

English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition Teacher reads the word set. Students repeat only the two rhyming words or the non-rhyming word. (See daily heading.)	Repeat the two words that rhyme store, snore, spray spy, scarf, sky score, small, stall start, smart, speak smell, skit, spell	Repeat the two words that rhyme skip, sneak, speak sway, stay, swam style, stop, smile skill, still, stone snake, stir, stake	Repeat the two words that rhyme skirt, sleep, sweep spit, swish, skit stoop, scoop, sniff swim, skim, start scar, scout, star	Repeat the word that <i>doesn't</i> rhyme stiff, stay, sniff step, scone, stone snip, skip, smooth scare, sting, swing spur, stir, speed	Repeat the word that <i>doesn't</i> rhyme snoop, stew, scoop score, store, swap scale, stool, stale swerve, spill, skill state, skate, speech
Onset Fluency Teacher says the word pairs. Students repeat the words and show thumbs up if the words begin with the same blend, or thumbs down if they do not.	classic, cloudy staircase, stammer skipping, standard glossy, plaster pleasure, plenty	speeches, specialize skateboard, spacious clubhouse, clockwise grumble, grateful trusted, smoother	clever, platform stadium, station flashlight, flagpole sniffle, skyline smoothest, smelling	glamorous, glitter stallion, sparrow spotless, special glossary, glacier clothing, placement	player, planner blizzard, scorpion standard, stamina flicker, slender blossom, bleachers
Blending Phonemes Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: s-m-ī-l S: smile *Say sounds, not letter names	s-c-ā-b scab s-l-ā-p slap s-m-ī-l smile s-n-ō snow s-p-ē-k speak s-t-ā-t-s states s-w-ō-n swan s-t-ā-k stake s-p-ē-l-er speller s-w-ī-m-er swimmer	s-k-ā-t skate s-l-ē-d sled s-m-ū-j smudge s-n-ī-p snip s-p-ī-d-er spider s-t-ē-m steam s-w-ē-t-er sweater s-l-ī-p-er-z slippers s-p-ī-n spin s-l-ī-d slide	s-k-ē ski s-l-ī-p slip s-m-ā-sh smash s-n-ā-l snail s-p-ē-l spell s-t-ī-k-er sticker s-w-ē-p-er sweeper s-m-ō-k-ē smoky s-t-ā-p-l-er stapler s-p-ū-n-j sponge	s-k-ī-n skin s-l-ō slow s-m-ē-l smell s-n-ā-k-s snakes s-p-ā-s space s-t-ā-k stack s-w-ē-t-er sweeter s-p-ē-n-t spent s-w-ī-m swim s-k-ī-p skip	s-k-ī sky s-l-ī-d slid s-m-ō-k smoke s-n-ā-k snake s-p-ī-n spine s-t-ā-m-p stamp s-w-ī-sh swish s-k-ā-t-er skater s-l-ō-p slope s-l-ē-p sleep
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Medial Sounds Teacher says the series of words. Students listen and isolate the medial sound in the series & identify if the vowel is short or long. Ex. T: snack, plan, flag S: /ā/, short a	blade, slate, flake /ā/ clock, spot, smock /ō/ flight, spice, climb /ī/ sled, step, swept /ē/ club, snug, fluff /ū/ snack, plan, flag /ā/ stove, globe, close /ō/	smash, glad, plan /ā/ steep, clean, bleach /ē/ glove, club, stuff /ū/ flop, block, tromp /ō/ stage, claim, plank /ā/ sketch, spell, smell /ē/ swim, clip, slid /ī/	pledge, spent, slept /ē/ plane, space, snail /ā/ stock, plot, stop /ō/ still, cliff, stick /ī/ skunk, plum, love /ū/ flap, flag, stack /ā/ scope, probe, spoke /ō/	plant, flash, glad /ā/ swift, spill, twist /ī/ stale, flame, blaze /ā/ sled, stem, sweat /ē/ clean, steep, speak /ē/ flute, truth, bloom /oo/ slide, flight, smile /ī/	stick, glitch, flip /ī/ flock, slot, stock /ō/ flex, step, bless /ē/ clap, glass, staff /ā/ smoke, stone, clove /ō/ stage, snake, blank /ā/ sweet, steam, plead /ē/

