

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	dip, rip , tag lap, cap , den beg, leg , nod rough, tough , cat Sam, lamb , him hot, not , bug toss, loss , hard	seem, team , man paw, saw , give will, hill , job mop, pop , toe hen, den , cub bird, heard , foot rack, pack , glove	rain, cold, told best, sing, thing help, pick, kick fox, rug, tug cape, gem, stem lock, door, floor ten, pad, sad	sail , head, pail pet , pig, net key , knob, bee mad , bet, dad June , nice, soon gum , rim, sum sell , roll, well	Category: Farm Animals lig (pig) porse (horse) tricken (chicken) looster (rooster) cheep (sheep) lurkey (turkey)
Teacher reads the series of words. Students repeat only the two rhyming words. Ex. T: gum, hum, rat S: gum, hum Fri: Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"					
Onset Fluency	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?
Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo	upstairs: curtain, usher elbow: echo, zero boulder: Texas, buffalo octopus: forever, option landing: listen, sister	actress: admit, dancer poetry: doctor, pencil iguana: itchy, regular nervous: harbor, napkin explore: enter, captain	ostrich: opera, sister garden: cotton, gallon excellent: extra, lunchbox daughter: total, distant avenue: actor, quickly	editor: winner, excuse corner: puddle, caboose itself: igloo, rapid journey: copy, justice upper: ugly, visit	obstacle: ladder, opposite victory: violet, concert everyone: jacket, effort sandal: singer, officer adding: button, activity
Blending Phonemes	s - ī - d side f - ō - m foam b - ī - t bite v - ā - s vase p - ō - k poke r - ī - s rice f - ā - d fade m - ō - n moan h - ī - k hike c - ō - v cove	w - ō - k woke l - ī - d lied p - ī - k pike r - ā - z raise s - ō - k soak v - ā - n vane k - ō - d code d - ī - v dive p - ā - v pave k - ā - p cape	r - ō - d road k - ī - t kite p - ā - n pain l - ā - t late n - ō - t note r - ī - p ripe w - ī - z wise g - ā - v gave l - ō - n loan f - ī - n fine	s - ā - v save z - ō - n zone f - ī - l file t - ō - d toad p - ī - n pine r - ō - b robe f - ā - m fame b - ī - k bike h - ō - m home t - ā - p tape	b - ō - n bone l - ī - k like h - ō - p hope b - ā - t bait w - ī - p wipe g - ō - t goat s - ā - m same d - ī - s dice k - ā - n cane p - ā - d paid
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	cake /ā/ note /ō/ side /ī/ read /ē/ cute /ū/ base /ā/ dime /ī/	hike /ī/ race /ā/ heat /ē/ kite /ī/ boat /ō/ same /ā/ teeth /ē/	goat /ō/ wise /ī/ reach /ē/ date /ā/ peek /ē/ code /ō/ mute /ū/	feet /ē/ sign /ī/ phone /ō/ duke /oo/ hide /ī/ leap /ē/ came /ā/	fuse /ū/ ride /ī/ lane /ā/ meet /ē/ dude /oo/ hope /ō/ raise /ā/
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: bake S: bake, /ā/					
Roller coaster hand motion: Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.					

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Segmenting Phonemes	road	r - ō - d	save	s - ā - v	bone	b - ō - n	side	s - ī - d	woke	w - ō - k
Teacher says the word. Students repeat the word and segment it into individual phonemes.	kite	k - ī - t	zone	z - ō - n	like	l - ī - k	foam	f - ō - m	lied	l - ī - d
Ex. T: cape S: cape, k-ā-p	pain	p - ā - n	file	f - ī - l	hope	h - ō - p	bite	b - ī - t	pike	p - ī - k
	late	l - ā - t	toad	t - ō - d	bait	b - ā - t	vase	v - ā - s	raise	r - ā - z
	note	n - ō - t	pine	p - ī - n	wipe	w - ī - p	poke	p - ō - k	soak	s - ō - k
	ripe	r - ī - p	robe	r - ō - b	goat	g - ō - t	rice	r - ī - s	vane	v - ā - n
	wise	w - ī - z	fame	f - ā - m	same	s - ā - m	fake	f - ā - k	code	k - ō - d
	gave	g - ā - v	bike	b - ī - k	dice	d - ī - s	moan	m - ō - n	dive	d - ī - v
	loan	l - ō - n	home	h - ō - m	cane	k - ā - n	hike	h - ī - k	pave	p - ā - v
*Say sound, not letter name	fine	f - ī - n	tape	t - ā - p	paid	p - ā - d	cove	c - ō - v	cape	k - ā - p

