

Primary 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	Alphabet Review, including the multiple sounds for some letters (short & long vowels, hard & soft sounds of c & g, multiple sounds for y, s)							Consonant Blends & Digraphs and Long & Short vowels											Vowels: Short & long sounds (with silent e & vowels teams), r-controlled vowels				R-controlled vowels & Advanced Vowels: au, aw, au, ou, ow, oi, oy, oo				Inflectional Endings: ing, ly, er, ed, est			Prefixes & Suffixes; Vowels review (if needed)					
Rhyming	Rhyme Recognition	Rhyme Production	Rhyme Recognition & Rhyme Production				Rhyme Recognition	Rhyme Production	Rhyme Production & Rhyme Recognition			Rhyme Production	Rhyme Production & Rhyme Recognition				Rhyme production	Rhyme Recognition	Rhyme Recognition and Rhyme Production						Rhyme Recognition	Rhyme production	Rhyme Recognition with multi-syllabic words		Rhyme Production						
Onset	Consonants				Consonants & Vowels			Digraphs			Consonant Blends					Consonants	Consonant Blends	Consonants	Onset-rime	Consonants, vowels, & digraphs		Consonants	Vowels	Blends	Syllables	Blends	Syllables								
Blending	Compound Words	Syllables	Onset-Rime	Bar-coda	Blending 2 and 3-phoneme words		Blending Words with Digraphs			L Blends	R Blends	S Blends	Blending words with 4+ phonemes				R-controlled Vowels	Advanced Vowels: au, aw, ou, ow, oi, oy, oo			ing endings	er endings	Sounds of y	Syllables											
Final and Medial Sounds	Final sounds					Medial sounds	Final sounds	Find the Digraph	Final Sounds		Mixed Skills	Finding blends & digraphs	Medial sounds	Mixed Skills				Medial sounds	Mixed Skills	Ending sounds	Medial sounds	Final Syllables	Find the blend	Final Syllables											
Segmenting	Compound Words	Syllables	Onset-Rime	Two and Three-phoneme words	Digraphs			L Blends	R Blends	S Blends	4+ phoneme words				R-controlled Vowels	Advanced Vowels: au, aw, ou, ow, oi, oy, oo			ing endings	er endings	Sounds of y	Syllables													
Substituting	Compound Words	Syllables	Initial consonants				Digraphs	Consonant Blends & Digraphs				Rimes	Medial sounds	Initial sound, Vowel, Rimes	initial & Final	Initial & Vowel	Initial sound, Vowel, Rimes			Medial sounds	Final sounds	Final & blend	Syllables												
Adding	Compound Words	Syllables	Initial consonants				Digraphs	Initial Consonant Digraphs and Blends				Phoneme to make a blend	Rimes	Initial or Final sounds	Compound words	Syllables		Initial Consonants	Suffixes	Prefixes & Suffixes		Syllables	Prefixes or Suffixes												
Deleting	Compound Words	Syllables	Initial consonants				Digraphs	Consonant Digraphs and Blends				Consonant blends	Rimes	Initial or Final sounds			Initial Consonants	Suffixes	Prefixes & Suffixes		Syllables														
Language Awareness	Repeating sentences; Separating into separate spoken words; counting words			Reciting nursery rhymes	Repeating Sentences; counting words	Teacher can create additional sentences if students still need practice with these skills. Or teachers can teach nursery rhymes or poems to teach these skills.																													

