## English Pre-Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 7

<table>
<thead>
<tr>
<th>Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhyme Repetition</strong></td>
<td>wall, fall</td>
<td>men, then</td>
<td>all, fall</td>
<td>had, sad</td>
<td>sat, rat</td>
</tr>
<tr>
<td></td>
<td>men, ten</td>
<td>call, tall</td>
<td>pat, bat</td>
<td>stay, play</td>
<td>egg, leg</td>
</tr>
<tr>
<td></td>
<td>sat, hat</td>
<td>had, mad</td>
<td>dog, log</td>
<td>pen, hen</td>
<td>pink, wink</td>
</tr>
<tr>
<td></td>
<td>king, sing</td>
<td>great, late</td>
<td>sun, fun</td>
<td>lip, tip</td>
<td>too, you</td>
</tr>
<tr>
<td></td>
<td>knee, be</td>
<td>head, bed</td>
<td>him, Jim</td>
<td>like, bike</td>
<td>why, cry</td>
</tr>
<tr>
<td><strong>Onset Fluency</strong></td>
<td>wall /w/</td>
<td>men /m/</td>
<td>sat /s/</td>
<td>gate /g/</td>
<td>king /k/</td>
</tr>
<tr>
<td></td>
<td>fall /l/</td>
<td>ten /t/</td>
<td>bat /b/</td>
<td>date /d/</td>
<td>wing /w/</td>
</tr>
<tr>
<td></td>
<td>tall /t/</td>
<td>pen /p/</td>
<td>mat /m/</td>
<td>late /l/</td>
<td>ring /r/</td>
</tr>
<tr>
<td></td>
<td>call /k/</td>
<td>hen /h/</td>
<td>hat /h/</td>
<td>rate /r/</td>
<td>ding /d/</td>
</tr>
<tr>
<td></td>
<td>ball /b/</td>
<td>when /w/</td>
<td>cat /k/</td>
<td>wait /w/</td>
<td>fate /f/</td>
</tr>
<tr>
<td><strong>Blending Syllables</strong></td>
<td>ŭ - gēn again</td>
<td>tick - le tinkle</td>
<td>drib - ble dribble</td>
<td>wîg - gle wiggle</td>
<td>bûb - bles bubbles</td>
</tr>
<tr>
<td></td>
<td>hors - ŭz horses</td>
<td>mar - ble marble</td>
<td>là - ter later</td>
<td>car - tûn carton</td>
<td>clô - ver clover</td>
</tr>
<tr>
<td></td>
<td>âf - ter after</td>
<td>shî - dô shadow</td>
<td>rôd - ing reading</td>
<td>sîm - ple simple</td>
<td>bôd - ê body</td>
</tr>
<tr>
<td></td>
<td>kind - lê kindly</td>
<td>ëmp - tê empty</td>
<td>shar - pên sharpen</td>
<td>brô - kên broken</td>
<td>look - ing looking</td>
</tr>
<tr>
<td></td>
<td>mar - kêt market</td>
<td>wîg - ìn wagon</td>
<td>clôś - ìt closet</td>
<td>clip - per clipper</td>
<td>fôl - lô follow</td>
</tr>
<tr>
<td><strong>Segmenting Syllables</strong></td>
<td>wiggle</td>
<td>wîg - gle</td>
<td>bubbles</td>
<td>bûb - bles</td>
<td>again</td>
</tr>
<tr>
<td></td>
<td>carton</td>
<td>car - tûn</td>
<td>clever</td>
<td>clô - ver</td>
<td>horses</td>
</tr>
<tr>
<td></td>
<td>simple</td>
<td>sîm - ple</td>
<td>body</td>
<td>bôd - ê</td>
<td>after</td>
</tr>
<tr>
<td></td>
<td>broken</td>
<td>brô - kên</td>
<td>looking</td>
<td>look - ing</td>
<td>kindly</td>
</tr>
<tr>
<td></td>
<td>clipper</td>
<td>clip - per</td>
<td>follow</td>
<td>fôl - lô</td>
<td>market</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>wagon</td>
<td>wîg - ìn</td>
</tr>
</tbody>
</table>

### Options

1. **Teacher says the word and isolates the onset. Students repeat the teacher. Ex. ten, /t/**
2. **Teacher says the onset and then the word. Students repeat the teacher. Ex. cat /k/**

**Blending hand motion:** Place palms together to create "choppers." As the teacher, chop 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.

