

Pre-Kindergarten Phonemic Awareness Curriculum Plan

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
Letter Naming	Singing of the ABC's Use ABC cards every other day										Singing of the ABC's Use ABC cards every day					Introduce Letter Names & Sounds																			
Rhyming	Rhyme Repetition															Rhyme Recognition																			
Onset Fluency	Consonants																														Short Vowels				
Blending	Compound Words		Syllables			Onset/Rime			Compound Words		Syllables		Onset/Rime		Blending Two Phonemes										Blending Three Phonemes										
Final or Medial Sounds	Final Sound										Medial Sound										Final Sound					Mixed Skills									
Segmenting	Compound Words		Syllables			Onset/Rime			Compound Words		Syllables		Onset/Rime		Segmenting Two Phonemes										Segmenting Three Phonemes										
Adding	Compound Words		Syllables			Onset/Rime			Compound Words		Syllables		Onset/Rime		Adding Two Phonemes Together										Adding Onset to Rime										
Deleting	Compound Words		Syllables			Onset/Rime			Compound Words		Syllables		Onset/Rime		Deleting Onset From Two Phoneme Words										Deleting Onset from Rime										
Substituting																Substituting Onset of Two Phoneme Words					Substituting Onset of Three Phoneme Words														
Language Awareness	Repeating sentences from nursery rhymes and separating into individual spoken words.																																		

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Tuesday & Thursday: The teacher holds up flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students sing an alphabet song.	ABC Song: Sing the alphabet song together.	ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing the alphabet song together.	ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing the alphabet song together.
Rhyme Repetition The teacher says the word pair and the students repeat the word pair. Ex. T: my, shy S: my, shy	my, shy eat, feet soon, moon bat, sat hill, fill	dog, hog you, too make, take chip, sip dress, mess	date, wait know, show wet, net hid, did run, fun	cat, hat see, bee rice, nice pup, cup goat, boat	right, light cone, phone well, bell game, same jump, bump
Onset Fluency Option 1: The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: her, /h/ S: her, /h/ Option 2: The teacher says the word, repeating the first sound two times. Students repeat teacher. Ex. T: /h/, /h/, her S: /h/, /h/, her	rain /r/ was /w/ find /f/ key /k/ make /m/	bird /b/ nice /n/ dog /d/ here /h/ top /t/	push /p/ go /g/ say /s/ love /l/ white /w/	yard /y/ just /j/ quick /kw/ now /n/ boys /b/	see /s/ vine /v/ kick /k/ have /h/ zoo /z/
Blending Syllables The teacher says the syllables with a pause between them and then says the word. The students repeat the syllables with a pause, and then say the word. Ex. T: sīs - ter, sister S: sīs - ter, sister	lā - dē lady hăb - ĭt habit sīs - ter sister mō - mēnt moment lĭt - tle little	pŭmp - kĭn pumpkin hăm - mer hammer blān - kĕt blanket ăb - sĕnt absent bā - bē baby	shā - dē shady nŭm - ber number ăf - ter after jăck - ĭt jacket mŭn - kē monkey	pŭp - pĕt puppet fĭn - ĭsh finish năp - kĭn napkin tĭck - ĭt ticket căn - dē candy	băs - kĕt basket pĭk - nĭk picnic car - pĕt carpet ĕl - bō elbow ŭn - tĭl until
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Identifying Final Sounds The teacher says the word and then isolates the final sound. The students repeat the word and the final sound. Ex. T: was, /z/ S: was, /z/	egg /g/ soap /p/ job /b/ late /t/ room /m/	yes /s/ good /d/ age /j/ own /n/ live /v/	web /b/ time /m/ leaf /f/ hair /r/ read /d/	clock /k/ his /z/ meet /t/ side /d/ move /v/	green /n/ will /l/ clap /p/ grass /s/ park /k/

