

## Phonemic Awareness - Pre-Kindergarten Curriculum Scope & Sequence

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
Rhyming	Rhyme Repetition												Rhyme Recognition												Rhyme Production										
Onset Fluency	Isolate the Initial Consonant																		Isolate Consonant or Vowel			Generate words with same onset			Categorization: Is the onset same or different?										
Blending	Compound Words		Syllables			Body-Coda	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			Initial Phoneme			Compound Words	Syllables		Initial Phoneme	Adding Two Phonemes Together									Adding Onset to Rime													
Deleting	Compound Words		Syllables			Initial Phoneme			Compound Words	Syllables		Initial Phoneme	Deleting Onset From Two Phoneme Words									Deleting Onset from Rime													
Substituting																			Substituting Onset of Two-Phoneme Words			Substituting Onset of Three-Phoneme Words													
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																						
Language Awareness	Repeating sentences from nursery rhymes and separating into individual spoken words.																																		

## Phonemic Awareness Training Lesson Plan for Week 1

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: pig, wig S: pig, wig	net, set can, ran pig, dig fox, box duck, luck	hot, not tug, rug mad, sad bell, tell win, pin	dog, log ten, when fit, sit nap, map mud, bud	quack, pack mop, top him, dim cut, nut bed, red	mess, less sun, bun chick, stick job, knob sat, cat					
<b>Onset Fluency</b> <b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. cat, /k/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /k/, cat	came /k/ down /d/ rain /r/ wash /w/ sun /s/	not /n/ zip /z/ bus /b/ four /f/ pick /p/	go /g/ hat /h/ van /v/ kid /k/ rock /r/	leg /l/ ten /t/ jam /j/ me /m/ yes /y/	dry /d/ went /w/ spider /s/ bit /b/ tip /t/					
<b>Blending Words</b> Teacher says two words with a pause between them and then says the compound word. Students repeat the two words with a pause, and then say the compound word. Ex. T: out - side, outside S: out - side, outside	out - side bird - house gold - fish back - pack in - side	outside birdhouse goldfish backpack inside	pop - corn in - to some - one be - came foot - ball	popcorn into someone became football	up - stairs hot - dog cup - cake birth - day some - thing	upstairs hotdog cupcake birthday something	class - room back - yard foot - print side - walk with - out	classroom backyard footprint sidewalk without	mail - box fire - fly bath - room cow - boy sun - burn	mailbox firefly bathroom cowboy sunburn
<b>Blending hand motion:</b> Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. 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: horse /s/ S: horse /s/	up /p/ book /k/ pig /g/ job /b/ cat /t/	sit /t/ bed /d/ hop /p/ dog /g/ cub /b/	hug /g/ dot /t/ lap /p/ sock /k/ rib /b/	dig /g/ tub /b/ zip /p/ wet /t/ sad /d/	nod /d/ hat /t/ luck /k/ rip /p/ bag /g/					
<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 Words</b> The teacher says the compound word and then segments it into two words. The students repeat the compound word and then segment it into separate words. Ex. T: firefly, fire - fly S: firefly, fire - fly	classroom backyard footprint sidewalk without	class - room back - yard foot - print side - walk with - out	mailbox firefly bathroom cowboy sunburn	mail - box fire - fly bath - room cow - boy sun - burn	outside birdhouse goldfish backpack inside	out - side bird - house gold - fish back - pack in - side	popcorn into someone became football	pop - corn in - to some - one be - came foot - ball	upstairs hotdog cupcake birthday something	up - stairs hot - dog cup - cake birth - day some - thing
<b>Segmenting hand motion:</b> Students place hands together with palms up to show the compound word. They then take apart the word using each hand.										

