

## English Pre-Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 7

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
<b>Rhyme Repetition</b>	wall, fall men, ten sat, hat king, sing knee, be	men, then call, tall had, mad great, late head, bed	all, fall pat, bat dog, log sun, fun him, Jim	had, sad stay, play pen, hen lip, tip like, bike	sat, rat egg, leg pink, wink too, you why, cry					
The teacher says the word pair and the students repeat the word pair. Ex. T: fall, wall S: fall, wall										
<b>Onset Fluency</b>	wall /w/ fall /f/ tall /t/ mall /m/ call /k/ ball /b/	men /m/ ten /t/ pen /p/ hen /h/ den /d/ when /w/	sat /s/ bat /b/ mat /m/ hat /h/ cat /k/ rat /r/	gate /g/ date /d/ late /l/ rate /r/ wait /w/ fate /f/	king /k/ wing /w/ sing /s/ ring /r/ ding /d/ ping /p/					
<b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. ten, /t/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /t/, ten										
<b>Blending Syllables</b>	ũ - gĕn hors - ěz ăf - ter kĭnd - lĕ mar - kĕt	again horses after kindly market	tĭck - le mar - ble shă - dō ĕmp - tĕ wăg - ĭn	tickle marble shadow empty wagon	drĭb - ble later reading shar - pĕn closet	dribble carton simple broken clipper	wĭg - gle wiggle car - tŭn carton sĭm - ple simple brō - kĕn broken clĭp - per clipper	bŭb - bles bubbles clō - ver clover bōd - ĕ body look - ing looking fōl - lō follow		
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: ăf - ter, after S: ăf - ter, after										
<b>Blending hand motion:</b> 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.										
<b>Isolating Final Sounds</b>	wall /l/ knob /b/ fan /n/ big /g/ slip /p/	on /n/ snack /k/ wood /d/ nose /z/ sat /t/	wolf /f/ him /m/ great /t/ tag /g/ this /s/	lap /p/ bridge /j/ fall /l/ men /n/ hiss /s/	fix /ks/ seen /n/ all /l/ pick /k/ could /d/					
The teacher says the word and then isolates the final sound. The students repeat the word and the final sound. Ex. T: all /l/ S: all /l/										
<b>Optional "punCH iT ouT" hand motion:</b> 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.										
<b>Segmenting Syllables</b>	wiggle carton simple broken clipper	wĭg - gle car - tŭn sĭm - ple brō - kĕn clĭp - per	bubbles clover body looking follow	bŭb - bles clō - ver bōd - ĕ look - ing fōl - lō	again horses after kindly market	ũ - gĕn hors - ěz ăf - ter kĭnd - lĕ mar - kĕt	tickle marble shadow empty wagon	tĭck - le mar - ble shă - dō ĕmp - tĕ wăg - ĭn	dribble later reading sharpen closet	drĭb - ble lă - ter rĕd - ing shar - pĕn clōs - it
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: punish, pŭn - ĭsh S: punish, pŭn - ĭsh										
<b>Segmenting hand motion:</b> 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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<b>Adding Syllables</b>	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: use S: use T: Add /ful/* at the end and the word is? T & S: useful *Say sounds, not letter names.	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	pain-	/ful/	painful	strong-	/est/	strongest	wind-	/ō/	window	clean-	/est/	cleanest	cold-	/er/	colder
	thank-	/ful/	thankful	sweet-	/est/	sweetest	fell-	/ō/	fellow	dark-	/est/	darkest	clean-	/er/	cleaner
	use-	/ful/	useful	cool-	/est/	coolest	pill-	/ō/	pillow	high-	/est/	highest	neat-	/er/	neater
	hope-	/ful/	hopeful	bright-	/est/	brightest	jell-	/ō/	jello	tall-	/est/	tallest	slow-	/er/	slower
	help-	/ful/	helpful	cheap-	/est/	cheapest	yell-	/ō/	yellow	great-	/est/	greatest	fast-	/er/	faster
<b>Adding hand motion:</b> 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.															