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Segmenting Syllables	puppet	pŭp - pĕt		basket	bās - kĕt		lady	lā - dĕ		pumpkin	pŭmp - kĭn		shady	shā - dĕ	
The teacher says the word and then segments it into syllables. The students repeat the word and then the separate syllables. Ex. T: shady, shā - dĕ S: shady, shā - dĕ	finish	fĭn - ĭsh		picnic	pĭk - nĭk		habit	hāb - ĭt		hammer	hām - mer		number	nŭm - ber	
	napkin	nāp - kĭn		carpet	car - pĕt		sister	sĭs - ter		blanket	blān - kĕt		after	āf - ter	
	ticket	tĭck - ĭt		elbow	ĕl - bō		moment	mō - mĕnt		absent	āb - sĕnt		jacket	jāck - ĭt	
	candy	cān - dĕ		until	ŭn - tĭl		little	lĭt - tle		baby	bā - bĕ		monkey	mŭn - kĕ	
Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. *Note: Teachers will chop from right to left so that students mirror your movements.															
Adding Syllables	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
The teacher says the word and the students repeat it. The teacher says, "Add /*/ at the end and the word is?" Teacher & students respond together. Ex. T: play S: play Add /ing/* at the end and the word is? T & S: playing *Use sounds.	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	clean-	/ing/	cleaning	meet-	/ing/	meeting	play-	/ing/	playing	pick-	/ing/	picking	rain-	/ing/	raining
	walk-	/ing/	walking	think-	/ing/	thinking	read-	/ing/	reading	fish-	/ing/	fishing	storm-	/ing/	storming
	cook-	/ing/	cooking	dust-	/ing/	dusting	count-	/ing/	counting	kick-	/ing/	kicking	snow-	/ing/	snowing
	talk-	/ing/	talking	cry-	/ing/	crying	see-	/ing/	seeing	plant-	/ing/	planting	freeze-	/ing/	freezing
	look-	/ing/	looking	jump-	/ing/	jumping	help-	/ing/	helping	melt-	/ing/	melting	hail-	/ing/	hailing
Adding to the end 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 for the whole word.															
Deleting Syllables	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
The teacher says the word and the students repeat it. The teacher says, "Without /_ / and the word is?" Teacher & students respond together. Ex. T: seeing S: seeing T: Without /ing/* and the word is? T & S: see *Use sounds.	play <u>ing</u>	/ing/	play	pick <u>ing</u>	/ing/	pick	rain <u>ing</u>	/ing/	rain	clean <u>ing</u>	/ing/	clean	meet <u>ing</u>	/ing/	meet
	read <u>ing</u>	/ing/	read	fish <u>ing</u>	/ing/	fish	storm <u>ing</u>	/ing/	storm	walk <u>ing</u>	/ing/	walk	think <u>ing</u>	/ing/	think
	count <u>ing</u>	/ing/	count	kick <u>ing</u>	/ing/	kick	snow <u>ing</u>	/ing/	snow	cook <u>ing</u>	/ing/	cook	dust <u>ing</u>	/ing/	dust
	see <u>ing</u>	/ing/	see	plant <u>ing</u>	/ing/	plant	freeze <u>ing</u>	/ing/	freeze	talk <u>ing</u>	/ing/	talk	cry <u>ing</u>	/ing/	cry
	help <u>ing</u>	/ing/	help	mel <u>ing</u>	/ing/	melt	hail <u>ing</u>	/ing/	hail	look <u>ing</u>	/ing/	look	jump <u>ing</u>	/ing/	jump
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull your left hand away to delete the ending, and show what word remains with your right hand.															
Language Awareness	The Itsy Bitsy Spider			Little Miss Muffet			1, 2, Buckle My Shoe			Old Mother Hubbard			Students choose their favorite nursery rhyme from the week and recite it together.		
Nursery Rhyme Review: 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.	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.			Little Miss Muffet sat on a tuffet, Eating her curds and whey; When along came a spider, Who sat down beside her And frightened Miss Muffet away.			1, 2, buckle my shoe. 3, 4, shut the door. 5, 6, pick up sticks. 7, 8, lay them straight. 9, 10, put them back again.			Old Mother Hubbard Old Mother Hubbard Went to the cupboard To get her poor dog a bone; But when she got there, The cupboards were bare, So the poor dog had none.					

