

## English Primary

### Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> 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	Repeat the two words that rhyme	Repeat the two words that rhyme	Repeat the word that <i>doesn't</i> rhyme	Repeat the word that <i>doesn't</i> rhyme
	<b>store, snore, spray</b> <b>spy, scarf, sky</b> <b>score, small, stall</b> <b>start, smart, speak</b> <b>smell, skit, spell</b>	<b>skip, sneak, speak</b> <b>sway, stay, swam</b> <b>style, stop, smile</b> <b>skill, still, stone</b> <b>snake, stir, stake</b>	<b>skirt, sleep, sweep</b> <b>spit, swish, skit</b> <b>stoop, scoop, sniff</b> <b>swim, skim, start</b> <b>scar, scout, star</b>	<b>stiff, stay, sniff</b> <b>step, scone, stone</b> <b>snip, skip, smooth</b> <b>scare, sting, swing</b> <b>spur, stir, speed</b>	<b>snoop, stew, scoop</b> <b>score, store, swap</b> <b>scale, stool, stale</b> <b>swerve, spill, skill</b> <b>state, skate, speech</b>
<b>Onset Fluency</b> Teacher says the word pairs. Students repeat the words and show thumbs up if the words begin with the same blend, or thumbs down if they do not.	classic, cloudy staircase, stammer skipping, standard glossy, plaster pleasure, plenty	speeches, specialize skateboard, spacious clubhouse, clockwise grumble, grateful trusted, smoother	clever, platform stadium, station flashlight, flagpole snuffle, skyline smoothest, smelling	glamorous, glitter stallion, sparrow spotless, special glossary, glacier clothing, placement	player, planner blizzard, scorpion standard, stamina flicker, slender blossom, bleachers
<b>Blending Phonemes</b> Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: s-m-ī-l S: smile *Say sounds, not letter names	s-c-ă-b scab s-l-ă-p slap s-m-ī-l smile s-n-ō snow s-p-ē-k speak s-t-ă-t-s states s-w-ō-n swan s-t-ă-k stake s-p-ē-l-er speller s-w-ī-m-er swimmer	s-k-ă-t skate s-l-ē-d sled s-m-ū-j smudge s-n-ī-p snip s-p-ī-d-er spider s-t-ē-m steam s-w-ē-t-er sweater s-l-ī-p-er-z slippers s-p-ī-n spin s-l-ī-d slide	s-k-ē ski s-l-ī-p slip s-m-ă-sh smash s-n-ă-l snail s-p-ē-l spell s-t-ī-k-er sticker s-w-ē-p-er sweeper s-m-ō-k-ē smoky s-t-ă-p-l-er stapler s-p-ū-n-j sponge	s-k-ī-n skin s-l-ō slow s-m-ē-l smell s-n-ă-k-s snakes s-p-ă-s space s-t-ă-k stack s-w-ē-t-er sweeter s-p-ē-n-t spent s-w-ī-m swim s-k-ī-p skip	s-k-ī sky s-l-ī-d slid s-m-ō-k smoke s-n-ă-k snake s-p-ī-n spine s-t-ă-m-p stamp s-w-ī-sh swish s-k-ă-t-er skater s-l-ō-p slope s-l-ē-p sleep
<b>Blending hand motion:</b> 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.					
<b>Isolating Medial Sounds</b> Teacher says the series of words. Students listen and isolate the medial sound in the series & identify if the vowel is short or long. Ex. T: snack, plan, flag S: /ă/, short a	blade, slate, flake /ă/ clock, spot, smock /ō/ flight, spice, climb /ī/ sled, step, swept /ē/ club, snug, fluff /ū/ snack, plan, flag /ă/ stove, globe, close /ō/	smash, glad, plan /ă/ steep, clean, bleach /ē/ glove, club, stuff /ū/ flop, block, tromp /ō/ stage, claim, plank /ă/ sketch, spell, smell /ē/ swim, clip, slid /ī/	pledge, spent, slept /ē/ plane, space, snail /ă/ stock, plot, stop /ō/ still, cliff, stick /ī/ skunk, plum, love /ū/ flap, flag, stack /ă/ scope, probe, spoke /ō/	plant, flash, glad /ă/ swift, spill, twist /ī/ stale, flame, blaze /ă/ sled, stem, sweat /ē/ clean, steep, speak /ē/ flute, truth, bloom /oo/ slide, flight, smile /ī/	stick, glitch, flip /ī/ flock, slot, stock /ō/ flex, step, bless /ē/ clap, glass, staff /ă/ smoke, stone, clove /ō/ stage, snake, blank /ă/ sweet, steam, plead /ē/