<b>Deleting Syllables</b>	Deleting from the end:			Deleting from the end:			Deleting from the end:			Deleting from the end:			Deleting from the end:		
The teacher says the word and the students repeat it. The teacher says, "Without /*/, what's left is?" Teacher & students respond together. Ex. T: pillow S: pillow T: Without /ō/*, what's left is? T & S: pill *Say sounds, not letter names.	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	<u>window</u>	/ō/	wind	<u>cleanest</u>	/est/	clean	<u>colder</u>	/er/	cold	<u>painful</u>	/ful/	pain	<u>strongest</u>	/est/	strong
	<u>fellow</u>	/ō/	fell	<u>darkest</u>	/est/	dark	<u>cleaner</u>	/er/	clean	<u>thankful</u>	/ful/	thank	<u>sweetest</u>	/est/	sweet
	<u>pillow</u>	/ō/	pill	<u>highest</u>	/est/	high	<u>neater</u>	/er/	neat	<u>useful</u>	/ful/	use	<u>coolest</u>	/est/	cool
	<u>jello</u>	/ō/	jell	<u>tallest</u>	/est/	tall	<u>slower</u>	/er/	slow	<u>hopeful</u>	/ful/	hope	<u>brightest</u>	/est/	bright
	<u>yellow</u>	/ō/	yell	<u>greatest</u>	/est/	great	<u>faster</u>	/er/	fast	<u>helpful</u>	/ful/	help	<u>cheapest</u>	/est/	cheap
<b>Deleting hand motion:</b> 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.															
<b>Letter Naming</b>	ABC Song:			ABC Song:			ABC Song:			ABC Song:			ABC Song:		
<b>Tuesday &amp; Thursday:</b> 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.	Sing the alphabet song together.			Sing and hold up letter cards as you sing.			Sing the alphabet song together.			Sing and hold up letter cards as you sing.			Sing the alphabet song together.		
<b>Language Awareness</b>	<b>Humpty Dumpty</b>														
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.	Humpty Dumpty sat on a wall.			Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall.			Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses			Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men			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.		

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### Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Repetition</b>	go, no said, head make, cake wish, dish bus, us	pack, back bird, third two, you green, bean hop, stop	ate, late see, tree man, can bike, like road, toad	corn, torn map, lap pick, kick feet, seat dog, fog	bell, shell Mary, fairy row, grow maid, shade light, quite
The teacher says the word pair and the students repeat the word pair. Ex. T: go, no S: go, no					
<b>Onset Fluency</b>	cup /k/ boy /b/ help /h/ jet /j/ day /d/	horn /h/ mouse /m/ fog /f/ gave /g/ kilt /k/	late /l/ girl /g/ now /n/ pig /p/ quick /kw/	row /r/ so /s/ two /t/ vine /v/ was /w/	zip /z/ man /m/ yes /y/ grow /g/ pull /p/
<b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. quick, /kw/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /kw/, quick					
<b>Blending Syllables</b>	pŭmp - kĭn pumpkin chĭck - ĭn chicken jăk - ět jacket pă - per paper gar - dĕn garden	har - vĕst harvest ĭn - sĕct insect sir - cle circle ăf - ter after dăd - dĕ daddy	ĕt - ing eating prĭn - sĕs princess sĭ - der cider ŭn - der under cloud - ě cloudy	hŭn - grĕ hungry pĕn - sĭl pencil scrăm - ble scramble hăm - ster hamster bĕ - for before	mĕl - tĕd melted cră - ōn crayon gar - bĭj garbage ō - ver over walk - ing walking
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: pă -per, paper S: pă -per, paper					
<b>Blending hand motion:</b> 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.					
<b>Isolating Final Sounds</b>	wet /t/ lock /k/ pass /s/ dog /g/ team /m/	gave /v/ cob /b/ kid /d/ off /f/ wall /l/	man /n/ some /m/ hop /p/ wood /d/ fox /ks/	fizz /z/ work /k/ cat /t/ knob /b/ mine /n/	yes /s/ zip /p/ date /t/ word /d/ that /t/
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<b>Optional "punCH iT ouT" hand motion:</b> 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.					
<b>Segmenting Syllables</b>	hungry hŭn - grĕ pencil pĕn - sĭl scramble scrăm - ble hamster hăm - ster before bĕ - for	melted mĕl - tĕd crayon cră - ōn garbage gar - bĭj over ō - ver walking walk - ing	pumpkin pŭmp - kĭn chicken chĭck - ĭn jacket jăk - ět paper pă - per garden gar - dĕn	harvest har - vĕst insect ĭn - sĕct circle sir - cle after Ăf - ter daddy dăd - dĕ	eating ĕt - ing princess prĭn - sĕs cider sĭ - der under ŭn - der cloudy cloud - ě
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## English Pre-Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Repetition</b>					
The teacher says the word pair and the students repeat the word pair. Ex. T: beep, sheep S: beep, sheep	play, say hug, bug eat, wheat clam, jam mom, pom	did, lid know, show teach, beach must, just find, kind	them, hem where, care leave, sleeve home, comb bring, sing	tail, snail door, four man, ran nose, hose bell, yell	keep, sheep fin, win lost, cost and, stand you, too
<b>Onset Fluency</b>					
<b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. very, /v/	her /h/ beep /b/ lost /l/	leave /l/ home /h/ tail /t/	can /k/ go /g/ jump /j/	pig /p/ quilt /kw/ ran /r/	little /l/ sheep /sh/ to /t/
<b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /v/, very	did /d/ find /f/	say /s/ keep /k/	my /m/ now /n/	very /v/ was /w/	down /d/ you /y/
<b>Blending Body - Coda</b>					
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	kī - d kid cā - n can nā - p nap wē - t wet bū - g bug	tō - p top rā - n ran mū - d mud shee - p sheep kī - ck kick	bee - p beep lō - t lot dī - d did cū - p cup wā - g wag	hō - t hot tai - l tail vē - t vet kee - p keep hū - g hug	see - k seek kī - ss kiss dō - t dot fū - n fun sā - ve save
<b>Blending hand motion:</b> Place palms together to create "choppers." The teacher will chop their hands from right to left, 1 chop for each part of the word. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
<b>Isolating Final Sounds</b>					
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/	can /n/ jump /p/ loud /d/ pig /g/ quilt /t/	was /z/ tell /l/ age /j/ find /d/ alone /n/	globe /b/ rock /k/ off /f/ home /m/ kiss /s/	love /v/ fox /ks/ buzz /z/ keep /p/ dog /g/	down /n/ tails /z/ sheep /p/ them /m/ lost /t/
<b>Optional "punCH iT ouT" hand motion:</b> 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.					