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

Adding Phonemes	Adding to the beginning:														
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?"	Rime	Add	Response												
Ex. T: ine S: ine T: Add /m/ at the beginning and the word is? S: mine	-ake	/f/	fake	-ite	/b/	bite	-ote	/r/	wrote	-ace	/f/	face	-ope	/h/	hope
	-ake	/t/	take	-ite	/s/	sight	-ote	/n/	note	-ace	/l/	lace	-ope	/s/	soap
	-ake	/l/	lake	-ite	/r/	right	-ote	/b/	boat	-ace	/r/	race	-ope	/n/	nope
	-ake	/r/	rake	-ite	/h/	height	-ote	/k/	coat	-ace	/p/	pace	-ope	/k/	cope
*Say sound, not letter name	-ake	/m/	make	-ite	/m/	might	-ote	/m/	moat	-ace	/k/	case	-ope	/r/	rope

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 Phonemes	Deleting from the beginning:														
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response												
Ex. T: coat S: coat T: Without /k/, what's left is? S: oat	<u>f</u> ine	/f/	ine	<u>d</u> ime	/d/	ime	<u>s</u> ame	/s/	ame	<u>f</u> ace	/f/	ace	<u>j</u> oke	/j/	oke
	<u>c</u> age	/k/	age	<u>s</u> oak	/s/	oak	<u>l</u> ime	/l/	ime	<u>s</u> ight	/s/	ite	<u>g</u> ate	/g/	ate
	<u>l</u> oad	/l/	oad	<u>m</u> ite	/m/	ite	<u>t</u> one	/t/	one	<u>r</u> oam	/r/	oam	<u>d</u> ice	/d/	ice
	<u>m</u> ice	/m/	ice	<u>p</u> age	/p/	age	<u>k</u> ite	/k/	ite	<u>c</u> oat	/k/	oat	<u>f</u> oam	/f/	oam
*Say sound, not letter name	<u>s</u> ale	/s/	ale	<u>w</u> rote	/r/	ote	<u>m</u> ade	/m/	ade	<u>w</u> ide	/w/	ide	<u>p</u> aid	/p/	aid

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

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Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response									
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" T: Ex. T: line S: line T: Change /l/ to /m/ and the word is? S: mine *Say sound, not letter name	<u>d</u> ate	/r/	rate	<u>h</u> ide	/s/	side	<u>b</u> one	/z/	zone	<u>s</u> ail	/m/	mail	<u>k</u> ite	/b/	bite
	r <u>a</u> te	/g/	gate	s <u>i</u> de	/r/	ride	z <u>o</u> ne	/l/	lone	m <u>a</u> il	/p/	pail	b <u>i</u> te	/s/	site
	g <u>a</u> te	/m/	mate	r <u>i</u> de	/w/	wide	l <u>o</u> ne	/k/	cone	p <u>a</u> il	/n/	nail	s <u>i</u> te	/l/	light
	m <u>a</u> te	/l/	late	w <u>i</u> de	/t/	tide	c <u>o</u> ne	/n/	known	n <u>a</u> il	/w/	wail	l <u>i</u> ght	/n/	night
	l <u>a</u> te	/d/	date	t <u>i</u> de	/h/	hide	<u>k</u> nown	/b/	bone	w <u>a</u> il	/r/	rail	n <u>i</u> ght	/m/	might

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Letter Naming	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time out of alphabetical order . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Little Miss Muffet	Baa, Baa, Black Sheep	Little Jack Horner	Hey, Diddle, Diddle	Student's choice from this week's nursery rhymes to recite or sing.
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.	Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane.	Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"	Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight, And the dish ran away with the spoon.	Student's choice from this week's nursery rhymes to recite or sing.

