what's left is fast. Say, fast. → S: fast			running	/ing/	run	nicer	/er/	nice	meeting	/ing/	meet	funnier	/er/	funny
SAY: WITHOUT: WHAT'S LEFT IS:			dusting	/ing/	dust	darker	/er/	dark	talking	/ing/	talk	heavier	/er/	heavy
colder /er/ cold			mowing	/ing/	mow	larger	/er/	large	walking	/ing/	walk	easier	/er/	easy
slower /er/ slow			cooking	/ing/	cook	higher	/er/	high	thinking	/ing/	think	happier	/er/	happy
cleaner /er/ clean			laughing	/ing/	laugh	greater	/er/	great	looking	/ing/	look	earlier	/er/	early
neater /er/ neat														
faster /er/ fast														

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

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Substituting Syllables

▷ **Monday Model:** We will change the first syllable of a word to make a new word. I will say a word, and you will say it back to me. We will change the first syllable, and then blend the two parts together to make a new word.

Tuesday-Friday: I will say a word, you will say it back to me. I will change the first syllable, and you will tell me the new word.

⇒ **EXAMPLE:** T: Say, strongest → s: strongest
T: Change /strong/ to /cheap/ and the word is? → s: cheapest

► **SKILL FOCUS:** We can change a syllable to make a new word.

The teacher provides modeling for this new skill and the students repeat.

T: Say, chunky. S: chunky. T: Change chunk to speed and the word is speed-ē, speedy. Say, speedy. S: speedy

SAY:	ADD:	THE WORD IS:
speedy	speed to mud	mud-ē, muddy
muddy	mud to fun	fun-ē, funny
funny	fun to crab	crab-ē, crabby
crabby	crab to chunk	chunk-ē, chunky
chunky	chunk to speed	speed-ē, speedy

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
strongest	strong to cheap	cheapest	shouted	shout to wait	waited	painful	pain to help	helpful	parking	park to play	playing
cheapest	cheap to cool	coolest	waited	wait to heat	heated	helpful	help to use	useful	playing	play to read	reading
coolest	cool to bright	brightest	heated	heat to pound	pounded	useful	use to hope	hopeful	reading	read to count	counting
brightest	bright to sweet	sweetest	pounded	pound to list	listed	hopeful	hope to thank	thankful	counting	count to see	seeing
sweetest	sweet to strong	strongest	listed	list to shout	shouted	thankful	thank to pain	painful	seeing	see to park	parking

► **Substituting hand motion:**

Tacher 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 to say the new word.

Early Literacy Skills

Alphabet Knowledge

▷ **Monday, Wednesday, & Friday:** I will show you a card for each letter, and we will say, "Letter is __; Sound is __."

Tuesday & Thursday: We will practice saying just the name of each letter, and then we will say just the sound each letter makes.

► **SKILL FOCUS:** We can learn letter names and letter sounds. Each letter has a name and a sound.

PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __; Show each alphabet card and say just the sound each letter makes. Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __; Show each alphabet card and say just the sound each letter makes. Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."

Language Awareness

▷ I will say a sentence and you will say the sentence back to me. Then, we will repeat the sentence and use our fingers to count the words we hear. A word can have more than one syllable. A syllable is a part of a word with a vowel sound.

► **SKILL FOCUS:** We can repeat a sentence aloud, counting the words we hear.

I like my friends!	(4)	I love art!	(3)	Going to school is fun.	(5)	I like counting things!	(4)	My class is the best class!	(6)
We play together.	(3)	I like clapping my hands.	(5)	Do you like riding bikes?	(5)	Are you a hard worker?	(5)	I have many friends here.	(5)
Do you like to share?	(5)	I try hard at school!	(5)	I raise my hand.	(4)	I practice reading at school.	(5)	Do you try your best?	(5)
I always say please.	(4)	Do you go to the playground?	(6)	I smile when I am happy.	(6)	Drawing pictures is fun.	(4)	Our teacher is proud of us.	(6)
Do you like to read books?	(6)	I like singing a lot.	(5)	I like talking to my friends.	(6)	Do you like to read?	(5)	Learning is so much fun!	(5)



Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Rhyme Recognition

▷ I will say two words; say the words back to me. Show me thumbs up if the words rhyme and thumbs down if they don't rhyme.