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Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
<b>Segmenting Phonemes</b>	ski	s-k-ē	skin	s-k-ī-n	sky	s-k-ī	scab	s-c-ă-b	skate	s-k-ă-t					
Teacher says the word. Students repeat the word and segment it into phonemes.  Ex. T: snap S: snap, s-n-ă-p	slip	s-l-ī-p	slow	s-l-ō	slid	s-l-ī-d	slap	s-l-ă-p	sled	s-l-ē-d					
	smash	s-m-ă-sh	smell	s-m-ē-l	smoke	s-m-ō-k	smile	s-m-ī-l	smudge	s-m-ŭ-j					
	snail	s-n-ă-l	snakes	s-n-ă-k-s	snake	s-n-ă-k	snow	s-n-ō	snip	s-n-ī-p					
	spell	s-p-ē-l	space	s-p-ă-s	spine	s-p-ī-n	speak	s-p-ē-k	spider	s-p-ī-d-er					
	stickers	s-t-ī-k-er-z	stack	s-t-ă-k	stamp	s-t-ă-m-p	states	s-t-ă-t-s	steam	s-t-ē-m					
	sweeper	s-w-ē-p-er	sweeter	s-w-ē-t-er	swish	s-w-ī-sh	swan	s-w-ō-n	sweater	s-w-ē-t-er					
	smoky	s-m-o-k-ē	spent	s-p-ē-n-t	skater	s-k-ă-t-er	stable	s-t-ă-b-l	slippers	s-l-ī-p-er-z					
	stapler	s-t-ă-p-l-er	swim	s-w-ī-m	slop	s-l-ō-p	speller	s-p-ē-l-er	spin	s-p-ī-n					
	sponge	s-p-ŭ-n-j	skip	s-k-ī-p	sleep	s-l-ē-p	swimmer	s-w-ī-m-er	slide	s-l-ī-d					
*Students say sounds, not letter names															
<b>Segmenting hand motion:</b> 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.															
<b>Adding Initial Phonemes</b>	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word/word part. Students repeat. Teacher says, "Add /s/ at the beginning and the word is?"  Ex. T: pīder S: pīder T: Add /s/ at the beginning and the word is? S: spider	-kate	/s/	skate	-key	/s/	ski	-kin	/s/	skin	-kater	/s/	skater	-peller	/s/	speller
	-led	/s/	sled	-lip	/s/	slip	-low	/s/	slow	-lide	/s/	slide	-wimmer	/s/	swimmer
	-mash	/s/	smash	-mokey	/s/	smokey	-mell	/s/	smell	-moke	/s/	smoke	-mile	/s/	smile
	-lippers	/s/	slippers	-tapler	/s/	stapler	-nacks	/s/	snacks	-nake	/s/	snake	-peak	/s/	speak
	-pīder	/s/	spider	-pūnj	/s/	sponge	-pace	/s/	space	-pīne	/s/	spine	-wōn	/s/	swan
	-team	/s/	steam	-tickers	/s/	stickers	-tack	/s/	stack	-tamp	/s/	stamp	-tates	/s/	states
	-wētter	/s/	sweater	-weep	/s/	sweep	-wēeter	/s/	sweeter	-wish	/s/	swish	-table	/s/	stable
	<b>Adding hand motion:</b> 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.														
<b>Deleting Initial Phonemes</b>	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 /s/, what's left is?"  Ex. T: sly S: sly T: Without /s/, what's left is? S: lie	sky	/s/	kī	scab	/s/	cab	skate	/s/	Kate	ski	/s/	key	skin	/s/	kin
	slide	/s/	lide	slap	/s/	lap	sled	/s/	led	slip	/s/	lip	slow	/s/	low
	smoke	/s/	moke	smile	/s/	mile	smash	/s/	mash	smokey	/s/	mokey	smell	/s/	mell
	snake	/s/	nake	speak	/s/	peak	snap	/s/	nap	stapler	/s/	tapler	snacks	/s/	nacks
	spine	/s/	pine	swan	/s/	wan	spider	/s/	pider	sponge	/s/	pūnj	space	/s/	pace
	stamp	/s/	tamp	states	/s/	tates	steam	/s/	team	stickers	/s/	tickers	stack	/s/	tack
	swish	/s/	wish	stable	/s/	table	sweater	/s/	wētter	sweep	/s/	weep	sweeter	/s/	wēeter
	skater	/s/	kater	speller	/s/	peller	slippers	/s/	lippers	smack	/s/	mack	skunk	/s/	kunk
	slope	/s/	lope	snow	/s/	no	spin	/s/	pin	gnail	/s/	nail	swim	/s/	wim
*Say sound, not letter name															
<b>Deleting hand motion:</b> 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.															