## Phonemic Awareness Training Lesson Plan for Week 1

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<b>Adding Words</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>																																																												
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: some S: some T: Add /one/ at the end and the word is? T & S: someone	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Add</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td>sun-</td> <td>/day/</td> <td>Sunday</td> </tr> <tr> <td>birth-</td> <td>/day/</td> <td>birthday</td> </tr> <tr> <td>week-</td> <td>/day/</td> <td>weekday</td> </tr> </tbody> </table>	Word	Add	Response	sun-	/day/	Sunday	birth-	/day/	birthday	week-	/day/	weekday	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Add</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td>class-</td> <td>/room/</td> <td>classroom</td> </tr> <tr> <td>bed-</td> <td>/room/</td> <td>bedroom</td> </tr> <tr> <td>play-</td> <td>/room/</td> <td>playroom</td> </tr> </tbody> </table>	Word	Add	Response	class-	/room/	classroom	bed-	/room/	bedroom	play-	/room/	playroom	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Add</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td>stop-</td> <td>/light/</td> <td>stoplight</td> </tr> <tr> <td>sun-</td> <td>/light/</td> <td>sunlight</td> </tr> <tr> <td>head-</td> <td>/light/</td> <td>headlight</td> </tr> </tbody> </table>	Word	Add	Response	stop-	/light/	stoplight	sun-	/light/	sunlight	head-	/light/	headlight	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Add</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td>gold-</td> <td>/fish/</td> <td>goldfish</td> </tr> <tr> <td>star-</td> <td>/fish/</td> <td>starfish</td> </tr> <tr> <td>shell-</td> <td>/fish/</td> <td>shellfish</td> </tr> </tbody> </table>	Word	Add	Response	gold-	/fish/	goldfish	star-	/fish/	starfish	shell-	/fish/	shellfish	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Add</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td>mail-</td> <td>/man/</td> <td>mailman</td> </tr> <tr> <td>fire-</td> <td>/man/</td> <td>fireman</td> </tr> <tr> <td>snow-</td> <td>/man/</td> <td>snowman</td> </tr> </tbody> </table>	Word	Add	Response	mail-	/man/	mailman	fire-	/man/	fireman	snow-	/man/	snowman
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The teacher says the word and the students repeat it. The teacher says, "Without /*/, what's left is?" Teacher & students respond together.  Ex. T: sunset S: sunset T: Without /set/, what's left is? T & S: sun	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Without</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td><u>back</u>pack</td> <td>/pack/</td> <td>back</td> </tr> <tr> <td><u>back</u>yard</td> <td>/yard/</td> <td>back</td> </tr> <tr> <td><u>back</u>bone</td> <td>/bone/</td> <td>back</td> </tr> </tbody> </table>	Word	Without	Response	<u>back</u> pack	/pack/	back	<u>back</u> yard	/yard/	back	<u>back</u> bone	/bone/	back	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Without</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td><u>sun</u>shine</td> <td>/shine/</td> <td>sun</td> </tr> <tr> <td><u>sun</u>light</td> <td>/light/</td> <td>sun</td> </tr> <tr> <td><u>sun</u>set</td> <td>/set/</td> <td>sun</td> </tr> </tbody> </table>	Word	Without	Response	<u>sun</u> shine	/shine/	sun	<u>sun</u> light	/light/	sun	<u>sun</u> set	/set/	sun	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Without</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td><u>some</u>thing</td> <td>/thing/</td> <td>some</td> </tr> <tr> <td><u>some</u>one</td> <td>/one/</td> <td>some</td> </tr> <tr> <td><u>some</u>where</td> <td>/where/</td> <td>some</td> </tr> </tbody> </table>	Word	Without	Response	<u>some</u> thing	/thing/	some	<u>some</u> one	/one/	some	<u>some</u> where	/where/	some	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Without</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td><u>door</u>bell</td> <td>/bell/</td> <td>door</td> </tr> <tr> <td><u>door</u>knob</td> <td>/knob/</td> <td>door</td> </tr> <tr> <td><u>door</u>way</td> <td>/way/</td> <td>door</td> </tr> </tbody> </table>	Word	Without	Response	<u>door</u> bell	/bell/	door	<u>door</u> knob	/knob/	door	<u>door</u> way	/way/	door	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Without</th> <th style="text-align: center;">Response</th> </tr> </thead> <tbody> <tr> <td><u>snow</u>man</td> <td>/man/</td> <td>snow</td> </tr> <tr> <td><u>snow</u>ball</td> <td>/ball/</td> <td>snow</td> </tr> <tr> <td><u>snow</u>flake</td> <td>/flake/</td> <td>snow</td> </tr> </tbody> </table>	Word	Without	Response	<u>snow</u> man	/man/	snow	<u>snow</u> ball	/ball/	snow	<u>snow</u> flake	/flake/	snow
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<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>The Itsy Bitsy Spider</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.	The itsy, bitsy spider went up the water spout. Down came the rain and washed the spider out.	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,	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.	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.	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.																																																												