Phonemic Awareness Training Lesson Plan for Week 6

Skills	Monday	Tuesday	Wednesday	Thursday	Friday	
Letter Naming	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____;" "Sound is _____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____;" "Sound is _____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____;" "Sound is _____."	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Recognition	Thumbs Up / Thumbs Down Instructions vary by day. Mon, Wed & Fri: Teacher reads the word pair. Students show "Thumbs Up" if words rhyme, or "Thumbs Down" if the words don't rhyme. Tues & Thurs: Teacher reads word set. Students repeat only the two rhyming words. *Answers in bold	Repeat the two words that rhyme. lip, trip, be sand, land, for big, fig, but tent, bent, now on, Ron, yes fell, tell, go jog, hog, get fall, call, no belt, melt, he hot, got, bee	Thumbs Up / Thumbs Down wet, pet dry, fly fat, snail fake, snake long, house loud, crowd soft, song fast, train tall, wall lost, pup	Repeat the two words that rhyme. go, cob, job see, say, day but, pan, ran not, age, page shoe, pie, tie she, mow, toe for, five, dive so, six, fix let, tub, rub no, red, head	Thumbs Up / Thumbs Down weak, beak red, crab fat, rat wet, goose free, bee nice, price fun, run rice, road fast, crawl low, bow	
Onset Fluency	Teacher reads each sentence. Students give the repeated onset. Ex. T: Cats can climb. S: /k/* *Students say sound, not letter.	Billy bought bent bananas. /b/ Nellie needs nine nickels. /n/ Sue saw seven seals. /s/ Phil felt foolish. /f/ Tina told Tim tales. /t/ Elephants exercise elbows. /e/ Polly pet Patrick's parrot. /p/	Faye felt faint. /f/ Can cats catch cows? /k/ Do dolphins dive down deep? /d/ He hears happy humming. /h/ Jeff's jet just jumped. /j/ Indeed, information is important. /i/ Yesterday, yaks yawned. /y/	Run, run, Randy Rabbit! /r/ Quincy quit quarreling. /q/ Vanessa views valentines. /v/ Willy was weakly wiggling. /w/ My marbles made moves. /m/ Olive octopus objected. /ɒ/ Six silly seals sailed south. /s/	Mom made me milkshakes. /m/ Beth bought beautiful bows. /b/ Fanny found forty forks. /f/ Sally saw skeletons skating. /s/ Lions like long licorice. /l/ Upright umbrellas unlock. /ʊ/ John joined Jane jogging. /j/	Violet's vase vanished. /v/ Danny doesn't dunk donuts. /d/ Pam packed purple paper. /p/ Ron ran rapidly. /r/ Mary makes many messes. /m/ Ants answered adequately. /ə/ Sam sold six sandwiches. /s/
Blending Onset-Rime	Teacher says the onset and then the rime. Students say the whole word. Ex. T: d-esk S: desk	s-un sun f-ish fish j-am jam t-en ten k-up cup b-ox box r-at rat r-ub rub k-iss kiss n-od nod	g-ave gave h-ome home k-ite kite k-ube cube p-each peach j-oke joke m-ail mail d-EEP deep n-ine nine k-ute cute	t-ip tip k-at cat d-ad dad r-ock rock h-ot hot y-ell yell p-ick pick h-um hum s-uch such b-ack back	l-ate late k-amp camp p-ond pond r-est rest s-oap soap ch-ill chill h-ive hive j-ump jump b-each beach m-ute mute	k-ap cap f-ive five m-ade made r-ead read n-ice nice s-unK sunk w-ell well w-eb web d-ime dime k-ing king
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop each for onset and rime. Then slide your hands right to left to say the whole word. Students will mirror the teacher.						