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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: clap S: clap T: Change /cl/ to /sn/ and the word is? S: snap  ** 2 sounds of the consonant blend *Say sound, not letter name	<u>r</u> ice	/sl/	slice	<u>g</u> row	/sl/	slow	<u>n</u> ew	/sl/	slew	<u>c</u> heat	/str/	street	<u>b</u> lack	/sn/	snack
	<u>b</u> lade	/sp/	spade	<u>s</u> leep	/st/	steep	<u>c</u> row	/sn/	snow	<u>c</u> rate	/sk/	skate	<u>s</u> till	/sp/	spill
	<u>f</u> lake	/sn/	snake	<u>g</u> ain	/str/	strain	<u>s</u> now	/st/	stow	<u>p</u> hone	/st/	stone	<u>b</u> luff	/sn/	snuff
	<u>s</u> nake	/st/	steak	<u>p</u> late	/sl/	slate	<u>t</u> wine	/sw/	swine	<u>t</u> rap	/sl/	slap	<u>b</u> log	/sm/	smog
	<u>k</u> ee <u>p</u>	/sl/	sleep	<u>s</u> hout	/sc/	scout	<u>s</u> teep	/sw/	sweep	<u>w</u> ea <u>k</u>	/sp/	speak	<u>f</u> lap	/sn/	snap
	<u>f</u> ee <u>t</u>	/sw/	sweet	<u>g</u> ra <u>y</u>	/st/	stay	<u>w</u> ide	/sl/	slide	<u>l</u> an <u>d</u>	/st/	stand	<u>c</u> la <u>m</u> p	/st/	stamp
	<u>r</u> ide	/sl/	slide	<u>t</u> wice	/sp/	spice	<u>f</u> lee	/sk/	ski	<u>s</u> lept	/sw/	swept	<u>t</u> ri <u>m</u>	/sw/	swim
	<u>b</u> low <u>n</u>	/st/	stone	<u>g</u> ate	/sk/	skate	<u>g</u> rate	/st/	state	<u>f</u> lu <u>s</u> h	/sl/	slush	<u>t</u> ra <u>s</u> h	/sm/	smash
	<u>f</u> lew	/st/	stew	<u>p</u> la <u>y</u>	/sw/	sway	<u>c</u> lea <u>r</u>	/st/	steer	<u>d</u> ri <u>ll</u>	/sk/	skill	<u>s</u> ma <u>ll</u>	/st/	stall
	<u>p</u> la <u>i</u> n	/st/	stain	<u>c</u> la <u>y</u>	/sl/	slay	<u>p</u> la <u>n</u> e	/sp/	Spain	<u>s</u> me <u>ll</u>	/sp/	spell	<u>p</u> la <u>n</u> t	/sl/	slant
<b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first 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, S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl 1. Letter names only 2. Sounds only (for speed and accuracy)	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, 1. Letter names only 2. Sounds only (for speed and accuracy)
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.					