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Letter Naming</p> <p>Monday, Tuesday, & Thursday: The teacher holds up alphabet flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students say the letter name & sound.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards & say, "Letter is ____; "Sound is ____." Show only upper case letters.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards & say, "Letter is ____; "Sound is ____." Show only lower case letters.</p>	<p>ABC Song:</p> <p>Sing and hold up letter cards as you sing.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards & say, "Letter is ____; "Sound is ____." Show upper and lower case letters.</p>	<p>ABC Song:</p> <p>Sing and hold up letter cards as you sing.</p>
<p>Rhyme Recognition</p> <p>The teacher says the word pair. The students repeat the word pair and show thumbs up if the words rhyme, or thumbs down if the words do not rhyme.</p>	<p>play, stay chair, me wet, net harp, sharp joke, mess</p>	<p>dry, my here, cheer lid, tab now, too jump, bump</p>	<p>hose, rose new, who fort, sort home, car no, yes</p>	<p>wet, he five, live park, dark nut, cut go, so</p>	<p>jet, get ice, nice dime, ten map, cap goat, barn</p>
<p>Onset Fluency</p> <p>Option 1: The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: pail, /p/ S: pail, /p/</p> <p>Option 2: The teacher says the word, repeating the first sound two times. Students repeat teacher. Ex. T: /p/, /p/, pail S: /p/, /p/, pail</p>	<p>me /m/ pail /p/ name /n/ top /t/ hair /h/</p>	<p>jeep /j/ salt /s/ new /n/ fair /f/ mail /m/</p>	<p>day /d/ wet /w/ go /g/ sock /s/ bus /b/</p>	<p>can /k/ hand /h/ light /l/ quiet /kw/ ring /r/</p>	<p>voice /v/ yawn /y/ new /n/ heart /h/ zone /z/</p>
<p>Blending Phonemes</p> <p>The teacher says the phonemes with a pause between them and then says the word. The students repeat the phonemes with a pause, and then say the word. Ex. T: /g - o/, go S: /g - o/, go</p>	<p>/b - ē/ be /s - ē/ see /f - ē/ fee /k - ē/ key /m - ē/ me</p>	<p>/b - ā/ bay /w - ā/ way /p - ā/ pay /m - ā/ may /l - ā/ lay</p>	<p>/n - ō/ no /l - ō/ low /g - ō/ go /s - ō/ so /t - ō/ toe</p>	<p>/p - ī/ pie /wh - ī/ why /t - ī/ tie /b - ī/ by /h - ī/ hi</p>	<p>/t - oo/ too /z - oo/ zoo /d - oo/ do /m - oo/ moo /y - oo/ you</p>
<p>Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop for each phoneme. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.</p>					

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Identifying Medial Sounds	can	/ă/	hat	/ă/	cash	/ă/	back	/ă/	jam	/ă/
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound. Ex. T: cat, /ă/ S: cat, /ă/	net	/ě/	wet	/ě/	hen	/ě/	then	/ě/	set	/ě/
	sit	/ĩ/	lick	/ĩ/	hip	/ĩ/	hill	/ĩ/	with	/ĩ/
	top	/ö/	hop	/ö/	clock	/ö/	hot	/ö/	doll	/ö/
	jump	/ů/	bug	/ů/	such	/ů/	cup	/ů/	fun	/ů/
Optional roller coaster hand motion: Teacher and students move one 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 middle of the word; bottom of the hill is the end of the word.										

Segmenting Phonemes	no	/n - ō/	pie	/p - ĩ/	too	/t - oo/	be	/b - ē/	bay	/b - ā/
The teacher says the word and then segments it into phonemes. The students repeat the word and then the phonemes. Ex. T: knee, /n - ē/ S: knee, /n - ē/	low	/l - ō/	why	/wh - ĩ/	zoo	/z - oo/	see	/s - ē/	way	/w - ā/
	go	/g - ō/	tie	/t - ĩ/	do	/d - oo/	fee	/f - ē/	pay	/p - ā/
	so	/s - ō/	by	/b - ĩ/	moo	/m - oo/	key	/k - ē/	may	/m - ā/
	toe	/t - ō/	hi	/h - ĩ/	you	/y - oo/	me	/m - ē/	lay	/l - ā/
Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. *Note: Teachers will chop from right to left so that students mirror your movements.										

Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
The teacher says the phoneme and the students repeat it. The teacher says, "Add /*/ at the beginning and the word is?" Teacher & students respond together. Ex. T: /ō/ S: /ō/ T: Add /l/* at the beginning and the word is? T & S: low *Use sounds.	-ē	/h/	he	-oo	/g/	goo	-ō	/g/	go	-ī	/h/	high	-ā	/m/	may
	-ā	/d/	day	-ī	/h/	hi	-ī	/h/	hi	-ō	/t/	toe	-ē	/w/	we
	-oo	/t/	too	-ā	/w/	way	-ā	/l/	lay	-oo	/d/	do	-ī	/t/	tie
	-ī	/p/	pie	-ē	/b/	be	-oo	/y/	you	-ē	/m/	me	-ō	/s/	so
	-ō	/l/	low	-ō	/m/	mow	-ē	/s/	see	-ā	/s/	say	-oo	/z/	zoo
Adding hand motion: Teacher holds left palm out in front to show the word part. Add the first sound with your right hand and lightly clap hands together for the whole word.															

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
The teacher says the word and the students repeat it. The teacher says, "Without / <u> </u> / and what's left is?" Teacher & students respond together. Ex. T: way S: way T: Without /w/* and what's left is? T & S: /ā/ *Use sounds.	<u>p</u> ay	/p/	/ā/	<u>w</u> e	/w/	/ē/	<u>t</u> ie	/t/	/ī/	<u>s</u> o	/s/	/ō/	<u>z</u> oo	/z/	/oo/
	<u>b</u> e	/b/	/ē/	<u>m</u> y	/m/	/ī/	<u>m</u> ow	/m/	/ō/	<u>m</u> oo	/m/	/oo/	<u>s</u> ay	/s/	/ā/
	<u>h</u> i	/h/	/ī/	<u>t</u> oe	/t/	/ō/	<u>d</u> o	/d/	/oo/	<u>d</u> ay	/d/	/ā/	<u>m</u> e	/m/	/ē/
	<u>g</u> o	/g/	/ō/	<u>y</u> ou	/y/	/oo/	<u>w</u> ay	/w/	/ā/	<u>s</u> ee	/s/	/ē/	<u>b</u> y	/b/	/ī/
	<u>t</u> oo	/t/	/oo/	<u>l</u> ay	/l/	/ā/	<u>h</u> e	/h/	/ē/	<u>p</u> ie	/p/	/ī/	<u>l</u> ow	/l/	/ō/

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

Substituting Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
The teacher says the word and the students repeat it. The teacher says, "Change the / <u> </u> / to / <u> </u> / and the word is?" Teacher & students respond together. Ex. T: so S: so T: Change the /s/* to /n/* and the word is? T & S: no *Use sounds.	<u>b</u> e	/s/	see	<u>m</u> y	/b/	buy	<u>l</u> ay	/s/	say	<u>w</u> ho	/z/	zoo	<u>s</u> o	/n/	no
	<u>s</u> ee	/n/	knee	<u>b</u> uy	/l/	lie	<u>s</u> ay	/m/	may	<u>z</u> oo	/g/	goo	<u>n</u> o	/g/	go
	<u>k</u> nee	/m/	me	<u>l</u> ie	/t/	tie	<u>m</u> ay	/p/	pay	<u>g</u> oo	/t/	too	<u>g</u> o	/l/	low
	<u>m</u> e	/f/	fee	<u>t</u> ie	/s/	sigh	<u>p</u> ay	/w/	way	<u>t</u> oo	/m/	moo	<u>l</u> ow	/m/	mow
	<u>f</u> ee	/b/	bee	<u>s</u> igh	/m/	my	<u>w</u> ay	/d/	day	<u>m</u> oo	/z/	zoo	<u>m</u> ow	/s/	so

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

Language Awareness	Baa, Baa Black Sheep	Three Blind Mice	Week Willie Winkie	Roses are Red	
Nursery Rhyme Review: 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.	Baa, baa black sheep Have you any wool? Yes, sir, yes, sir Three bags full Baa, baa black sheep Have you any wool?	Three blind mice, three blind mice See how they run, see how they run. They all ran after the farmer's wife, Who cut off their tails with a carving knife. Did you ever see such a sight in your life, as three blind mice?	Wee Willie Winkie runs through the town. Upstairs and downstairs in his nightgown. Tapping at the window, crying at the lock "Are all the children in their beds? It's past ten o'clock!"	Roses are red Violets are blue Sugar is sweet And so are you	Students choose their favorite nursery rhyme from the week and recite it together.