English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	ski	s-k-ē	skin	s-k-ī-n	sky	s-k-ī	scab	s-c-ā-b	skate	s-k-ā-t
Teacher says the word. Students repeat the word and segment it into phonemes. Ex. T: snap S: snap, s-n-ā-p *Students say sounds, not letter names	slip	s-l-ī-p	slow	s-l-ō	slid	s-l-ī-d	slap	s-l-ā-p	sled	s-l-ē-d
	smash	s-m-ā-sh	smell	s-m-ē-l	smoke	s-m-ō-k	smile	s-m-ī-l	smudge	s-m-ū-j
	snail	s-n-ā-l	snakes	s-n-ā-k-s	snake	s-n-ā-k	snow	s-n-ō	snip	s-n-ī-p
	spell	s-p-ē-l	space	s-p-ā-s	spine	s-p-ī-n	speak	s-p-ē-k	spider	s-p-ī-d-er
	stickers	s-t-ī-k-er-z	stack	s-t-ā-k	stamp	s-t-ā-m-p	states	s-t-ā-t-s	steam	s-t-ē-m
	sweeper	s-w-ē-p-er	sweeter	s-w-ē-t-er	swish	s-w-ī-sh	swan	s-w-ō-n	sweater	s-w-ē-t-er
	swooper	s-m-o-k-ē	spent	s-p-ē-n-t	skater	s-k-ā-t-er	stable	s-t-ā-b-l	slippers	s-l-ī-p-er-z
	stapler	s-t-ā-p-l-er	swim	s-w-ī-m	slop	s-l-ō-p	speller	s-p-ē-l-er	spin	s-p-ī-n
	sponge	s-p-ū-n-j	skip	s-k-ī-p	sleep	s-l-ē-p	swimmer	s-w-ī-m-er	slide	s-l-ī-d

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

Adding Initial Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word/word part. Students repeat. Teacher says, "Add /s/ at the beginning and the word is?" Ex. T: pīder S: pīder T: Add /s/ at the beginning and the word is? S: spider *Say sound, not letter name	-kate	/s/	skate	-key	/s/	ski	-kin	/s/	skin	-kater	/s/	skater	-peller	/s/	speller
	-led	/s/	sled	-lip	/s/	slip	-low	/s/	slow	-lide	/s/	slide	-wimmer	/s/	swimmer
	-mash	/s/	smash	-mokey	/s/	smokey	-mell	/s/	smell	-moke	/s/	smoke	-mile	/s/	smile
	-lippers	/s/	slippers	-tapler	/s/	stapler	-nacks	/s/	snacks	-nake	/s/	snake	-peak	/s/	speak
	-pīder	/s/	spider	-pūnj	/s/	sponge	-pace	/s/	space	-pīne	/s/	spine	-wōn	/s/	swan
	-team	/s/	steam	-tickers	/s/	stickers	-tack	/s/	stack	-tamp	/s/	stamp	-tates	/s/	states
	-wētter	/s/	sweater	-weep	/s/	sweep	-wēeter	/s/	sweeter	-wish	/s/	swish	-table	/s/	stable

Adding hand motion: Teacher holds left palm out to show the word/word part. Add the first sound with right hand and lightly clap hands together for the whole word.

Deleting Initial 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 /s/, what's left is?" Ex. T: sly S: sly T: Without /s/, what's left is? S: lie *Say sound, not letter name	sky	/s/	kī	gcab	/s/	cab	gkate	/s/	Kate	gki	/s/	key	gkin	/s/	kin
	slide	/s/	lide	glap	/s/	lap	gled	/s/	led	glip	/s/	lip	glow	/s/	low
	smoke	/s/	moke	gmile	/s/	mile	gmash	/s/	mash	gmokey	/s/	mokey	gmell	/s/	mell
	snake	/s/	nake	gpeak	/s/	peak	gnap	/s/	nap	gstapler	/s/	tapler	gsnacks	/s/	nacks
	spine	/s/	pine	gwan	/s/	wan	gspider	/s/	pider	gsponge	/s/	pūnj	gspace	/s/	pace
	stamp	/s/	tamp	gstates	/s/	tates	gsteam	/s/	team	gtickers	/s/	tickers	gstack	/s/	tack
	swish	/s/	wish	gtable	/s/	table	gsweater	/s/	wētter	gsweep	/s/	weep	gsweeter	/s/	wēeter
	skater	/s/	kater	gspeller	/s/	peller	gslippers	/s/	lippers	gsmack	/s/	mack	gkunk	/s/	kunk
	slope	/s/	lope	gnow	/s/	no	gspin	/s/	pin	gsnail	/s/	nail	gswim	/s/	wim
	sleep	/s/	leep	gswimmer	/s/	wimmer	gslides	/s/	lides	gspell	/s/	pell	gskip	/s/	kip