Teacher Note: When words rhyme, ask students to identify the rhyming part.

⊕ **EXAMPLE:** T: take, make → s: take, make (thumbs up) T: What is the rhyming part? → s: -ake

▶ **SKILL FOCUS:** When words rhyme, we hear the same middle and final sounds.

take, make jam, pot fun, sun cape, tape couch, chair	joke, tag mark, park wedge, ledge car, bike shed, led	save, gave desk, help fill, bill one, mess shin, fin	dish, wish lump, bump disk, watch card, sip light, might	fan, can dad, cup rest, pest shirt, purge mug, rug
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Initial Phoneme Isolation

▷ We will listen for the first sound we hear in words. I will say three words, listen carefully and tell me the first sound you hear in all three words.

⊕ **EXAMPLE:** T: bunny, bump, baby → s: /b/*

*Students say sound, not letter name

▶ **SKILL FOCUS:** We are listening for the first sound we hear in words.

WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND
bun, bump, baby	/b/	football, fish, fell	/f/	joke, jacket, jungle	/j/	yummy, young, yard	/y/	player, pair, present	/p/
winter, wide, work	/w/	map, make, mouse	/m/	rope, round, rattle	/r/	cage, candle, catch	/k/	window, week, water	/w/
king, kitten, kind	/k/	pack, pencil, past	/p/	visit, voice, vine	/v/	happy, hope, her	/h/	banana, better, bake	/b/
zip, zoom, zero	/z/	game, give, gone	/g/	teeth, talk, turtle	/t/	dime, dessert, dentist	/d/	nickel, name, neck	/n/
guitar, good, golf	/g/	sister, song, silly	/s/	near, never, neat	/n/	letter, last, lucky	/l/	guest, gum, give	/g/

Blending Body-Coda

▷ **Monday Model:** I will say two parts of a word and blend them together to make one word. Then, it is your turn.

Tuesday - Friday: I will say two parts of a word; say the parts back to me and blend them together to make one word.

⊕ **EXAMPLE:** T: jō - b* → s: jō - b*, job

*Say sound, not letter name

▶ **SKILL FOCUS:** When we blend, we put two parts of a word together to make one word.

The teacher provides modeling for this new skill and the students repeat.		2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD
TEACHER	STUDENT	jō - b	job	hī - z	his	lā - k	lake	lī - t	light
mū - d, mud	mū - d, mud	lū - ck	luck	jē - p	jeep	tā - g	tag	cā - j	cage
rē - d, red	rē - d, red	sē - t	seat	dō - t	dot	boo - m	boom	bū - s	bus
bā - ck, back	bā - ck, back	tā - p	tape	fā - s	face	rū - g	rug	fē - t	feet
hā - d, had	hā - d, had	fī - n	fine	rī - m	rim	mā - d	made	tā - p	tap
tā - k, take	tā - k, take	vē - t	vet	tō - d	toad	nō - z	nose	nō - d	nod
jā - m, jam	jā - m, jam								

☞ **Blending hand motion:**

Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop each for the body of the word and the final sound. Students mirror the teacher by chopping and then sliding their hands to say the whole word.

Phoneme Isolation: Final Sounds

▷ I will say a word; say it back to me and punch up the last sound you hear.

⊕ **EXAMPLE:** T: lob → s: lob /b/*

*Students say sound, not letter name

▶ **SKILL FOCUS:** We are listening for the last sound we hear in a word.

WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND
lob	/b/	dress	/s/	ease	/z/	coat	/t/	hive	/v/
shed	/d/	mat	/t/	dove	/v/	leg	/g/	buys	/z/
wife	/f/	live	/v/	mug	/g/	shark	/k/	tube	/b/
tug	/g/	toes	/z/	shop	/p/	page	/j/	wage	/j/
wit	/t/	tough	/f/	leak	/k/	load	/d/	mice	/s/
sage	/j/	hook	/k/	mass	/s/	loom	/m/	food	/d/

☞ **Final Sound hand motion:**

Punch it out -Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

Monday

Tuesday

Wednesday

Thursday

Friday

Segmenting Onset-Rime

▷ **Monday Model:** I will say a word and chop it into two parts: the first sound, and the rest of the word. Then, it is your turn.