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Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -en	Rime: -et	Rime: -ed	Rime: -ent	Rime: -ell
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> hen Possible Student Response: ten den when then	<i>Teacher example:</i> get Possible Student Response: wet let net pet	<i>Teacher example:</i> red Possible Student Response: led bed sled fed	<i>Teacher example:</i> sent Possible Student Response: went rent dent tent	<i>Teacher example:</i> bell Possible Student Response: fell tell shell well
Onset Fluency	age /ā/ open /ō/ ice /ī/ unite /ū/ eat /ē/	ocean /ō/ eel /ē/ acorn /ā/ unicorn /ū/ idea /ī/	icing /ī/ apron /ā/ okay /ō/ east /ē/ use /ū/	useful /ū/ each /ē/ dinner /d/ oval /ō/ valley /v/	sincere /s/ ace /ā/ coffee /k/ over /ō/ isle /ī/
Blending Phonemes	m - ā - d made d - oo - k duke t - oo - n tune g - ō - l goal p - ī - p pipe l - ā - k lake s - ī - t site p - ā - v pave v - ā - s vase r - ō - d road	n - ī - n nine t - ō - n tone f - ī - v five m - ā - n mane s - ō - p soap k - ū - b cube j - oo - n June r - ī - p ripe g - ō - t goat b - ā - s base	t - oo - b tube w - ā - v wave k - ī - t kite d - ē - p deep r - oo - d rude h - ō - p hope f - ī - n fine k - ā - n cane L - ū - k Luke k - ō - l coal	d - oo - n dune r - ā - t rate p - ī - n pine r - ō - m roam k - ā - p cape n - ō - t note m - ī - s mice k - ū - t cute f - ū - z fuse l - ī - v live	r - ō - b robe b - ī - t bite f - ū - m fume g - ā - t gate m - ū - t mute n - ā - m name l - ī - k like m - ā - z maze n - ī - s nice k - ō - t coat
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	rake /ā/ dove /ō/ need /ē/ cube /ū/ soap /ō/ rime /ī/ tape /ā/	bead /ē/ soak /ō/ tide /ī/ name /ā/ fuse /ū/ dice /ī/ team /ē/	wide /ī/ mane /ā/ pole /ō/ tube /oo/ might /ī/ seem /ē/ nail /ā/	wrote /ō/ rise /ī/ June /oo/ beak /ē/ maze /ā/ dive /ī/ rode /ō/	mute /ū/ week /ē/ mail /ā/ woke /ō/ deep /ē/ ripe /ī/ cute /ū/
Roller coaster hand motion: Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.					

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	tube	t - oo - b	dune	d - oo - n	robe	r - o - b	made	m - ā - d	nine	n - ī - n
Teacher says the word. Students repeat the word and segment it into individual phonemes.	wave	w - ā - v	rate	r - ā - t	bite	b - ī - t	duke	d - oo - k	tone	t - o - n
Ex. T: keep S: keep, k - ē - p	kite	k - ī - t	pine	p - ī - n	fume	f - ū - m	tune	t - oo - n	five	f - ī - v
	deep	d - ē - p	roam	r - o - m	gate	g - ā - t	goal	g - o - l	mane	m - ā - n
	rude	r - oo - d	cape	k - ā - p	mute	m - ū - t	pipe	p - ī - p	soap	s - o - p
	hope	h - o - p	note	n - o - t	name	n - ā - m	lake	l - ā - k	cube	k - ū - b
	fine	f - ī - n	mice	m - ī - s	like	l - ī - k	site	s - ī - t	June	j - oo - n
	cane	k - ā - n	cute	k - ū - t	maze	m - ā - z	pave	p - ā - v	ripe	r - ī - p
	Luke	L - ū - k	fuse	f - ū - s	nice	n - ī - s	vase	v - ā - s	goat	g - o - t
	coal	k - o - l	live	l - ī - v	coat	k - o - t	road	r - o - d	base	b - ā - s
*Say sound, not letter name										

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

Adding Phonemes	Adding to the beginning:														
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?"	Rime	Add	Response												
Ex. T: ife S: ife T: Add /f/ at the beginning and the word is? S: life	-ūme	/f/	fume	-ōad	/t/	toad	-ake	/w/	wake	-oot	/r/	root	-ape	/k/	cape
	-oze	/n/	nose	-ide	/h/	hide	-oom	/r/	room	-āve	/s/	save	-oose	/g/	goose
	-āin	/p/	pain	-oon	/s/	soon	-ōve	/k/	cove	-oop	/h/	hoop	-ice	/n/	nice
	-oon	/t/	tune	-ood	/m/	mood	-ike	/b/	bike	-oke	/p/	poke	-oot	/b/	boot
*Say sound, not letter name	-ice	/r/	rice	-ate	/d/	date	-oon	/m/	moon	-ife	/l/	life	-obe	/r/	robe

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 Phonemes	Deleting from the beginning:														
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>u</u> /, what's left is?"	Word	Without	Response												
Ex. T: rice S: rice T: Without /r/, what's left is? S: ice	wake	/w/	ake	root	/r/	oot	cape	/k/	ape	fume	/f/	ūme	toad	/t/	oad
	room	/r/	oom	save	/s/	āve	goose	/g/	oose	nose	/n/	ōze	hide	/h/	ide
	gove	/k/	ōve	hoop	/h/	oop	nice	/n/	ice	pain	/p/	āin	soon	/s/	oon
	bike	/b/	ike	poke	/p/	oke	hoot	/b/	oot	tune	/t/	oon	mood	/m/	ood
*Say sound, not letter name	moon	/m/	oon	life	/l/	ife	robe	/r/	obe	rice	/r/	ice	date	/d/	ate