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

English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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 / <u> </u> / to / <u> </u> /" and the word is?" Ex. T: clap S: clap T: Change /cl/ to /sn/ and the word is? S: snap ** 2 sounds of the consonant blend *Say sound, not letter name	rice	/sl/	slice	grow	/sl/	slow	new	/sl/	slew	cheat	/str/	street	black	/sn/	snack
	blade	/sp/	spade	sleep	/st/	steep	crow	/sn/	snow	crate	/sk/	skate	still	/sp/	spill
	flake	/sn/	snake	gain	/str/	strain	snow	/st/	stow	phone	/st/	stone	bluff	/sn/	snuff
	snake	/st/	steak	plate	/sl/	slate	twine	/sw/	swine	trap	/sl/	slap	blog	/sm/	smog
	keep	/sl/	sleep	shout	/sc/	scout	steep	/sw/	sweep	weak	/sp/	speak	flap	/sn/	snap
	feet	/sw/	sweet	gray	/st/	stay	wide	/sl/	slide	land	/st/	stand	clamp	/st/	stamp
	ride	/sl/	slide	twice	/sp/	spice	flee	/sk/	ski	slept	/sw/	swept	trim	/sw/	swim
	blown	/st/	stone	gate	/sk/	skate	grate	/st/	state	flush	/sl/	slush	trash	/sm/	smash
	flew	/st/	stew	play	/sw/	sway	clear	/st/	steer	drill	/sk/	skill	small	/st/	stall
	plain	/st/	stain	clay	/sl/	slay	plane	/sp/	Spain	smell	/sp/	spell	plant	/sl/	slant

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(s), 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: Vowels, digraphs, S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl 1. Letter names only 2. Sounds only (for speed and accuracy)	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, 1. Letter names only 2. Sounds only (for speed and accuracy)
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.					

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday	Tuesday	Wednesday	Thursday	Friday	
Rhyme Recognition	brave, crave from, drum drag, brag flame, flick tree, free	frost, frame prize, skies fry, sky slice, price frayed, trade	gray, grow trick, track grape, drape slow, drew train, brain	trip, drip frame, drain grade, stayed frog, smog crib, crab	print, prize crawl, cry frail, trail trap, crop truck, stuck	
Onset Fluency	Teachers says, "Which words begins with a different blend?" Teacher says all three words. Students respond with the word that begins with a different blend. Ex. T: sketchy, skipper, snuggle S: snuggle	bravery , crowded, cradle scooter, scoreboard, spirit prizes, pressing, plenty bridges, cracker , brother sneaker, sturdy , snorkel	player, glisten , pleasant blueberry, blackout, clothing special , station, stomach crocodile, creative, brighten spelling, scatter , spinach	trainer, pretty , trying freckles, frozen, flashlight spoken , steady, statue planet, slither , plastic storage , scorpion, scamper	drizzle, traffic , dragon friendly , grateful, green slowly, slugger, flipper clever, flavor , classroom starlight, steady, sculpture	clumsy , travel, tractor fraction, pretzel , Friday skeleton , snapshot, snowfall cricket, brittle , crystal spaghetti, spaceship, scamper
Blending Phonemes	Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: b-r-ā-v S: brave	b-r-ā-v brave g-r-ī-n grin c-r-ā-b crab g-r-ā-t great f-r-ō-s-t frost c-r-ō crow p-r-ō-m prom b-r-ī-s-k brisk c-r-ū-m crumb f-r-ā-l frail	b-r-ā-d braid p-r-ā-z praise g-r-ā-s grace c-r-ā-t crate b-r-ō-n-z bronze f-r-ī-z fries g-r-ō-n groan p-r-ī-z prize g-r-oo-p group b-r-ā-n brain	b-r-ōw-n brown g-r-ē-n green c-r-ī-s-p crisp g-r-ā gray f-r-ō-z froze b-r-oo brew g-r-ā-b grab b-r-ī-j bridge c-r-ē-k creak g-r-ū-n-t grunt	b-l-ō-k block f-l-ā-g flag p-l-ū-m plum c-l-ū-b club s-l-ī-k slick c-r-ī-b crib b-r-oo-m broom g-r-ī-l grill f-r-ū-m from b-r-ē-d bread	g-l-ā-z glaze b-l-ō blow f-l-ā-m flame p-l-ā play s-l-ē-v sleeve p-r-oo-f proof b-r-ī-m brim c-r-ī-d cried b-r-ī-t bright f-r-ē-z freeze
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.						
Isolating Final or Medial Sounds	Isolate the Medial Sound	Isolate the Final Sound	Isolate the Medial Sound	Isolate the Final Sound	Isolate the Medial Sound	
Mon, Wed & Fri: Teacher reads the words. Students isolate the vowel sound heard in the series, identifying it as short or long. Ex. T: trip, thrill, skit S: /i/, short i	grape, brave, straight /ā/ stack, clamp, splash /ă/ slim, drift, flip /i/ sleek, green, fleet /ē/ scold, stole, groan /ō/ sketch, swell, thread /ē/ stung, crust, plump /ū/ twice, flies, fright /i/	sale, flail, smile /l/ sleep, prop, slope /p/ slime, cream, prime /m/ stage, stooge, huge /j/ cried, grade, bride /d/ snooze, was, froze /z/ glass, fleece, pace /s/ brown, drain, lion /n/	club, crunch, smudge /ū/ clean, breathe, squeeze /ē/ scroll, throne, flown /ō/ swam, crack, scan /ă/ twelve, press, fled /ē/ strain, trace, blaze /ā/ truth, cruel, bruise /oo/ trip, thrill, skit /i/	brought, coat, treat /t/ drove, cove, serve /v/ dress, press, horse /s/ head, dread, wood /d/ frog, egg, chug /g/ trail, smell, smile /l/ steep, swamp, grape /p/ grass, mess, cross /s/	gruff, drum, trunk /ū/ stamp, clash, glance /ă/ slime, style, prize /i/ clomp, drop, stock /ō/ crate, brave, sprang /ā/ freeze, creep, steam /ē/ bread, stem, spread /ē/ froze, grown, drone /ō/	