**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.

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English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 7

<table>
<thead>
<tr>
<th>Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adding Syllables</strong></td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
</tr>
<tr>
<td>The teacher says the word and the students repeat it. The teacher says, &quot;Add /*/ at the end and the word is?&quot; Teacher &amp; students respond together.</td>
<td>pain-</td>
<td>/ful/</td>
<td>painful</td>
<td>strong-</td>
<td>/est/</td>
</tr>
<tr>
<td>Ex. T: pillow S: pillow T: Without /*, what's left is? T &amp; S: pill</td>
<td>thank-</td>
<td>/ful/</td>
<td>thankful</td>
<td>sweet-</td>
<td>/est/</td>
</tr>
<tr>
<td>use-</td>
<td>/ful/</td>
<td>useful</td>
<td>cool-</td>
<td>/est/</td>
<td>coldest</td>
</tr>
<tr>
<td>hope-</td>
<td>/ful/</td>
<td>hopeful</td>
<td>bright-</td>
<td>/est/</td>
<td>brightest</td>
</tr>
<tr>
<td>*Say sounds, not letter names.</td>
<td>help-</td>
<td>/ful/</td>
<td>helpful</td>
<td>cheap-</td>
<td>/est/</td>
</tr>
</tbody>
</table>

**Adding hand motion:** The teacher holds out the right hand with an open palm to represent the initial syllable. Then show the left hand to represent/add the final syllable, and lightly clap hands together for the whole word.

<table>
<thead>
<tr>
<th>Deleting Syllables</th>
<th>Deleting from the end:</th>
<th>Deleting from the end:</th>
<th>Deleting from the end:</th>
<th>Deleting from the end:</th>
<th>Deleting from the end:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the word and the students repeat it. The teacher says, &quot;Without /*, what's left is?&quot; Teacher &amp; students respond together.</td>
<td>window</td>
<td>/o/</td>
<td>wind</td>
<td>cleanest</td>
<td>/er/</td>
</tr>
<tr>
<td>Ex. T: pillow S: pillow T: Without /o/*, what's left is? T &amp; S: pill</td>
<td>fellow</td>
<td>/o/</td>
<td>fell</td>
<td>cleaner</td>
<td>/er/</td>
</tr>
<tr>
<td>pillow</td>
<td>/o/</td>
<td>pill</td>
<td>darkest</td>
<td>/er/</td>
<td>dark</td>
</tr>
<tr>
<td>jello</td>
<td>/o/</td>
<td>jell</td>
<td>highest</td>
<td>/est/</td>
<td>high</td>
</tr>
<tr>
<td>yellow</td>
<td>/o/</td>
<td>yell</td>
<td>tallest</td>
<td>/est/</td>
<td>tall</td>
</tr>
<tr>
<td>*Say sounds, not letter names.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Deleting hand motion:** The teacher holds out both hands with open palms. The right hand represents the initial syllable and the left hand represents the final syllable. Remove the left hand to delete the final syllable and show the remaining word with the right hand.

<table>
<thead>
<tr>
<th>Letter Naming</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday &amp; Thursday:</strong> 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.</td>
<td>ABC Song: Sing the alphabet song together.</td>
<td>ABC Song: Sing and hold up letter cards as you sing.</td>
<td>ABC Song: Sing the alphabet song together.</td>
<td>ABC Song: Sing and hold up letter cards as you sing.</td>
<td>ABC Song: Sing the alphabet song together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Awareness</th>
<th>Humpty Dumpty sat on a wall.</th>
<th>Humpty Dumpty had a great fall.</th>
<th>Humpty Dumpty had a great fall.</th>
<th>All the king's horses and all the king's men couldn't put Humpty together again.</th>
<th>Humpty Dumpty sat on a wall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.</td>
<td>Humpty Dumpty sat on a wall.</td>
<td>Humpty Dumpty had a great fall.</td>
<td>All the king's horses and all the king's men couldn't put Humpty together again.</td>
<td>Humpty Dumpty sat on a wall.</td>
<td>Humpty Dumpty sat on a wall.</td>
</tr>
</tbody>
</table>