## English Primary

### Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> Teacher reads word pairs. Students repeat the word pair and show thumbs up if the words rhyme or thumbs down if they do not rhyme.	brave, crave from, drum drag, brag flame, flick tree, free	frost, frame prize, skies fry, sky slice, price frayed, trade	gray, grow trick, track grape, drape slow, drew train, brain	trip, drip frame, drain grade, stayed frog, smog crib, crab	print, prize crawl, cry frail, trail trap, crop truck, stuck
<b>Onset Fluency</b> Teachers says, "Which words begins with a different blend?" Teacher says all three words. Students respond with the word that begins with a different blend. Ex. T: sketchy, skipper, snuggle S: snuggle	<b>bravery</b> , crowded, cradle scooter, scoreboard, <b>spirit</b> prizes, pressing, <b>plenty</b> bridges, <b>cracker</b> , brother sneaker, <b>sturdy</b> , snorkel	player, <b>glisten</b> , pleasant blueberry, blackout, <b>clothing</b> <b>special</b> , station, stomach crocodile, creative, <b>brighten</b> spelling, <b>scatter</b> , spinach	trainer, <b>pretty</b> , trying freckles, frozen, <b>flashlight</b> <b>spoken</b> , steady, statue planet, <b>slither</b> , plastic <b>storage</b> , scorpion, scamper	drizzle, <b>traffic</b> , dragon <b>friendly</b> , grateful, green slowly, slugger, <b>flipper</b> clever, <b>flavor</b> , classroom starlight, steady, <b>sculpture</b>	<b>clumsy</b> , travel, tractor fraction, <b>pretzel</b> , Friday <b>skeleton</b> , snapshot, snowfall cricket, <b>brittle</b> , crystal spaghetti, spaceship, <b>scamper</b>
<b>Blending Phonemes</b> Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: b-r-ā-v S: brave  *Say sounds, not letter names	b-r-ā-v brave g-r-ī-n grin c-r-ā-b crab g-r-ā-t great f-r-ō-s-t frost c-r-ō crow p-r-ō-m prom b-r-ī-s-k brisk c-r-ū-m crumb f-r-ā-l frail	b-r-ā-d braid p-r-ā-z praise g-r-ā-s grace c-r-ā-t crate b-r-ō-n-z bronze f-r-ī-z fries g-r-ō-n groan p-r-ī-z prize g-r-oo-p group b-r-ā-n brain	b-r-ōw-n brown g-r-ē-n green c-r-ī-s-p crisp g-r-ā gray f-r-ō-z froze b-r-oo brew g-r-ā-b grab b-r-ī-j bridge c-r-ē-k creak g-r-ū-n-t grunt	b-l-ō-k block f-l-ā-g flag p-l-ū-m plum c-l-ū-b club s-l-ī-k slick c-r-ī-b crib b-r-oo-m broom g-r-ī-l grill f-r-ū-m from b-r-ē-d bread	g-l-ā-z glaze b-l-ō blow f-l-ā-m flame p-l-ā play s-l-ē-v sleeve p-r-oo-f proof b-r-ī-m brim c-r-ī-d cried b-r-ī-t bright f-r-ē-z freeze
<b>Blending hand motion:</b> 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.					
<b>Isolating Final or Medial Sounds</b> <b>Mon, Wed &amp; Fri:</b> Teacher reads the words. Students isolate the vowel sound heard in the series, identifying it as short or long. Ex. T: trip, thrill, skit S: /i/, short i <b>Tues &amp; Thurs:</b> Teacher reads the words. Students isolate the final sound in the series. Ex. T: frog, egg, chug S: /g/	<b>Isolate the Medial Sound</b> grape, brave, straight /ā/ stack, clamp, splash /ă/ slim, drift, flip /i/ sleek, green, fleet /ē/ scold, stole, groan /ō/ sketch, swell, thread /ē/ stung, crust, plump /ū/ twice, flies, fright /i/	<b>Isolate the Final Sound</b> sale, flail, smile /l/ sleep, prop, slope /p/ slime, cream, prime /m/ stage, stooge, huge /j/ cried, grade, bride /d/ snooze, was, froze /z/ glass, fleece, pace /s/ brown, drain, lion /n/	<b>Isolate the Medial Sound</b> club, crunch, smudge /ŭ/ clean, breathe, squeeze /ē/ scroll, throne, flown /ō/ swam, crack, scan /ă/ twelve, press, fled /ē/ strain, trace, blaze /ā/ truth, cruel, bruise /oo/ trip, thrill, skit /i/	<b>Isolate the Final Sound</b> brought, coat, treat /t/ drove, cove, serve /v/ dress, press, horse /s/ head, dread, wood /d/ frog, egg, chug /g/ trail, smell, smile /l/ steep, swamp, grape /p/ grass, mess, cross /s/	<b>Isolate the Medial Sound</b> gruff, drum, trunk /ŭ/ stamp, clash, glance /ă/ slime, style, prize /i/ clomp, drop, stock /ō/ crate, brave, sprang /ā/ freeze, creep, steam /ē/ bread, stem, spread /ē/ froze, grown, drone /ō/

## English Primary

### Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	brown	b-r-ōw-n	block	b-l-ō-k	glaze	g-l-ā-z	brave	b-r-ā-v	braid	b-r-ā-d
Teacher says the word. Students repeat the word and segment it into phonemes.	green	g-r-ē-n	flag	f-l-ā-g	blow	b-l-ō	grin	g-r-ī-n	praise	p-r-ā-z
Ex. T: bread S: bread, b-r-ē-d	crisp	c-r-ī-s-p	plum	p-l-ū-m	flame	f-l-ā-m	crab	c-r-ā-b	grace	g-r-ā-s
	gray	g-r-ā	club	c-l-ū-b	play	p-l-ā	great	g-r-ā-t	crate	c-r-ā-t
	froze	f-r-ō-z	slick	s-l-ī-k	sleeve	s-l-ē-v	frost	f-r-ō-s-t	bronze	b-r-ō-n-z
	brew	b-r-oo	crib	c-r-ī-b	prize	p-r-ī-z	crow	c-r-ō	fries	f-r-ī-z
	grab	g-r-ā-b	broom	b-r-oo-m	brim	b-r-ī-m	prom	p-r-ō-m	groans	g-r-ō-n-z
	bridge	b-r-ī-j	grill	g-r-ī-l	cried	c-r-ī-d	brisk	b-r-ī-s-k	prizes	p-r-ī-z-ē-z
	creak	c-r-ē-k	from	f-r-ū-m	bright	b-r-ī-t	crumb	c-r-ū-m	group	g-r-oo-p
Students say sounds, not letter names.	grunt	g-r-ū-n-t	bread	b-r-ē-d	freeze	f-r-ē-z	frail	f-r-ā-l	brainy	b-r-ā-n-ē