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	brown	b-r-ōw-n	block	b-l-ō-k	glaze	g-l-ā-z	brave	b-r-ā-v	braid	b-r-ā-d
Teacher says the word. Students repeat the word and segment it into phonemes.	green	g-r-ē-n	flag	f-l-ā-g	blow	b-l-ō	grin	g-r-ī-n	praise	p-r-ā-z
Ex. T: bread S: bread, b-r-ē-d	crisp	c-r-ī-s-p	plum	p-l-ū-m	flame	f-l-ā-m	crab	c-r-ā-b	grace	g-r-ā-s
	gray	g-r-ā	club	c-l-ū-b	play	p-l-ā	great	g-r-ā-t	crate	c-r-ā-t
	froze	f-r-ō-z	slick	s-l-ī-k	sleeve	s-l-ē-v	frost	f-r-ō-s-t	bronze	b-r-ō-n-z
	brew	b-r-oo	crib	c-r-ī-b	prize	p-r-ī-z	crow	c-r-ō	fries	f-r-ī-z
	grab	g-r-ā-b	broom	b-r-oo-m	brim	b-r-ī-m	prom	p-r-ō-m	groans	g-r-ō-n-z
	bridge	b-r-ī-j	grill	g-r-ī-l	cried	c-r-ī-d	brisk	b-r-ī-s-k	prizes	p-r-ī-z-ē-z
	creak	c-r-ē-k	from	f-r-ū-m	bright	b-r-ī-t	crumb	c-r-ū-m	group	g-r-oo-p
Students say sounds, not letter names.	grunt	g-r-ū-n-t	bread	b-r-ē-d	freeze	f-r-ē-z	frail	f-r-ā-l	brainy	b-r-ā-n-ē

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

Adding Initial Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word or word part. Students repeat the word. Teacher says, "Add /*/ at the beginning and the word is?"	-r <u>a</u> me	/f/	frame	-r <u>u</u> nch	/c/	crunch	-r <u>i</u> ghter	/b/	brighter	-r <u>o</u> be	/p/	probe	-r <u>a</u> id	/b/	braid
Ex. T: rate S: rate T: Add /g/ at the beginning and the word is? S: grate	-r <u>a</u> de	/g/	grade	-r <u>u</u> sh	/b/	brush	-r <u>i</u> sk	/b/	brisk	-r <u>a</u> b	/c/	crab	-r <u>a</u> sh	/c/	crash
*Say sound, not letter name	-r <u>i</u> nt	/p/	print	-r <u>ō</u> p	/c/	crop	-r <u>ō</u> st	/f/	frost	-r <u>e</u> sh	/f/	fresh	-r <u>u</u> ne	/p/	prune
	-r <u>e</u> d	/b/	bread	-r <u>a</u> ise	/p/	praise	-r <u>i</u> me	/g/	grime	-r <u>a</u> ck	/c/	crack	-r <u>e</u> eze	/f/	freeze
	-r <u>e</u> am	/c/	cream	-r <u>a</u> nd	/g/	grand	-r <u>a</u> sh	/t/	trash	-r <u>i</u> es	/f/	fries	-r <u>e</u> tzel	/p/	pretzel
	-r <u>a</u> ce	/b/	brace	-r <u>e</u> ss	/p/	press	-r <u>i</u> ng	/b/	bring	-r <u>a</u> vy	/g/	gravy	-r <u>ō</u> wl	/g/	growl
	-r <u>a</u> y	/p/	prey	-r <u>a</u> in	/c/	crane	-r <u>ū</u> mbz	/c/	crumbs	-r <u>a</u> ve	/b/	brave	-r <u>i</u> ght	/f/	fright