Tuesday - Friday: I will say a word; say the word back to me and chop it into two parts: the first sound, and the rest of the word.

⌚ **EXAMPLE:** T: mud → s: mud, m* - ud

*Students say sound, not letter name

▶ **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into two parts: the first sound and the rest of the word.

The teacher provides modeling for this new skill and the students repeat.		WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS
TEACHER	STUDENT	mud	m - ud	job	j - ob	his	h - iz	lake	l - ake
light, l - ight	light, l - ight	red	r - ed	luck	l - uck	jeep	j - eep	tag	t - ag
cage, c - age	cage, c - age	back	b - ack	seat	s - eat	dot	d - ot	boom	b - oom
bus, b - us	bus, b - us	had	h - ad	tape	t - ape	face	f - ace	rug	r - ug
feet, f - eet	feet, f - eet	take	t - ake	fine	f - ine	rim	r - im	made	m - ade
tap, t - ap	tap, t - ap	jam	j - am	vet	v - et	toad	t - oad	nose	n - oze
nod, n - od	nod, n - od								

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

Adding Initial Phonemes

▷ **Monday Model:** I will say a word part, and you will say it back to me. I will add a sound at the beginning and say the new word.

Tuesday - Friday: I will say a word part and you will say it back to me. We will add a sound at the beginning and you will say the new word.

⌚ **EXAMPLE:** T: Say, in → s: in

T: Add /f/* at the beginning and the word is? → s: fin

*Say sound, not letter name

▶ **SKILL FOCUS:** We can add a syllable at the end of a word to make a new word.

The teacher provides modeling for this new skill and the students repeat.			SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
T: Say, -at s: -at T: When I add /b/ at the beginning, the word is /b/-at/, bat. Say, bat s: bat			-in	/f/	fin	-ot	/d/	dot	-ut	/r/	rut	-ed	/b/	bed
SAY:	ADD:	THE WORD IS:	-in	/p/	pin	-ot	/g/	got	-ut	/k/	cut	-ed	/f/	fed
-at	/s/	sat	-in	/t/	tin	-ot	/n/	not	-ut	/g/	gut	-ed	/l/	led
-at	/h/	hat	-in	/w/	win	-ot	/p/	pot	-ut	/n/	nut	-ed	/r/	red
-at	/k/	cat	-in	/b/	bin	-ot	/l/	lot	-ut	/h/	hut	-ed	/w/	wed
-at	/m/	mat												
-at	/p/	pat												

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

Deleting Initial Phonemes

▷ **Monday Model:** We will delete or take away the first sound from the words we just heard. I will say a word, take away the first sound, and will tell you what is left.

Tuesday-Friday: We will delete or take away the first sound from the words we just made. I will say the word, and you will say it back to me. I will tell you the sound to delete and you will say what is left.

⌚ **EXAMPLE:** T: Say, fin → s: fin

T: Without /f/*, what's left is? → s: -in

*Say sound, not letter name

▶ **SKILL FOCUS:** We can delete a sound from the beginning of a word and say what is left.

The teacher provides modeling for this new task and the students repeat.			SAY:	WITHOUT:	WHAT'S LEFT IS	SAY:	WITHOUT:	WHAT'S LEFT IS	SAY:	WITHOUT:	WHAT'S LEFT IS	SAY:	WITHOUT:	WHAT'S LEFT IS
T: Say, bat s: bat T: Without /b/*, what's left is /at/. Say, at s: at			fin	/f/	-in	dot	/d/	-ot	rut	/r/	-ut	bed	/b/	-ed
SAY:	WITHOUT:	WHAT'S LEFT IS:	pin	/p/	-in	got	/g/	-ot	cut	/k/	-ut	fed	/f/	-ed
sat	/s/	-at	tin	/t/	-in	not	/n/	-ot	gut	/g/	-ut	led	/l/	-ed
hat	/h/	-at	win	/w/	-in	pot	/p/	-ot	nut	/n/	-ut	red	/r/	-ed
cat	/k/	-at	bin	/b/	-in	lot	/l/	-ot	hut	/h/	-ut	wed	/w/	-ed
mat	/m/	-at												
pat	/p/	-at												

👏 **Deleting hand motion:**
The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the rime. Remove the right hand to delete the initial phoneme and show what is left with the left hand.