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Phonemic Awareness Training Lesson Plan for Week 8

### Skills

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>go, no</td>
<td>pack, back</td>
<td>ate, late</td>
<td>corn, torn</td>
<td>bell, shell</td>
</tr>
<tr>
<td>said, head</td>
<td>bird, third</td>
<td>see, tree</td>
<td>map, lap</td>
<td>Mary, fairy</td>
</tr>
<tr>
<td>make, cake</td>
<td>two, you</td>
<td>man, can</td>
<td>pick, kick</td>
<td>row, grow</td>
</tr>
<tr>
<td>wish, dish</td>
<td>green, bean</td>
<td>bike, like</td>
<td>feet, seat</td>
<td>maid, shade</td>
</tr>
<tr>
<td>bus, us</td>
<td>hop, stop</td>
<td>road, toad</td>
<td>dog, fog</td>
<td>light, quite</td>
</tr>
</tbody>
</table>

### Rhyme Repetition

The teacher says the word pair and the students repeat the word pair.

**Ex. T: go, no S: go, no**

### Onset Fluency

**Option 1:** Teacher says the word and isolates the onset.

Students repeat the teacher. Ex. quick, /kw/

**Option 2:** Teacher says the onset and then the word.

Students repeat the teacher. Ex. /kw/, quick

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>horn</td>
<td>late</td>
<td>row</td>
<td>zip</td>
</tr>
<tr>
<td>boy</td>
<td>mouse</td>
<td>girl</td>
<td>so</td>
<td>man</td>
</tr>
<tr>
<td>help</td>
<td>fog</td>
<td>now</td>
<td>two</td>
<td>yes</td>
</tr>
<tr>
<td>jet</td>
<td>gave</td>
<td>pig</td>
<td>vine</td>
<td>grow</td>
</tr>
<tr>
<td>day</td>
<td>kilt</td>
<td>quick</td>
<td>was</td>
<td>pull</td>
</tr>
</tbody>
</table>

### Rhyme Repetition

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: pâ -per, paper S: pâ -per, paper**

### Blending Syllables

The teacher says the syllables with a pause between them and says the word. The students repeat the syllables with a pause, and then say the word.

**Ex. T: pâ -per, paper S: pâ -per, paper**

### Isolating Final Sounds

The teacher says the word and then isolates the final sound. The students repeat the word and the final sound.

**Ex. T: off /f/ S: off /f/**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>gave</td>
<td>man</td>
<td>fizz</td>
<td>yes</td>
</tr>
<tr>
<td>lock</td>
<td>cob</td>
<td>some</td>
<td>work</td>
<td>zip</td>
</tr>
<tr>
<td>pass</td>
<td>kid</td>
<td>hop</td>
<td>cat</td>
<td>date</td>
</tr>
<tr>
<td>dog</td>
<td>off</td>
<td>wood</td>
<td>knob</td>
<td>word</td>
</tr>
<tr>
<td>team</td>
<td>wall</td>
<td>fox</td>
<td>mine</td>
<td>that</td>
</tr>
</tbody>
</table>

Optional "punCH iT ouT" hand motion: Teacher models using left arm. Say the word aloud and punch your left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

### Segmenting Syllables

The teacher says the word and then segments it into syllables. The students repeat the word and then segment it into separate syllables.

**Ex. T: before, bé - for S: before, bé - for**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>hungry</td>
<td>hûn - grê</td>
<td>melted</td>
<td>pencel</td>
<td>eating</td>
</tr>
<tr>
<td>pencil</td>
<td>pên - sîl</td>
<td>chicken</td>
<td>crayon</td>
<td>èt - ing</td>
</tr>
<tr>
<td>scramble</td>
<td>scramble</td>
<td>garbage</td>
<td>crâ - ôn</td>
<td>princess</td>
</tr>
<tr>
<td>hamster</td>
<td>him - ster</td>
<td>jacket</td>
<td>crâ - ôn</td>
<td>princ - sîs</td>
</tr>
<tr>
<td>before</td>
<td>bé - for</td>
<td>paper</td>
<td>over</td>
<td>cider</td>
</tr>
<tr>
<td>before</td>
<td>bé - for</td>
<td>pâ - per</td>
<td>af - ter</td>
<td>sî - der</td>
</tr>
<tr>
<td>before</td>
<td>bé - for</td>
<td>garden</td>
<td>garden</td>
<td>under</td>
</tr>
<tr>
<td>before</td>
<td>bé - for</td>
<td>garden</td>
<td>garden</td>
<td>hungry</td>
</tr>
</tbody>
</table>

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.