**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 or word part. Students repeat the word. Teacher says, "Add /*/ at the beginning and the word is?"	-rame	/f/	frame	-runch	/c/	crunch	-righter	/b/	brighter	-robe	/p/	probe	-raid	/b/	braid
Ex. T: rate S: rate T: Add /g/ at the beginning and the word is? S: grate	-rade	/g/	grade	-rush	/b/	brush	-risk	/b/	brisk	-rab	/c/	crab	-rash	/c/	crash
*Say sound, not letter name	-rint	/p/	print	-rōp	/c/	crop	-rōst	/f/	frost	-resh	/f/	fresh	-rune	/p/	prune
	-red	/b/	bread	-raise	/p/	praise	-rime	/g/	grime	-rack	/c/	crack	-reeze	/f/	freeze
	-ream	/c/	cream	-rand	/g/	grand	-rash	/t/	trash	-ries	/f/	fries	-rētsel	/p/	pretzel
	-race	/b/	brace	-ress	/p/	press	-ring	/b/	bring	-rāvy	/g/	gravy	-rōwl	/g/	growl
	-ray	/p/	prey	-rain	/c/	crane	-rūmbz	/c/	crumbs	-rave	/b/	brave	-right	/f/	fright

**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 / <u>  </u> /, what's left is?"	<u>b</u> rain	/b/	rain	<u>g</u> rab	/c/	rab	<u>g</u> raft	/c/	raft	<u>b</u> rave	/b/	rave	<u>s</u> leep	/s/	leap
Ex. T: brain S: brain T: Without /b/, what's left is? S: rain	<u>g</u> rows	/g/	rows	<u>f</u> roze	/f/	rose	<u>b</u> race	/b/	race	<u>g</u> rade	/g/	raid	<u>f</u> lute	/f/	lute
	<u>c</u> rash	/c/	rash	<u>p</u> runes	/p/	rune	<u>g</u> rin	/g/	rin	<u>p</u> rize	/p/	rise	<u>c</u> lean	/c/	lean
	<u>f</u> rost	/f/	rost	<u>g</u> rate	/g/	rate	<u>p</u> ray	/p/	ray	<u>f</u> right	/f/	right	<u>p</u> lay	/p/	lay
	<u>p</u> rice	/p/	rice	<u>b</u> rat	/b/	rat	<u>f</u> reeze	/f/	reeze	<u>c</u> rude	/c/	rude	<u>f</u> light	/f/	light
	<u>b</u> rick	/b/	Rick	<u>t</u> rade	/t/	raid	<u>b</u> ride	/b/	ride	<u>b</u> room	/b/	room	<u>s</u> lime	/s/	lime
	<u>g</u> rip	/g/	rip	<u>b</u> rainy	/b/	rainy	<u>c</u> runch	/c/	runch	<u>f</u> ried	/f/	ride	<u>g</u> lobe	/g/	lobe
	<u>b</u> rim	/b/	rim	<u>c</u> roak	/c/	roak	<u>p</u> raise	/p/	raise	<u>g</u> rowl	/g/	rōwl	<u>b</u> lock	/b/	lock
	<u>c</u> rap	/c/	ramp	<u>b</u> right	/b/	right	<u>f</u> resh	/f/	resh	<u>c</u> rane	/c/	rain	<u>g</u> lade	/g/	laid
*Say sound, not letter name	<u>g</u> race	/g/	race	<u>g</u> rant	/g/	runt	<u>c</u> row	/c/	row	<u>g</u> ripe	/g/	ripe	<u>b</u> lead	/b/	lead