Adding hand motion: Teacher holds left palm out to show the word/word part. Add the first sound with right hand and lightly clap hands together for the the whole word.

Deleting Initial 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 / <u>z</u> /, what's left is?"	<u>b</u> rain	/b/	rain	<u>g</u> rab	/c/	rab	<u>g</u> raft	/c/	raft	<u>h</u> rave	/b/	rave	<u>g</u> leep	/s/	leap
Ex. T: brain S: brain T: Without /b/, what's left is? S: rain	<u>g</u> rows	/g/	rows	<u>f</u> roze	/f/	rose	<u>h</u> r <u>a</u> ce	/b/	race	<u>g</u> rade	/g/	raid	<u>g</u> lute	/f/	lute
	<u>c</u> rash	/c/	rash	<u>p</u> run <u>e</u>	/p/	rune	<u>g</u> rin	/g/	rin	<u>p</u> ri <u>z</u> e	/p/	rise	<u>g</u> lean	/c/	lean
	<u>f</u> rost	/f/	rost	<u>g</u> rate	/g/	rate	<u>p</u> ray	/p/	ray	<u>f</u> ri <u>g</u> ht	/f/	right	<u>p</u> lay	/p/	lay
	<u>p</u> rice	/p/	rice	<u>h</u> rat	/b/	rat	<u>f</u> reeze	/f/	reeze	<u>c</u> ru <u>d</u> e	/c/	rude	<u>g</u> l <u>i</u> ght	/f/	light
	<u>b</u> rick	/b/	Rick	<u>t</u> rade	/t/	raid	<u>h</u> ri <u>d</u> e	/b/	ride	<u>h</u> ro <u>o</u> m	/b/	room	<u>g</u> l <u>i</u> me	/s/	lime
	<u>g</u> rip	/g/	rip	<u>h</u> rainy	/b/	rainy	<u>c</u> run <u>ch</u>	/c/	runch	<u>f</u> ri <u>d</u> e	/f/	ride	<u>g</u> l <u>o</u> be	/g/	lobe
	<u>h</u> rim	/b/	rim	<u>c</u> roak	/c/	roak	<u>p</u> rai <u>s</u> e	/p/	raise	<u>g</u> ro <u>w</u> l	/g/	rōwl	<u>h</u> l <u>o</u> ck	/b/	lock
	<u>c</u> rap	/c/	ramp	<u>b</u> ri <u>g</u> ht	/b/	right	<u>f</u> re <u>sh</u>	/f/	resh	<u>c</u> ra <u>n</u> e	/c/	rain	<u>g</u> l <u>a</u> de	/g/	laid
*Say sound, not letter name	<u>g</u> race	/g/	race	<u>g</u> ru <u>n</u> t	/g/	runt	<u>c</u> ro <u>w</u>	/c/	row	<u>g</u> ri <u>p</u> e	/g/	ripe	<u>h</u> l <u>e</u> ed	/b/	lead