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Skills	Monday			Tuesday			Wednesday			Thursday			Friday							
Identifying Final Sounds	pill, sell	/l/		cab, cube	/b/		bark, hike	/k/		cube, rib	/b/		lost, gate	/t/						
Teacher says both words. Students listen, and then isolate the final sound. Ex. T: peas, his S: /z/* *Students say sound, not letter.	dome, room	/m/		get, goat	/t/		peas, his	/z/		gem, tame	/m/		yes, fuss	/s/						
	cub, robe	/b/		bread, did	/d/		van, seen	/n/		yak, bike	/k/		stack, break	/k/						
	moss, class	/s/		page, huge	/j/		light, late	/t/		fuzz, hose	/z/		small, nail	/l/						
	kick, pack	/k/		tell, pile	/l/		nurse, less	/s/		keep, hop	/p/		fig, log	/g/						
	rot, rate	/t/		save, give	/v/		laugh, rough	/f/		bad, ride	/d/		hive, give	/v/						
	up, pipe	/p/		home, time	/m/		grass, miss	/s/		bus, pass	/s/		wade, odd	/d/						
	big, slug	/g/		rope, top	/p/		comb, team	/m/		dive, have	/v/		page, large	/j/						
	rain, can	/n/		six, fox	/ks/		pop, deep	/p/		plan, cone	/n/		ten, green	/n/						
	fuzz, is	/z/		take, walk	/k/		talk, poke	/k/		wait, get	/t/		sleep, pup	/p/						
Segmenting Onset-Rime	sun	s-un	fish	f-ish	gave	g-ave	home	h-ome	cap	k-ap	five	f-ive	late	l-ate	camp	k-amp	tip	t-ip	cat	k-at
Teacher says the word. Students repeat the word and segment into onset and rime. Ex. T: peach S: peach, p-each	jam	j-am	ten	t-en	kite	k-ite	cube	k-ube	made	m-ade	read	r-ead	pond	p-ond	rest	r-est	dad	d-ad	rock	r-ock
	cup	k-up	box	b-ox	peach	p-each	joke	j-oke	nice	n-ice	sunk	s-unk	soap	s-oap	chill	ch-ill	hot	h-ot	yell	y-ell
	rat	r-at	rub	r-ub	mail	m-ail	deep	d-eep	well	w-ell	web	w-eb	hive	h-ive	jump	j-ump	pick	p-ick	hum	h-um
	kiss	k-iss	nod	n-od	nine	n-ine	cute	k-ute	time	t-ime	king	k-ing	beach	b-each	mute	m-ute	such	s-uch	back	b-ack
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and the rime in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.																				
Substituting Phonemes	<u>t</u> ake	/b/	bake	<u>c</u> ame	/t/	tame	<u>p</u> oke	/w/	woke	<u>r</u> ude	/d/	dude	<u>p</u> oke	/j/	joke					
Teacher says the word. Students repeat the word. Teacher says, "Change /_/_/ to /_/_/ and the word is?"	<u>u</u> ne	/t/	tune	<u>t</u> ire	/f/	fire	<u>n</u> ame	/f/	fame	<u>h</u> eat	/s/	seat	<u>g</u> ate	/d/	date					
	<u>m</u> ail	/s/	sail	<u>f</u> ade	/m/	made	<u>b</u> eak	/l/	leak	<u>l</u> ace	/p/	pace	<u>m</u> ule	/r/	rule					
*Use sounds	<u>b</u> oat	/k/	coat	<u>w</u> oke	/p/	poke	<u>t</u> ape	/k/	cape	<u>r</u> ate	/l/	late	<u>p</u> ee <u>k</u>	/w/	week					
	<u>l</u> ake	/w/	wake	<u>f</u> ace	/l/	lace	<u>b</u> ase	/v/	vase	<u>h</u> ope	/r/	rope	<u>s</u> ame	/n/	name					
Ex. T: coat S: coat	<u>f</u> eel	/p/	peel	<u>b</u> ite	/k/	kite	<u>m</u> ice	/n/	nice	<u>f</u> ive	/d/	dive	<u>t</u> ile	/m/	mile					
T: Change /k/ to /b/ and the word is? S: boat	<u>r</u> ace	/f/	face	<u>c</u> ube	/t/	tube	<u>c</u> oat	/g/	goat	<u>s</u> ole	/p/	pole	<u>l</u> ine	/v/	vine					
	<u>s</u> eat	/m/	meat	<u>g</u> ave	/s/	save	<u>m</u> ake	/t/	take	<u>s</u> ide	/r/	ride	<u>t</u> ale	/s/	sale					
	<u>f</u> ine	/n/	nine	<u>m</u> ane	/k/	cane	<u>h</u> ope	/r/	rope	<u>l</u> ike	/b/	bike	<u>r</u> ead	/f/	feed					
	<u>r</u> oad	/t/	toad	<u>w</u> heat	/h/	heat	<u>r</u> ose	/h/	hose	<u>b</u> ite	/k/	kite	<u>d</u> oze	/n/	nose					
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.																				