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

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" Ex. T: ride S: ride T: Change /r/ to /s/ and the word is? S: side *Say sound, not letter name	<u>d</u> ime	/l/	lime	<u>b</u> oat	/g/	goat	<u>n</u> ice	/m/	mice	<u>g</u> ave	/s/	save	<u>b</u> ook	/t/	took
	<u>l</u> ime	/m/	mime	<u>g</u> oat	/k/	coat	<u>m</u> ice	/d/	dice	<u>s</u> ave	/k/	cave	<u>t</u> ook	/l/	look
	<u>m</u> ime	/t/	time	<u>c</u> oat	/n/	note	<u>d</u> ice	/r/	rice	<u>c</u> ave	/p/	pave	<u>l</u> ook	/h/	hook
	<u>t</u> ime	/ch/	chime	<u>n</u> ote	/v/	vote	<u>r</u> ice	/v/	vice	<u>p</u> ave	/r/	rave	<u>h</u> ook	/k/	cook
	<u>ch</u> ime	/d/	dime	<u>v</u> ote	/b/	boat	<u>v</u> ice	/n/	nice	<u>r</u> ave	/g/	gave	<u>c</u> ook	/b/	book

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Letter Naming	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Little Boy Blue				
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Boy Blue, come blow your horn.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep?	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -eck	Rime: -ance	Rime: -end	Rime: -est	Rime: -ump
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> neck Possible Student Response: deck wreck check peck	<i>Teacher example:</i> dance Possible Student Response: France chance glance prance	<i>Teacher example:</i> bend Possible Student Response: spend send lend blend	<i>Teacher example:</i> west Possible Student Response: chest rest best test	<i>Teacher example:</i> jump Possible Student Response: lump bump stump pump
Onset Fluency	aim /ā/ united /ū/ eve /ē/ island /ī/ own /ō/	unify /ū/ oak /ō/ ate /ā/ eating /ē/ ideal /ī/	able /ā/ eastern /ē/ oath /ō/ using /ū/ icicle /ī/	random /r/ obey /ō/ humble /h/ even /ē/ journal /j/	silver /s/ locate /l/ oatmeal /ō/ museum /m/ erase /ē/
Blending Phonemes	h - ū - j huge k - ē - p keep w - ō - k woke s - ē - t seat g - ā - t gate d - ī - s dice t - ī - t tight g - ō - l goal l - ā - s lace t - oo - b tube	r - ā - z raise s - ī - t sight n - ō - t note t - ō - d toad j - oo - n June f - ē - t feet n - ī - t night l - ē - k leak t - ī - p type m - ū - l mule	g - ā - m game r - ī - t right h - ē - p heap f - ī - v five r - oo - l rule l - ē - s lease k - ō - d code t - ā - k take d - ō - m dome p - ā - n pain	f - ī - t fight h - ē - t heat t - ī - d tide k - ō - t coat b - ē - d bead r - ā - s race w - ē - v weave l - ī - t light m - ē - n mean j - ō - k joke	m - ī - t might b - ā - l bale n - ē - t neat f - ā - k fake l - ē - p leap w - ī - f wife t - ō - t tote p - ē - k peak f - ā - s face c - ū - b cube
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	not /ō/ note /ō/ mad /ā/ made /ā/ kit /ī/ kite /ī/	dim /ī/ dime /ī/ tap /ā/ tape /ā/ red /ē/ read /ē/	hop /ō/ hope /ō/ fin /ī/ fine /ī/ can /ā/ cane /ā/	hid /ī/ hide /ī/ cut /ū/ cute /ū/ set /ē/ seat /ē/	man /ā/ mane /ā/ led /ē/ lead /ē/ rod /ō/ rode /ō/
Roller coaster hand motion: Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.					