<b>Segmenting Onset-Rime</b>					
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	beep b - eep lot l - ot did d - id cup c - up wag w - ag	hot h - ot tail t - ail vet v - et keep k - eep hug h - ug	seek s - eek kiss k - iss dot d - ot fun f - un save s - ave	kid k - id can c - an nap n - ap wet w - et bug b - ug	top t - op ran r - an mud m - ud sheep sh - eep kick k - ick
<b>Segmenting hand motion:</b> 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

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Adding Phonemes</b>	<b>Adding to the beginning:</b>	<b>Adding to the beginning:</b>	<b>Adding to the beginning:</b>	<b>Adding to the beginning:</b>	<b>Adding to the beginning:</b>
The teacher says the rime and the students repeat it. The teacher says, "Add /*/ at the beginning and the word is?" Teacher & students respond together. Ex. T: /ɛd/ S: /ɛd/ T: Add /r/* at the beginning and the word is? T & S: red *Say sounds, not letter names.	<b>Rime    Add    Response</b>	<b>Rime    Add    Response</b>	<b>Rime    Add    Response</b>	<b>Rime    Add    Response</b>	<b>Rime    Add    Response</b>
	-ät    /k/    cat	-in    /f/    fin	-öt    /d/    dot	-üt    /k/    cut	-öd    /b/    bed
	-ät    /b/    bat	-in    /t/    tin	-öt    /p/    pot	-üt    /n/    nut	-öd    /w/    wed
	-ät    /r/    rat	-in    /w/    win	-öt    /h/    hot	-üt    /h/    hut	-öd    /l/    led
	-ät    /s/    sat	-in    /k/    kin	-öt    /l/    lot	-üt    /g/    gut	-öd    /r/    red
	-ät    /h/    hat	-in    /b/    bin	-öt    /g/    got	-üt    /sh/    shut	-öd    /f/    fed
<b>Adding hand motion:</b> 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.					
<b>Deleting Phonemes</b>	<b>Deleting from the beginning:</b>	<b>Deleting from the beginning:</b>	<b>Deleting from the beginning:</b>	<b>Deleting from the beginning:</b>	<b>Deleting from the beginning:</b>
The teacher says the word and the students repeat it. The teacher says, "Without /*/, what's left is?" Teacher & students respond together. Ex. T: dot S: dot T: Without /d/*, what's left is? T & S: /öt/ *Use sounds	<b>Word    Without    Response</b>	<b>Word    Without    Response</b>	<b>Word    Without    Response</b>	<b>Word    Without    Response</b>	<b>Word    Without    Response</b>
	dot    /d/    öt	cut    /k/    üt	bed    /b/    öd	cat    /k/    ät	fin    /f/    in
	pot    /p/    öt	nut    /n/    üt	shed    /sh/    öd	bat    /b/    ät	shin    /sh/    in
	hot    /h/    öt	hut    /h/    üt	led    /l/    öd	rat    /r/    ät	win    /w/    in
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<b>Deleting hand motion:</b> 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.					
<b>Letter Naming</b>	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.
<b>Language Awareness</b>	<b>Little Bo Peep</b>				
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.	Little Bo Peep has lost her sheep,	Little Bo Peep has lost her sheep, and can't tell where to find them;	Little Bo Peep has lost her sheep, and can't tell where to find them; Leave them alone,	Little Bo Peep has lost her sheep, and can't tell where to find them; Leave them alone, and they'll come home,	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.