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Substituting Initial Phonemes

▷ **Monday Model:** I will say a word, you will say it back to me. We will change the first sound, and blend the two sounds together to make a new word.

Tuesday - Friday: We will change the first sound in a word to make a new word. I will say a word, you will say it back to me. I will change the first sound, and you will tell me the new word.

☞ **EXAMPLE:** T: Say, so → S: so

T: Change /s/* to /b/* and the word is? s: bōw

*Students say sound, not letter name

► **SKILL FOCUS:** We can change sound to make a new word. When we change the first sound in a word, we make rhyming words.

The teacher provides modeling for this new skill and the students repeat.

T: Say, chunky. S: chunky. T: Change chunk to speed and the word is speed-ē, speedy. Say, speedy. S: speedy

SAY:	ADD:	THE WORD IS:
be	/b/to/m/	m-ē, me
me	/m/to/s/	s-ē, see
see	/s/to/t/	t-ē, tea
tea	/t/to/n/	kn-ē, knee
knee	/n/to/w/	w-ē, we

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
so	/s/to/b/	bōw	my	/m/to/t/	tie	moo	/m/to/z/	zoo	pay	/p/to/s/	say
bōw	/b/to/n/	no	tie	/t/to/b/	by	zoo	/z/to/t/	too	say	/s/to/d/	day
no	/n/to/g/	go	by	/b/to/s/	sigh	too	/t/to/b/	boo	day	/d/to/l/	lay
go	/g/to/t/	toe	sigh	/s/to/wh/	why	boo	/b/to/n/	new	lay	/l/to/m/	may
toe	/t/to/r/	row	why	/w/to/p/	pie	new	/n/to/d/	dew	may	/m/to/r/	ray

☞ **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 second sound. Pull the fist away that represents the sound being substituted, and lightly pound your fists together when you say the new word.

Early Literacy Skills

Alphabet Knowledge

▷ **Monday, Wednesday, & Friday:** I will show you a card for each letter, and we will say, "Letter is __; Sound is __."

Tuesday & Thursday: We will practice saying just the name of each letter, and then we will say just the sound each letter makes.

► **SKILL FOCUS:** We can learn letter names and letter sounds. Each letter has a name and a sound.

PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards in random order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __." Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __." Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in random order and say, "Letter is __; Sound is __."

Language Awareness

▷ **Monday-Wednesday:** We will sing or say the rhyme, The Itsy Bitsy Spider, together.

Note: Rhyming words are in bold.

Thursday-Friday: We will sing or say the rhyme, The Itsy Bitsy Spider. I will leave out a word and you will tell me what is missing.

Teacher and students recite the rhyme together. The teacher leaves out some words and students supply the missing words.

► **SKILL FOCUS:** Singing and playing with nursery rhymes helps us develop early literacy skills.

The Itsy Bitsy Spider

The itsy bitsy spider went up the water spout . Down came the rain and washed the spider out . Out came the sun and dried up all the rain, and the itsy bitsy spider climbed up the spout again.	The itsy bitsy spider went up the water spout . Down came the rain and washed the spider out . Out came the sun and dried up all the rain, and the itsy bitsy spider climbed up the spout again.	The itsy bitsy spider went up the water spout . Down came the rain and washed the spider out . Out came the sun and dried up all the rain, and the itsy bitsy spider climbed up the spout again.	The itsy bitsy spider went up the water spout . Down came the rain and washed the spider ____. Out came the sun and dried up all the rain, and the itsy, bitsy spider climbed up the spout ____.	The itsy bitsy spider went up the water ____. Down came the rain and washed the spider ____. Out came the sun and dried up all the ____, and the itsy, bitsy spider climbed up the spout ____.
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