---

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English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 8

<table>
<thead>
<tr>
<th>Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding Syllables</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
<td>Adding to the end:</td>
</tr>
<tr>
<td>The teacher says the word and the students repeat it. The teacher says, “Add /*/ at the end and the word is?” Teacher &amp; students respond together.</td>
<td>Word</td>
<td>Add</td>
<td>Response</td>
<td>Word</td>
<td>Add</td>
</tr>
<tr>
<td>wait- /ed/</td>
<td>waited</td>
<td>walk- /ing/</td>
<td>walking</td>
<td>large- /est/</td>
<td>largest</td>
</tr>
<tr>
<td>pound- /ed/</td>
<td>pounded</td>
<td>shop- /ing/</td>
<td>shopping</td>
<td>big- /est/</td>
<td>biggest</td>
</tr>
<tr>
<td>heat- /ed/</td>
<td>heated</td>
<td>run- /ing/</td>
<td>running</td>
<td>little- /est/</td>
<td>littlest</td>
</tr>
<tr>
<td>list- /ed/</td>
<td>listed</td>
<td>jog- /ing/</td>
<td>jogging</td>
<td>small- /est/</td>
<td>smallest</td>
</tr>
<tr>
<td>shout- /ed/</td>
<td>shouted</td>
<td>teach- /ing/</td>
<td>teaching</td>
<td>tiny- /est/</td>
<td>tiniest</td>
</tr>
</tbody>
</table>

Adding hand motion: The teacher holds out the right hand with an open palm to represent the initial syllable. Then show the left hand to represent/add the final syllable, and lightly clap hands together for the whole word.

Deleting Syllables
<table>
<thead>
<tr>
<th>Deleting from the end:</th>
<th>Word</th>
<th>Without</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait- /ed/</td>
<td>waited</td>
<td>large</td>
<td>painful</td>
</tr>
<tr>
<td>pound- /ed/</td>
<td>pounded</td>
<td>big</td>
<td>wishful</td>
</tr>
<tr>
<td>heat- /ed/</td>
<td>heated</td>
<td>little</td>
<td>hopeful</td>
</tr>
<tr>
<td>list- /ed/</td>
<td>listed</td>
<td>small</td>
<td>useful</td>
</tr>
<tr>
<td>shout- /ed/</td>
<td>shouted</td>
<td>tiny</td>
<td>helpful</td>
</tr>
</tbody>
</table>

Deleting hand motion: The teacher holds out both hands with open palms. The right hand represents the initial syllable and the left hand represents the final syllable. Remove the left hand to delete the final syllable and show the remaining word with the right hand.

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.

<table>
<thead>
<tr>
<th>Language Awareness</th>
<th>Mary, Mary, quite contrary, how does your garden grow?</th>
<th>Mary, Mary, quite contrary, how does your garden grow?</th>
<th>Mary, Mary, quite contrary, how does your garden grow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.</td>
<td>With silver bells and cockle shells, and pretty maids all in a row.</td>
<td>With silver bells and cockle shells, and pretty maids all in a row.</td>
<td>With silver bells and cockle shells, and pretty maids all in a row.</td>
</tr>
<tr>
<td>Mary, Mary, quite contrary,</td>
<td>Mary, Mary, quite contrary, how does your garden grow?</td>
<td>Mary, Mary, quite contrary, how does your garden grow?</td>
<td>Mary, Mary, quite contrary, how does your garden grow?</td>
</tr>
<tr>
<td>With silver bells and cockle shells,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and pretty maids all in a row.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Phonemic Awareness Training Lesson Plan for Week 9

#### Skills

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>play, say</td>
<td>did, lid</td>
<td>them, hem</td>
<td>tail, snail</td>
<td>keep, sheep</td>
</tr>
<tr>
<td>hug, bug</td>
<td>know, show</td>
<td>where, care</td>
<td>door, four</td>
<td>fin, win</td>
</tr>
<tr>
<td>eat, wheat</td>
<td>teach, beach</td>
<td>leave, sleeve</td>
<td>man, ran</td>
<td>lost, cost</td>
</tr>
<tr>
<td>clam, jam</td>
<td>must, just</td>
<td>home, comb</td>
<td>nose, hose</td>
<td>and, stand</td>
</tr>
<tr>
<td>mom, pom</td>
<td>find, kind</td>
<td>bring, sing</td>
<td>bell, yell</td>
<td>you, too</td>
</tr>
</tbody>
</table>

#### Rhyme Repetition

The teacher says the word pair and the students repeat the word pair.