**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.

## English Primary

### Phonemic Awareness Training Lesson Plan for Week 16

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: flow S: flow T: Change /f/ to /cr/ and the word is? S: crow  *Say the 2 sounds of the consonant blend	<u>b</u> lack	/tr/	track	<u>b</u> less	/pr/	press	<u>b</u> lind	/gr/	grind	<u>f</u> lush	/br/	brush	<u>f</u> ridge	/br/	bridge
	<u>c</u> lass	/gr/	grass	<u>c</u> lay	/tr/	tray	<u>c</u> lip	/dr/	drip	<u>d</u> rapes	/gr/	grapes	<u>s</u> lip	/tr/	trip
	<u>f</u> lag	/br/	brag	<u>f</u> lip	/gr/	grip	<u>f</u> ly	/pr/	pry	<u>b</u> low	/gr/	grow	<u>s</u> tay	/gr/	gray
	<u>g</u> leam	/cr/	cream	<u>g</u> lide	/pr/	pride	<u>g</u> lue	/tr/	true	<u>c</u> lown	/fr/	frown	<u>s</u> lick	/br/	brick
	<u>p</u> lane	/tr/	train	<u>s</u> weet	/gr/	greet	<u>f</u> leece	/gr/	grease	<u>p</u> low	/br/	brow	<u>c</u> rash	/tr/	trash
	<u>s</u> late	/gr/	grate	<u>s</u> led	/br/	bread	<u>s</u> cout	/gr/	grout	<u>s</u> kate	/cr/	crate	<u>p</u> ress	/dr/	dress
	<u>s</u> mall	/cr/	crawl	<u>s</u> marsh	/cr/	crash	<u>p</u> lease	/br/	breeze	<u>s</u> kin	/gr/	grin	<u>f</u> ryer	/dr/	dryer
	<u>s</u> nailed	/tr/	trail	<u>s</u> nap	/dr/	drip	<u>s</u> mog	/fr/	frog	<u>s</u> ky	/tr/	try	<u>s</u> peckles	/fr/	freckles
	<u>s</u> pace	/tr/	trace	<u>s</u> peak	/cr/	creak	<u>s</u> neeze	/fr/	freeze	<u>s</u> lide	/dr/	dried	<u>c</u> lean	/gr/	green
	<u>s</u> tamp	/gr/	gramp	<u>s</u> wim	/tr/	trim	<u>t</u> ried	/br/	bride	<u>s</u> nap	/tr/	trap	<u>s</u> tale	/tr/	trail

**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 R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st,	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr
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)

## English Primary

### Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Rhyme Production</b>	Tell me a word that rhymes with *		Tell me a word that rhymes with *		Tell me a word that rhymes with *		Tell me a word that rhymes with *		Tell me a word that rhymes with *	
Teacher says the word and students create a series of 3-5 rhyming words. Encourage students to supply words with beginning consonant digraphs and blends. <i>Possible student responses provided.</i>	my	(shy, fly, cry, try)	ate	(skate, plate, great)	tank	(thank, blank, prank)	pick	(thick, stick, brick)	sale	(snail, trail, scale)
	sip	(ship, trip, clip)	ice	(twice, price, slice)	less	(chess, bless, press)	hay	(play, they, stay)	mop	(chop, stop, flop)
	low	(blow, glow, show)	or	(chore, store, floor)	eat	(sheet, treat, sweet)	now	(chow, plow, brow)	own	(shown, flown, grown)
<b>Onset Fluency</b>	princess /p/		flatter /t/		scarecrow /s/		freezer /f/		bridges /b/	
Teacher says the word. Students repeat the word and isolate only the first phoneme (not the two sounds of the consonant blend).	creature	/k/	gracious	/g/	classic	/k/	crowded	/k/	sleepy	/s/
	slippery	/s/	planted	/p/	priceless	/p/	speaking	/s/	promise	/p/
	freedom	/f/	sliding	/s/	twisted	/t/	blowing	/b/	classes	/k/
	graceful	/g/	blister	/b/	glitter	/g/	glasses	/g/	flower	/f/
<b>Blending Phonemes</b>	b-r-ā-d braid		f-r-ē-z freeze		g-r-ē-t greet		b-r-ā-v brave		p-r-ō-b probe	
Teacher says the phonemes for each word. Students blend the sounds to say the whole word.	c-r-ā-b	crab	g-r-ā-d	grade	b-r-ū-sh	brush	f-r-ā-j-l	fragile	g-r-ī-d-l	griddle
Ex. T: b-r-ā-d S: braid	g-r-ī-n-d	grind	p-r-oo-n	prune	c-r-ō-p	crop	g-r-ā	gray	b-r-ā-k	brake
	f-r-ē	free	f-r-ī	fry	b-r-ā-n-ch	branch	p-r-ā-z	praise	c-r-ā-k	crack
	g-r-ā-s	grass	b-r-ē-d	bread	f-r-ō-g	frog	c-r-ā-d-l	cradle	b-r-ī-t-l	brittle
	p-r-ī-n-t	print	c-r-ē-m	cream	g-r-ā-n-d	grand	b-r-ī-t	bright	f-r-ī-z	fries
	g-r-ō-u-n-d	ground	b-r-ō-w-z	browse	p-r-ē-s	press	c-r-ū-m-z	crumbs	g-r-ā-v-ē	gravy
	b-r-ā-n	brain	f-r-ē-n-d	friend	f-r-ē-sh	fresh	b-r-ē-z	breeze	p-r-ō-p	prop
	c-r-ā-sh	crash	g-r-ā-p-s	grapes	b-r-ō-k	broke	f-r-ō-s-t	frost	b-r-ū-z	bruise
*Say sounds, not letter names	p-r-oo-f	proof	p-r-ī-t-ē	pretty	c-r-ā-m-p	cramp	g-r-ē-s	grease	f-r-oo-t	fruit
<b>Blending hand motion:</b> 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.										
<b>Isolating Final or Medial Sounds</b>	Isolate Medial Sound Is the vowel short or long?		Isolate Medial Sound Is the vowel short or long?		Isolate Medial Sound Is the vowel short or long?		Isolate the blend at the end of each word:		Isolate the blend at the end of each word:	
<b>Mon-Wed:</b> Teacher says the word. Students repeat the word, isolating the medial sound & identify it as short or long. Ex. T: hot S: ō, short o	map	/ă/	red	/ĕ/	meat	/ĕ/	ask	/sk/	wrist	/st/
	get	/ĕ/	side	/ī/	nut	/ŭ/	gasp	/sp/	wasp	/sp/
	him	/ī/	bake	/ā/	tame	/ā/	dust	/st/	dusk	/sk/
<b>Thur-Fri:</b> Teacher says the word and students repeat it. Students isolate the 2 sounds of the blend.	hot	/ō/	pole	/ō/	best	/ĕ/	desk	/sk/	test	/st/
Ex. T: last S: last, /st/	pup	/ŭ/	kite	/ī/	sit	/ī/	mist	/st/	tusk	/sk/
	weed	/ĕ/	gum	/ŭ/	coat	/ō/	crisp	/sp/	grasp	/sp/
	toad	/ō/	mule	/ŭ/	cute	/ŭ/	past	/st/	toast	/st/