Phonemic Awareness Training Lesson Plan for Week 6

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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
Teacher says the rime. Students repeat the rime. Teacher says, "Add /_/ at the beginning and the word is?" *Use sounds Ex. T: ide S: ide T: Add /r/ at the beginning and the word is? S: ride	-ake	/r/	rake	-ite	/k/	kite	-own	/b/	bone	-ube	/k/	cube	-ete	/P/	Pete
	-ame	/k/	came	-ice	/m/	mice	-ode	/k/	code	-ude	/d/	dude	-eve	/w/	weave
	-ace	/f/	face	-ime	/d/	dime	-ope	/r/	rope	-uge	/h/	huge	-eet	/m/	meet
	-ave	/w/	wave	-ile	/f/	file	-oke	/j/	joke	-une	/J/	June	-eat	/s/	seat
	-ape	/t/	tape	-ine	/n/	nine	-ole	/p/	pole	-ube	/t/	tube	-eep	/k/	keep
	-ade	/f/	fade	-ide	/r/	ride	-ote	/v/	vote	-ude	/r/	rude	-eam	/t/	team
	-ake	/b/	bake	-ire	/t/	tire	-ome	/h/	home	-ule	/y/	yule	-eat	/b/	beat
	-ail	/s/	sail	-ipe	/w/	wipe	-oze	/n/	nose	-ute	/k/	cute	-eet	/f/	feet
	-aze	/m/	maze	-ine	/l/	line	-ome	/d/	dome	-ule	/m/	mule	-ear	/h/	hear
	-age	/p/	page	-ive	/h/	hive	-oke	/w/	woke	-une	/t/	tune	-each	/r/	reach

Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.

Deleting 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 /_/ and what is left?" *Use sounds Ex. T: home S: home T: Without /h/ and what is left? S: ome	<u>b</u> one	/b/	own	<u>c</u> ube	/k/	ube	<u>P</u> ete	/p/	eat	<u>r</u> ake	/r/	ache	<u>k</u> ite	/k/	ite
	<u>c</u> oke	/k/	oak	<u>d</u> ude	/d/	ude	<u>w</u> eave	/w/	eve	<u>c</u> ame	/k/	aim	<u>m</u> ice	/m/	ice
	<u>r</u> ope	/r/	ope	<u>h</u> uge	/h/	uge	<u>m</u> eal	/m/	eal	<u>f</u> ace	/f/	ace	<u>d</u> ime	/d/	I'm
	<u>d</u> ome	/d/	ome	<u>J</u> une	/j/	une	<u>r</u> ead	/r/	ead	<u>w</u> ave	/w/	ave	<u>f</u> ile	/f/	I'll
	<u>p</u> ole	/p/	ole	<u>r</u> ude	/r/	ude	<u>k</u> ee <u>p</u>	/k/	eep	<u>p</u> age	/p/	age	<u>h</u> ive	/h/	I've
	<u>v</u> ote	/v/	oat	<u>m</u> ule	/m/	ule	<u>t</u> eam	/t/	eam	<u>t</u> ape	/t/	ape	<u>n</u> ine	/n/	ine
	<u>h</u> ome	/h/	ome	<u>t</u> une	/t/	une	<u>b</u> eat	/b/	eat	<u>f</u> ade	/f/	aid	<u>r</u> ide	/r/	ide
	<u>n</u> ose	/n/	oze	<u>y</u> ule	/y/	ule	<u>p</u> ea <u>k</u>	/p/	eak	<u>b</u> ake	/b/	ache	<u>t</u> ire	/t/	ire
	<u>j</u> oke	/j/	oak	<u>c</u> ute	/k/	ute	<u>h</u> ea <u>r</u>	/h/	ear	<u>s</u> ail	/s/	ail	<u>w</u> ipe	/w/	ipe
	<u>c</u> ode	/k/	ode	<u>t</u> ube	/t/	ube	<u>r</u> ea <u>ch</u>	/r/	each	<u>m</u> aze	/m/	aze	<u>l</u> ine	/l/	ine

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

Language Awareness	Little Miss Muffet	Old Mother Hubbard	Twinkle, Twinkle	Hey Diddle Diddle	Humpty Dumpty
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. See page viii for additional nursery rhyme resources.	Little Miss Muffet sat on her tuffet, Eating her curds and whey. Along came a spider and sat down beside her, And frightened Miss Muffet away.	Old Mother Hubbard Old Mother Hubbard Went to the cupboard, To give the poor doggie a bone; When she went there, The cupboards were bare, So the poor little doggie had none.	Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are.	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.	Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again.