**Ex.** T: beep, sheep  S: beep, sheep

#### Onset Fluency

**Option 1:** Teacher says the word and isolates the onset sound. Students repeat the teacher.

**Ex.** very, /v/

**Option 2:** Teacher says the onset and then the word.

Students repeat the teacher.

**Ex.** /v/, very

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>leave</td>
<td>can</td>
<td>pig</td>
<td>little</td>
</tr>
<tr>
<td>beep</td>
<td>home</td>
<td>go</td>
<td>quilt</td>
<td>sheep</td>
</tr>
<tr>
<td>lost</td>
<td>tail</td>
<td>jump</td>
<td>ran</td>
<td>to</td>
</tr>
<tr>
<td>did</td>
<td>say</td>
<td>my</td>
<td>very</td>
<td>down</td>
</tr>
<tr>
<td>find</td>
<td>keep</td>
<td>now</td>
<td>was</td>
<td>you</td>
</tr>
</tbody>
</table>

#### Blending Body - Coda

The teacher says the word with a pause between the body and final sound. The students repeat the word with a pause between the body and final sound and then blend them together to say the whole word.

**Ex.** T: ca-t, cat  S: ca-t, cat

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>kí - d</td>
<td>kid</td>
<td>tó - p</td>
<td>beep</td>
<td>see - k</td>
</tr>
<tr>
<td>cá - n</td>
<td>can</td>
<td>rā - n</td>
<td>beep</td>
<td>kiss</td>
</tr>
<tr>
<td>nū - p</td>
<td>nap</td>
<td>mū - d</td>
<td>did</td>
<td>dot</td>
</tr>
<tr>
<td>wē - t</td>
<td>wet</td>
<td>shee - p</td>
<td>cup</td>
<td>fun</td>
</tr>
<tr>
<td>bū - g</td>
<td>bug</td>
<td>kí - ck</td>
<td>wag</td>
<td>save</td>
</tr>
</tbody>
</table>

#### Isolating Final Sounds

The teacher says the word and then isolates the final sound. The students repeat the word and the final sound.

**Ex.** T: pig /g/  S: pig /g/

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>was</td>
<td>globe</td>
<td>love</td>
<td>down</td>
</tr>
<tr>
<td>jump</td>
<td>tell</td>
<td>rock</td>
<td>fox</td>
<td>tails</td>
</tr>
<tr>
<td>loud</td>
<td>age</td>
<td>off</td>
<td>buzz</td>
<td>sheep</td>
</tr>
<tr>
<td>pig</td>
<td>find</td>
<td>home</td>
<td>keep</td>
<td>them</td>
</tr>
<tr>
<td>quilt</td>
<td>alone</td>
<td>kiss</td>
<td>dog</td>
<td>lost</td>
</tr>
</tbody>
</table>

**Optional **“punCH IT ouT” hand motion:** Teacher models using left arm. Say the word aloud and punch your left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

#### Segmenting Onset-Rime

The teacher says the word and then segments it into onset and rime. The students repeat the word and then segment the word into onset and rime.

**Ex.** T: rug, r - ug  S: rug, r - ug

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>beep</td>
<td>b - eep</td>
<td>hot</td>
<td>seek</td>
<td>kid</td>
</tr>
<tr>
<td>lot</td>
<td>1 - ot</td>
<td>tail</td>
<td>kiss</td>
<td>can</td>
</tr>
<tr>
<td>did</td>
<td>d - id</td>
<td>vet</td>
<td>dot</td>
<td>nap</td>
</tr>
<tr>
<td>cup</td>
<td>c - up</td>
<td>keep</td>
<td>fun</td>
<td>wet</td>
</tr>
<tr>
<td>wag</td>
<td>w - ag</td>
<td>hug</td>
<td>save</td>
<td>bug</td>
</tr>
</tbody>
</table>