**English Primary**  
**Phonemic Awareness Training Lesson Plan for Week 17**

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	greet	g-r-ē-t	probe	p-r-ō-b	brave	b-r-ā-v	braid	b-r-ā-d	freeze	f-r-ē-z
Teacher says the word. Students repeat the word and segment it into phonemes.	brush	b-r-ū-sh	griddle	g-r-ī-d-l	fragile	f-r-ā-j-l	crab	c-r-ā-b	grade	g-r-ā-d
Ex. T: praise S: praise, p-r-ā-z	crop	c-r-ō-p	brake	b-r-ā-k	gray	g-r-ā	grind	g-r-ī-n-d	prune	p-r-oo-n
	branch	b-r-ā-n-ch	crack	c-r-ā-k	praise	p-r-ā-z	free	f-r-ē	fright	f-r-ī-t
	frog	f-r-ō-g	brittle	b-r-ī-t-l	cradle	c-r-ā-d-l	grass	g-r-ā-s	bread	b-r-ē-d
	grand	g-r-ā-n-d	fries	f-r-ī-z	bright	b-r-ī-t	print	p-r-ī-n-t	cream	c-r-ē-m
	press	p-r-ē-s	gravy	g-r-ā-v-ē	crumbs	c-r-ū-m-z	ground	g-r-ōu-n-d	browse	b-r-ōw-z
	fresh	f-r-ē-sh	prop	p-r-ō-p	breeze	b-r-ē-z	brain	b-r-ā-n	friend	f-r-ē-n-d
	broke	b-r-ō-k	bruise	b-r-ū-z	frost	f-r-ō-s-t	crash	c-r-ā-sh	grapes	g-r-ā-p-s
*Students say sounds, not letter names	cramp	c-r-ā-m-p	fruit	f-r-oo-t	grease	g-r-ē-s	proof	p-r-oo-f	pretty	p-r-ī-t-ē
<b>Segmenting hand motion:</b> 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 or word part.	-rail	/f/	frail	-reeze	/f/	freeze	-rice	/p/	price	-rye	/f/	fry	-raid	/b/	braid
Students repeat the word. Teacher says, "Add /*/ at the beginning and the word is?"	-rōud	/p/	proud	-rain	/b/	brain	-rain	/d/	drain	-ray	/g/	gray	-ride	/f/	fried
Ex. T: rave S: rave T: Add /b/ at the beginning and the word is? S: brave	-rainy	/b/	brainy	-rate	/g/	grate	-raze	/g/	graze	-raise	/p/	praise	-rādle	/c/	cradle
	-reth	/b/	breath	-rin	/g/	grin	-rush	/b/	brush	-rust	/c/	crust	-rize	/p/	prize
	-room	/g/	groom	-rook	/c/	crook	-ride	/p/	pride	-root	/f/	fruit	-raid	/g/	grade
	-raid	/f/	frayed	-ride	/b/	bride	-rōwn	/c/	crown	-rod	/p/	prod	-rude	/c/	crude
*Say sound, not letter name	-rant	/g/	grant	-robe	/p/	probe	-rip	/g/	grip	-rantic	/f/	frantic	-rave	/b/	brave