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

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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 / <u>u</u> / to / <u>o</u> / and the word is?" Ex. T: flow S: flow T: Change /fl/ to /cr/ and the word is? S: crow *Say the 2 sounds of the consonant blend	<u>black</u>	/tr/	track	<u>ble</u> ss	/pr/	press	<u>bl</u> ind	/gr/	grind	<u>fl</u> ush	/br/	brush	<u>fr</u> idge	/br/	bridge
	<u>cl</u> ass	/gr/	grass	<u>cl</u> ay	/tr/	tray	<u>cl</u> ip	/dr/	drip	<u>dr</u> apes	/gr/	grapes	<u>sl</u> ip	/tr/	trip
	<u>fl</u> ag	/br/	brag	<u>fl</u> ip	/gr/	grip	<u>fl</u> y	/pr/	pry	<u>bl</u> ow	/gr/	grow	<u>st</u> ay	/gr/	gray
	<u>gl</u> eam	/cr/	cream	<u>gl</u> ide	/pr/	pride	<u>gl</u> ue	/tr/	true	<u>cl</u> own	/fr/	frown	<u>sl</u> ick	/br/	brick
	<u>pl</u> ane	/tr/	train	<u>sw</u> eed	/gr/	greet	<u>fl</u> eece	/gr/	grease	<u>pl</u> ow	/br/	brow	<u>cr</u> ash	/tr/	trash
	<u>sl</u> ate	/gr/	grate	<u>sl</u> ed	/br/	bread	<u>sc</u> out	/gr/	grout	<u>sk</u> ate	/cr/	crate	<u>pr</u> ess	/dr/	dress
	<u>sm</u> all	/cr/	crawl	<u>sm</u> ash	/cr/	crash	<u>pl</u> ease	/br/	breeze	<u>sk</u> in	/gr/	grin	<u>fr</u> yer	/dr/	dryer
	<u>sn</u> ail	/tr/	trail	<u>sn</u> ip	/dr/	drip	<u>sm</u> og	/fr/	frog	<u>sk</u> y	/tr/	try	<u>sp</u> eckles	/fr/	freckles
	<u>sp</u> ace	/tr/	trace	<u>sp</u> eak	/cr/	creak	<u>sn</u> eeze	/fr/	freeze	<u>sl</u> ide	/dr/	dried	<u>cl</u> ean	/gr/	green
	<u>st</u> amp	/gr/	gramp	<u>sw</u> im	/tr/	trim	<u>tr</u> ied	/br/	bride	<u>sn</u> ap	/tr/	trap	<u>st</u> ale	/tr/	trail

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(s), left fist is the rest of the word. Pull the first away that represents the part being substituted and lightly pound your fists together when you say the new word.

Letter Naming	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, 1. Letter names only 2. Sounds only (for speed and accuracy)	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr 1. Letter names only 2. Sounds only (for speed and accuracy)
----------------------	---	--	---	---	---

English Primary

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Tell me a word that rhymes with *	Tell me a word that rhymes with *	Tell me a word that rhymes with *	Tell me a word that rhymes with *	Tell me a word that rhymes with *
Teacher says the word and students create a series of 3-5 rhyming words. Encourage students to supply words with beginning consonant digraphs and blends. <i>Possible student responses provided.</i>	my (<i>shy, fly, cry, try</i>) sip (<i>ship, trip, clip</i>) low (<i>blow, glow, show</i>)	ate (<i>skate, plate, great</i>) ice (<i>twice, price, slice</i>) or (<i>chore, store, floor</i>)	tank (<i>thank, blank, prank</i>) less (<i>chess, bless, press</i>) eat (<i>sheet, treat, sweet</i>)	pick (<i>thick, stick, brick</i>) hay (<i>play, they, stay</i>) now (<i>chow, plow, brow</i>)	sale (<i>snail, trail, scale</i>) mop (<i>chop, stop, flop</i>) own (<i>shown, flown, grown</i>)
Onset Fluency	princess /p/ creature /k/ slippery /s/ freedom /f/ graceful /g/	flatter /t/ gracious /g/ planted /p/ sliding /s/ blister /b/	scarecrow /s/ classic /k/ priceless /p/ twisted /t/ glitter /g/	freezer /f/ crowded /k/ speaking /s/ blowing /b/ glasses /g/	bridges /b/ sleepy /s/ promise /p/ classes /k/ flower /f/
Blending Phonemes	b-r-ā-d braid c-r-ā-b crab g-r-ī-n-d grind f-r-ē free g-r-ā-s grass p-r-ī-n-t print g-r-ō-u-n-d ground b-r-ā-n brain c-r-ā-sh crash p-r-oo-f proof	f-r-ē-z freeze g-r-ā-d grade p-r-oo-n prune f-r-ī fry b-r-ē-d bread c-r-ē-m cream b-r-ō-w-z browse f-r-ē-n-d friend g-r-ā-p-s grapes p-r-ī-t-ē pretty	g-r-ē-t greet b-r-ū-sh brush c-r-ō-p crop b-r-ā-n-ch branch f-r-ō-g frog g-r-ā-n-d grand p-r-ē-s press f-r-ē-sh fresh b-r-ō-k broke c-r-ā-m-p cramp	b-r-ā-v brave f-r-ā-j-l fragile g-r-ā gray p-r-ā-z praise c-r-ā-d-l cradle b-r-ī-t bright c-r-ū-m-z crumbs b-r-ē-z breeze f-r-ō-s-t frost g-r-ē-s grease	p-r-ō-b probe g-r-ī-d-l griddle b-r-ā-k brake c-r-ā-k crack b-r-ī-t-l brittle f-r-ī-z fries g-r-ā-v-ē gravy p-r-ō-p prop b-r-ū-z bruise f-r-oo-t fruit
*Say sounds, not letter names					
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Isolating Final or Medial Sounds	Isolate Medial Sound Is the vowel short or long?	Isolate Medial Sound Is the vowel short or long?	Isolate Medial Sound Is the vowel short or long?	Isolate the blend at the end of each word:	Isolate the blend at the end of each word:
Mon-Wed: Teacher says the word. Students repeat the word, isolating the medial sound & identify it as short or long. Ex. T: hot S: ō, short o	map /ă/ get /ĕ/ him /ī/ hot /ō/ pup /ū/ weed /ē/ toad /ō/	red /ĕ/ side /ī/ bake /ā/ pole /ō/ kite /ī/ gum /ū/ mule /ū/	meat /ĕ/ nut /ū/ tame /ā/ best /ĕ/ sit /ī/ coat /ō/ cute /ū/	ask /sk/ gasp /sp/ dust /st/ desk /sk/ mist /st/ crisp /sp/ past /st/	wrist /st/ wasp /sp/ dusk /sk/ test /st/ tusk /sk/ grasp /sp/ toast /st/
Thur-Fri: Teacher says the word and students repeat it. Students isolate the 2 sounds of the blend. Ex. T: last S: last, /st/					