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	game	g - ā - m	fight	f - ī - t	might	m - ī - t	huge	h - ū - j	raise	r - ā - z
Teacher says the word. Students repeat the word and segment it into individual phonemes.	right	r - ī - t	heat	h - ē - t	bale	b - ā - l	keep	k - ē - p	sight	s - ī - t
Ex. T: heat S: heat, h-ē-t	heap	h - ē - p	tide	t - ī - d	neat	n - ē - t	woke	w - ō - k	note	n - ō - t
	five	f - ī - v	coat	k - ō - t	fake	f - ā - k	seat	s - ē - t	toad	t - ō - d
	rule	r - oo - l	bead	b - ē - d	leap	l - ē - p	gate	g - ā - t	June	j - oo - n
	lease	l - ē - s	race	r - ā - s	wife	w - ī - f	dice	d - ī - s	feet	f - ē - t
	code	k - ō - d	weave	w - ē - v	tote	t - ō - t	tight	t - ī - t	night	n - ī - t
	take	t - ā - k	light	l - ī - t	peak	p - ē - k	goal	g - ō - l	leak	l - ē - k
	dome	d - ō - m	mean	m - ē - n	face	f - ā - s	lace	l - ā - s	type	t - ī - p
*Say sound, not letter name	pain	p - ā - n	joke	j - ō - k	cube	k - ū - b	tube	t - oo - b	mule	m - ū - l

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

Adding Phonemes	Adding to the beginning:														
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?"	Rime	Add	Response												
Ex. T: ace S: ace T: Add /f/ at the beginning and the word is? S: face	-eed	/n/	need	-ate	/w/	wait	-eep	/b/	beep	-oke	/p/	poke	-āit	/b/	bait
*Say sound, not letter name	-ade	/f/	fade	-ome	/h/	home	-ime	/l/	lime	-ēan	/b/	bean	-ōan	/l/	loan
	-ize	/w/	wise	-eet	/f/	feet	-ace	/v/	vase	-ane	/k/	cane	-ēam	/t/	team
	-ōat	/g/	goat	-ipe	/r/	ripe	-ode	/k/	code	-eep	/j/	jeep	-oon	/j/	June
	-ūte	/k/	cute	-eep	/k/	keep	-eed	/s/	seed	-ite	/n/	night	-ize	/r/	rise

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 Phonemes	Deleting from the beginning:														
Teacher says the word. Students repeat the word. Teacher says, "Without /_/, what's left is?"	Word	Without	Response												
Ex. T: gate S: gate T: Without /g/, what's left is? S: ate	<u>b</u> eep	/b/	eep	<u>p</u> oke	/p/	oke	<u>h</u> ait	/b/	ait	<u>n</u> eed	/n/	eed	<u>w</u> ait	/w/	ate
*Say sound, not letter name	<u>l</u> ime	/l/	ime	<u>b</u> ean	/b/	ēan	<u>l</u> oan	/l/	ōan	<u>f</u> ade	/f/	ade	<u>h</u> ome	/h/	ome
	<u>y</u> ase	/v/	ase	<u>g</u> ane	/k/	ane	<u>t</u> eam	/t/	ēam	<u>w</u> ise	/w/	ize	<u>f</u> eet	/f/	eet
	<u>c</u> ode	/k/	ode	<u>j</u> eep	/j/	eep	<u>J</u> une	/j/	oon	<u>g</u> oat	/g/	ōat	<u>r</u> ipe	/r/	ipe
	<u>s</u> eed	/s/	eed	<u>n</u> ight	/n/	ite	<u>r</u> ise	/r/	ize	<u>c</u> ute	/k/	ūte	<u>k</u> eep	/k/	eep

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

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?"	<u>n</u> eed	/s/	seed	<u>f</u> ace	/p/	pace	j <u>o</u> ke	/p/	poke	<u>l</u> ike	/b/	bike	<u>b</u> oom	/z/	zoom
Ex. T: read S: read T: Change /r/ to /f/ and the word is? S: feed	<u>g</u> eed	/l/	lead	<u>p</u> ace	/l/	lace	<u>p</u> oke	/w/	woke	<u>b</u> ike	/h/	hike	<u>z</u> oom	/l/	loom
*Say sound, not letter name	<u>l</u> ead	/b/	bead	<u>l</u> ace	/r/	race	<u>w</u> oke	/y/	yoke	<u>h</u> ike	/p/	pike	<u>l</u> oom	/r/	room
	<u>h</u> ead	/r/	read	<u>r</u> ace	/ch/	chase	<u>y</u> oke	/s/	soak	<u>p</u> ike	/m/	Mike	<u>r</u> oom	/d/	doom
	<u>r</u> ead	/n/	need	<u>ch</u> ase	/f/	face	<u>g</u> oak	/j/	joke	<u>M</u> ike	/l/	like	<u>d</u> oom	/b/	boom
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.															
Letter Naming	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."		
Language Awareness	Jack Be Nimble														
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Jack be nimble, Jack be quick			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.		