**Segmenting hand motion:** Students place palms together to create “choppers.” Students make a chopping motion when saying the body of the word and the final sound. Teachers chop from right to left so that students mirror your movements.
English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 9

<table>
<thead>
<tr>
<th>Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adding Phonemes</strong></td>
<td><strong>Adding to the beginning:</strong></td>
<td><strong>Adding to the beginning:</strong></td>
<td><strong>Adding to the beginning:</strong></td>
<td><strong>Adding to the beginning:</strong></td>
<td><strong>Adding to the beginning:</strong></td>
</tr>
<tr>
<td>The teacher says the rime and the students repeat it.</td>
<td>Rime</td>
<td>Add</td>
<td>Response</td>
<td>Rime</td>
<td>Add</td>
</tr>
<tr>
<td>The teacher says, &quot;Add <em>/</em> at the beginning and the word is?&quot; Teacher &amp; students respond together.</td>
<td>-i/ /k/</td>
<td>cat</td>
<td>-i/ /l/</td>
<td>fin</td>
<td>-i/ /d/</td>
</tr>
<tr>
<td>Ex. T: /d/ /s/ /d/ T: Add <em>/</em> at the beginning and the word is? T &amp; S: red</td>
<td>*Say sounds, not letter names.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adding hand motion:</strong> The teacher holds out the left hand with an open palm to represent the rime. Then show the right hand to represent/add the initial phoneme, and lightly clap hands together for the whole word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deleting Phonemes</th>
<th><strong>Deleting from the beginning:</strong></th>
<th><strong>Deleting from the beginning:</strong></th>
<th><strong>Deleting from the beginning:</strong></th>
<th><strong>Deleting from the beginning:</strong></th>
<th><strong>Deleting from the beginning:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the word and the students repeat it.</td>
<td>Word</td>
<td>Without</td>
<td>Response</td>
<td>Word</td>
<td>Without</td>
</tr>
<tr>
<td>The teacher says, &quot;Without <em>/</em>, what's left is?&quot; Teacher &amp; students respond together.</td>
<td>dot</td>
<td>/d/</td>
<td>òt</td>
<td>gut</td>
<td>/l/</td>
</tr>
<tr>
<td>Ex. T: dot S: dot</td>
<td>pot</td>
<td>/p/</td>
<td>òt</td>
<td>gut</td>
<td>/n/</td>
</tr>
<tr>
<td>T: Without /d/*, what's left is?</td>
<td>hot</td>
<td>/h/</td>
<td>òt</td>
<td>hut</td>
<td>/h/</td>
</tr>
<tr>
<td>T &amp; S: /òt/ *Use sounds</td>
<td>lot</td>
<td>/l/</td>
<td>òt</td>
<td>gut</td>
<td>/g/</td>
</tr>
<tr>
<td>got</td>
<td>/g/</td>
<td>òt</td>
<td>gut</td>
<td>/sh/</td>
<td>ùt</td>
</tr>
<tr>
<td><strong>Deleting hand motion:</strong> The teacher holds out both hands with open palms. The right hand represents the onset and the left hand represents the rime. Remove the right hand to delete the onset and show the rime with the left hand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Naming</th>
<th><strong>ABC Song:</strong> Sing the alphabet song together.</th>
<th><strong>ABC Song:</strong> Sing and hold up letter cards as you sing.</th>
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<th><strong>ABC Song:</strong> Sing the alphabet song together.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday &amp; Thursday</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Awareness</th>
<th><strong>Little Bo Peep</strong></th>
<th><strong>Little Bo Peep</strong></th>
<th><strong>Little Bo Peep</strong></th>
<th><strong>Little Bo Peep</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.</td>
<td>Little Bo Peep has lost her sheep,</td>
<td>Little Bo Peep has lost her sheep, and can't tell where to find them; Leave them alone,</td>
<td>Little Bo Peep has lost her sheep, and can't tell where to find them; Leave them alone, and they'll come home,</td>
<td>Little Bo Peep has lost her sheep, and can't tell where to find them; Leave them alone, and they'll come home, bringing their tails behind them.</td>
</tr>
</tbody>
</table>