English Primary

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	greet	g-r-ē-t	probe	p-r-ō-b	brave	b-r-ā-v	braid	b-r-ā-d	freeze	f-r-ē-z
Teacher says the word. Students repeat the word and segment it into phonemes.	brush	b-r-ū-sh	griddle	g-r-ī-d-l	fragile	f-r-ā-j-l	crab	c-r-ā-b	grade	g-r-ā-d
Ex. T: praise S: praise, p-r-ā-z	crop	c-r-ō-p	brake	b-r-ā-k	gray	g-r-ā	grind	g-r-ī-n-d	prune	p-r-oo-n
	branch	b-r-ā-n-ch	crack	c-r-ā-k	praise	p-r-ā-z	free	f-r-ē	fright	f-r-ī-t
	frog	f-r-ō-g	brittle	b-r-ī-t-l	cradle	c-r-ā-d-l	grass	g-r-ā-s	bread	b-r-ē-d
	grand	g-r-ā-n-d	fries	f-r-ī-z	bright	b-r-ī-t	print	p-r-ī-n-t	cream	c-r-ē-m
	press	p-r-ē-s	gravy	g-r-ā-v-ē	crumbs	c-r-ū-m-z	ground	g-r-ōu-n-d	browse	b-r-ōw-z
	fresh	f-r-ē-sh	prop	p-r-ō-p	breeze	b-r-ē-z	brain	b-r-ā-n	friend	f-r-ē-n-d
	broke	b-r-ō-k	bruise	b-r-ū-z	frost	f-r-ō-s-t	crash	c-r-ā-sh	grapes	g-r-ā-p-s
*Students say sounds, not letter names	cramp	c-r-ā-m-p	fruit	f-r-oo-t	grease	g-r-ē-s	proof	p-r-oo-f	pretty	p-r-ī-t-ē

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

Adding Initial Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word or word part.	-rail	/f/	frail	-reeze	/f/	freeze	-rice	/p/	price	-rye	/f/	fry	-raid	/b/	braid
Students repeat the word. Teacher says, "Add /*/ at the beginning and the word is?"	-rōud	/p/	proud	-rain	/b/	brain	-rain	/d/	drain	-ray	/g/	gray	-ride	/f/	fried
Ex. T: rave S: rave T: Add /b/ at the beginning and the word is? S: brave	-rainy	/b/	brainy	-rate	/g/	grate	-raze	/g/	graze	-raise	/p/	praise	-rādle	/c/	cradle
	-reth	/b/	breath	-rin	/g/	grin	-rush	/b/	brush	-rust	/c/	crust	-rize	/p/	prize
	-room	/g/	groom	-rook	/c/	crook	-ride	/p/	pride	-root	/f/	fruit	-raid	/g/	grade
	-raid	/f/	frayed	-ride	/b/	bride	-rōwn	/c/	crown	-rod	/p/	prod	-rude	/c/	crude
*Say sound, not letter name	-rant	/g/	grant	-robe	/p/	probe	-rip	/g/	grip	-rantic	/f/	frantic	-rave	/b/	brave

Adding hand motion: Teacher holds left palm out to show the word/word part. Add the first sound with right hand and lightly clap hands together for the the whole word.