**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 / <u>*/</u> , what's left is?"	<u>p</u> ride	/p/	ride	<u>p</u> robe	/p/	robe	<u>b</u> raid	/b/	raid	<u>f</u> reeze	/f/	reeze	<u>b</u> rush	/b/	rush
Ex. T: gray S: gray	<u>f</u> ry	/f/	rye	<u>f</u> rantic	/f/	rantic	<u>c</u> rib	/c/	rib	<u>g</u> rade	/g/	raid	<u>c</u> rook	/c/	rook
T: Without /g/, what's left is? S: ray	<u>g</u> ray	/g/	ray	<u>b</u> rake	/b/	rake	<u>b</u> room	/b/	room	<u>p</u> ray	/p/	ray	<u>b</u> rand	/b/	rand
	<u>p</u> raise	/p/	raise	<u>c</u> rack	/c/	rack	<u>g</u> reed	/g/	read	<u>f</u> runk	/f/	rank	<u>f</u> righ	/f/	right
	<u>b</u> right	/b/	right	<u>f</u> ries	/f/	rise	<u>p</u> rin	/p/	rinse	<u>c</u> ream	/c/	ream	<u>g</u> rand	/g/	rand
	<u>c</u> rust	/c/	rust	<u>g</u> round	/g/	round	<u>c</u> radle	/c/	rādle	<u>p</u> roud	/p/	rōud	<u>c</u> rease	/c/	Reese
	<u>f</u> ruit	/f/	root	<u>f</u> rail	/f/	rail	<u>b</u> rain	/b/	rain	<u>b</u> ridge	/b/	ridge	<u>p</u> rice	/p/	rice
	<u>p</u> rod	/p/	rod	<u>g</u> room	/g/	room	<u>c</u> rash	/c/	rash	<u>g</u> rill	/g/	rill	<u>g</u> rime	/g/	rime
	<u>f</u> roze	/f/	rose	<u>b</u> rave	/b/	rave	<u>p</u> ri	/p/	rise	<u>b</u> read	/b/	red	<u>c</u> ram	/c/	ramp
*Say sound, not letter name	<u>c</u> rown	/c/	rōwn	<u>g</u> rain	/g/	rain	<u>g</u> row	/g/	row	<u>p</u> roof	/p/	roof	<u>f</u> ront	/f/	runt

**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.



## English Primary

### Phonemic Awareness Training Lesson Plan for Week 17

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: break S: break T: Change /br/ to /st/ and the word is? S: steak  ** 2 sounds of the consonant blend	<u>sh</u> ake	/br/	brake	<u>sn</u> eeze	/fr/	freeze	<u>dr</u> ab	/cr/	crab	<u>br</u> ick	/tr/	trick	<u>sw</u> eat	/tw/	tweet
	<u>br</u> ake	/fl/	flake	<u>fr</u> eeze	/pl/	please	<u>sm</u> ash	/tr/	trash	<u>br</u> ag	/sn/	snag	<u>sl</u> ice	/pr/	price
	<u>fl</u> ake	/sn/	snake	<u>pl</u> ease	/br/	breeze	<u>br</u> im	/sw/	swim	<u>fl</u> ap	/tr/	trap	<u>tr</u> ap	/cl/	clap
	<u>sn</u> ake	/st/	stake	<u>br</u> eeze	/fl/	fleas	<u>fl</u> eas	/tr/	trees	<u>br</u> ead	/sl/	sled	<u>sl</u> ide	/tr/	tried
	<u>st</u> ake	/bl/	Blake	<u>fl</u> eas	/sk/	skis	<u>dr</u> y	/fr/	fry	<u>br</u> im	/tr/	trim	<u>br</u> ain	/dr/	drain
	<u>sl</u> ide	/br/	bride	<u>cr</u> ane	/tr/	train	<u>tr</u> eat	/sw/	sweet	<u>dr</u> ill	/fr/	frill	<u>tw</u> ice	/sl/	slice
	<u>br</u> ide	/gl/	glide	<u>tr</u> ain	/dr/	drain	<u>pl</u> ug	/sn/	snug	<u>sk</u> in	/gr/	grin	<u>bl</u> aze	/gr/	graze
	<u>gl</u> ide	/fr/	fried	<u>dr</u> ain	/pl/	plain	<u>cr</u> ush	/br/	brush	<u>dr</u> op	/fl/	flop	<u>cr</u> ow	/fl/	flow
	<u>fr</u> ied	/tr/	tried	<u>pl</u> ain	/br/	brain	<u>cl</u> uck	/tr/	truck	<u>sl</u> ip	/gr/	grip	<u>tr</u> y	/pr/	pry
	<u>tr</u> ied	/cr/	cried	<u>br</u> ain	/gr/	grain	<u>br</u> ag	/fl/	flag	<u>pr</u> ize	/dr/	dries	<u>cr</u> ate	/gr/	great
<b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first 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 Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr 1. Letter names only 2. Sounds only (for speed and accuracy)			Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"			Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl 1. Letter names only 2. Sounds only (for speed and accuracy)		