Deleting Initial 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 /*/, what's left is?"	pride	/p/	ride	probe	/p/	robe	braid	/b/	raid	freeze	/f/	reeze	brush	/b/	rush
Ex. T: gray S: gray	fray	/f/	rye	frantic	/f/	rantic	crib	/c/	rib	grade	/g/	raid	crook	/c/	rook
T: Without /g/, what's left is? S: ray	gray	/g/	ray	brake	/b/	rake	broom	/b/	room	pray	/p/	ray	brand	/b/	rand
	praise	/p/	raise	crack	/c/	rack	greed	/g/	read	frank	/f/	rank	fright	/f/	right
	bright	/b/	right	fries	/f/	rise	prince	/p/	rinse	cream	/c/	ream	grand	/g/	rand
	crust	/c/	rust	ground	/g/	round	cradle	/c/	rādle	proud	/p/	rōud	crease	/c/	Reese
	fruit	/f/	root	frail	/f/	rail	brain	/b/	rain	bridge	/b/	ridge	price	/p/	rice
	prod	/p/	rod	groom	/g/	room	crash	/c/	rash	grill	/g/	rill	grime	/g/	rime
	froze	/f/	rose	brave	/b/	rave	prize	/p/	rise	bread	/b/	red	cramp	/c/	ramp
*Say sound, not letter name	crown	/c/	rōwn	grain	/g/	rain	grow	/g/	row	proof	/p/	roof	front	/f/	runt

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

English Primary

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting 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: break S: break T: Change /br/ to /st/ and the word is? S: steak ** 2 sounds of the consonant blend	<u>shake</u>	/br/	brake	<u>sneeze</u>	/fr/	freeze	<u>drab</u>	/cr/	crab	<u>brick</u>	/tr/	trick	<u>sweet</u>	/tw/	tweet
	<u>brake</u>	/fl/	flake	<u>freeze</u>	/pl/	please	<u>smash</u>	/tr/	trash	<u>brag</u>	/sn/	snag	<u>slice</u>	/pr/	price
	<u>flake</u>	/sn/	snake	<u>please</u>	/br/	breeze	<u>brim</u>	/sw/	swim	<u>flap</u>	/tr/	trap	<u>trap</u>	/cl/	clap
	<u>snake</u>	/st/	stake	<u>breeze</u>	/fl/	fleas	<u>fleas</u>	/tr/	trees	<u>bread</u>	/sl/	sled	<u>slide</u>	/tr/	tried
	<u>stake</u>	/bl/	Blake	<u>fleas</u>	/sk/	skis	<u>dry</u>	/fr/	fry	<u>brim</u>	/tr/	trim	<u>brain</u>	/dr/	drain
	<u>slide</u>	/br/	bride	<u>crane</u>	/tr/	train	<u>treat</u>	/sw/	sweet	<u>drill</u>	/fr/	frill	<u>twice</u>	/sl/	slice
	<u>bride</u>	/gl/	glide	<u>train</u>	/dr/	drain	<u>plug</u>	/sn/	snug	<u>skin</u>	/gr/	grin	<u>blaze</u>	/gr/	graze
	<u>glide</u>	/fr/	fried	<u>drain</u>	/pl/	plain	<u>crush</u>	/br/	brush	<u>drop</u>	/fl/	flop	<u>crow</u>	/fl/	flow
	<u>fried</u>	/tr/	tried	<u>plain</u>	/br/	brain	<u>cluck</u>	/tr/	truck	<u>slip</u>	/gr/	grip	<u>try</u>	/pr/	pry
	<u>tried</u>	/cr/	cried	<u>brain</u>	/gr/	grain	<u>brag</u>	/fl/	flag	<u>prize</u>	/dr/	dries	<u>crate</u>	/gr/	great

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(s), 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: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st,	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	1. Letter names only 2. Sounds only (for speed and accuracy)