## Phonemic Awareness Training Lesson Plan for Week 5

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: 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
<b>Onset Fluency</b>					
<b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. was, /w/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /w/, was	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/
<b>Blending Syllables</b>					
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 hāb - ĩt habit sīs - ter sister mō - mēnt moment līt - tle little	pūmp - kĭn pumpkin hām - mer hammer blān - kēt blanket āb - sēnt absent bā - bē baby	shā - dē shady nūm - ber number āf - ter after jāck - ĩt jacket mūn - kē monkey	pūp - pēt puppet fĭn - ĩsh finish nāp - kĭn napkin tĭck - ĩt ticket cān - dē candy	bās - kēt basket pĭk - nĭk picnic car - pēt carpet ēl - bō elbow ūn - tĭl until
<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>					
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/
<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>					
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: shady, shā - dē S: shady, shā - dē	puppet pūp - pēt finish fĭn - ĩsh napkin nāp - kĭn ticket tĭck - ĩt candy cān - dē	basket bās - kēt picnic pĭk - nĭk carpet car - pēt elbow ēl - bō until ūn - tĭl	lady lā - dē habit hāb - ĩt sister sīs - ter moment mō - mēnt little līt - tle	pumpkin pūmp - kĭn hammer hām - mer blanket blān - kēt absent āb - sēnt baby bā - bē	shady shā - dē number nūm - ber after āf - ter jacket jāck - ĩt monkey mūn - kē
<b>Segmenting hand motion:</b> Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. Teachers chop from right to left so that students mirror your movements.					

## Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																																																										
<b>Adding Syllables</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>	<b>Adding to the end:</b>																																																																																										
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<b>Letter Naming</b>	ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.																																																																																										
<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.	ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.																																																																																										
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<b>Nursery Rhyme Review:</b> <b>Monday - Thursday:</b> Each day review a nursery rhyme from the previous four weeks. <b>Friday:</b> The students choose their favorite nursery rhyme from any of the previous weeks.	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 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.	Students choose their favorite nursery rhyme from the week and recite it together.																																																																																										

### 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/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /v/, very	her /h/ beep /b/ lost /l/ did /d/ find /f/	leave /l/ home /h/ tail /t/ say /s/ keep /k/	can /k/ go /g/ jump /j/ my /m/ now /n/	pig /p/ quilt /kw/ ran /r/ very /v/ was /w/	little /l/ sheep /sh/ to /t/ 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.					

## Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Adding Phonemes</b>	Adding to the beginning:	Adding to the beginning:	Adding to the beginning:	Adding to the beginning:	Adding to the beginning:
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.	Rime    Add    Response	Rime    Add    Response	Rime    Add    Response	Rime    Add    Response	Rime    Add    Response
	-ät    /k/    cat -ät    /b/    bat -ät    /r/    rat -ät    /s/    sat -ät    /h/    hat	-in    /f/    fin -in    /t/    tin -in    /w/    win -in    /k/    kin -in    /b/    bin	-öt    /d/    dot -öt    /p/    pot -öt    /h/    hot -öt    /l/    lot -öt    /g/    got	-üt    /k/    cut -üt    /n/    nut -üt    /h/    hut -üt    /g/    gut -üt    /sh/    shut	-ëd    /b/    bed -ëd    /w/    wed -ëd    /l/    led -ëd    /r/    red -ëd    /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>	Deleting from the beginning:	Deleting from the beginning:	Deleting from the beginning:	Deleting from the beginning:	Deleting from the beginning:
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	Word    Without    Response	Word    Without    Response	Word    Without    Response	Word    Without    Response	Word    Without    Response
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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.

## Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Repetition</b>	one, sun two, shoe three, knee four, door five, dive	six, fix seven, eleven eight, gate nine, fine ten, again	go, so bite, right fish, wish finger, linger little, skittle	eye, shy caught, taught alive, five let, set him, swim	did, lid he, see this, miss bite, kite go, no
The teacher says the word pair and the students repeat the word pair.  Ex. T: one, sun S: one, sun					
<b>Onset Fluency</b>	two /t/ four /f/ six /s/ nine /n/ go /g/	ten /t/ bite /b/ fish /f/ little /l/ right /r/	won /w/ did /d/ pet /p/ catch /k/ jam /j/	kite /k/ man /m/ he /h/ quilt /kw/ very /v/	was /w/ zip /z/ yes /y/ fish /f/ seven /s/
<b>Option 1:</b> Teacher says the word and isolates the onset. Students repeat the teacher. Ex. six, /s/ <b>Option 2:</b> Teacher says the onset and then the word. Students repeat the teacher. Ex. /s/, six					
<b>Blending Onset - Rime</b>	t - oo two f - or four f - ive five s - ix six b - oy boy	n - ine nine t - en ten g - ot got f - ish fish d - id did	s - o so b - ite bite l - ip lip r - ight right k - aught caught	h - am ham n - ap nap p - ick pick s - un sun f - ar far	p - en pen r - od rod l - ake lake r - un run p - ole pole
The teacher says the onset and rime with a pause between them and then says the word. The students repeat the onset and rime with a pause, and then say the word.  Ex. T: f - ish, fish S: f - ish, fish					
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per onset and rime. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
<b>Isolating Final Sounds</b>	four /r/ one /n/ five /v/ six /ks/ ship /p/	eight /t/ nine /n/ once /s/ laugh /f/ alive /v/	bit /t/ good /d/ because /z/ thumb /m/ seven /n/	ten /n/ little /l/ count /t/ this /s/ job /b/	rock /k/ safe /f/ big /g/ bridge /j/ hop /p/
The teacher says the word and then isolates the final sound. The students repeat the word and the final sound.  Ex. T: caught /t/ S: caught /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>	so s - o bite b - ite lip l - ip right r - ight one w - ün	ham h - am nap n - ap pick p - ick sun s - un far f - ar	pen p - en rod r - od lake l - ake run r - un pole p - ole	two t - oo four f - or five f - ive six s - ix boy b - oy	nine n - ine ten t - en got g - ot fish f - ish did d - id
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: pick, p - ick S: pick, p - ick					
<b>Segmenting hand motion:</b> Students place palms together to create "choppers." Students will make a chopping motion when saying the onset and rime. Teachers chop from right to left so that students mirror your movements.					



## Phonemic Awareness Training Lesson Plan for Week 11

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<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>One, Two, Three, Four, Five</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.	One, two, three, four, five. Once I caught a fish alive.	One, two, three, four, five. Once I caught a fish alive. Six, seven, eight, nine, ten, then I let it go again.	One, two, three, four, five. Once I caught a fish alive. Six, seven, eight, nine, ten, then I let it go again. Why did you let it go?	One, two, three, four, five. Once I caught a fish alive. Six, seven, eight, nine, ten, then I let it go again. Why did you let it go? Because he bit my finger so.	One, two, three, four, five. Once I caught a fish alive. Six, seven, eight, nine, ten, then I let it go again. Why did you let it go? Because he bit my finger so. Which finger did he bite? This little finger on the right.																																																																																										

### Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> 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.	dirt, shirt less, will bird, four money, honey see, bee	hip, cot found, round sheep, make in, pin well, bell	how, now jump, them if, him toad, road jet, get	pack, back cheese, please rain, so on, this not, hot	sweet, neat rose, nose what, keep red, bed blue, you
<b>Onset Fluency</b> The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme). Ex. T: fix, find, /f/ S: fix, find, /f/	paint, pen /p/ near, name /n/ mom, most /m/ find, feel /f/ room, ramp /r/	girl, golf /g/ boy, base /b/ lost, land /l/ her, heart /h/ fence, fur /f/	bell, band /b/ cough, card /k/ day, desk /d/ soap, sand /s/ gone, gift /g/	home, hill /h/ jam, jaw /j/ kick, cost /k/ quail, quilt /kw/ two, talk /t/	lamp, life /l/ wash, well /w/ tooth, touch /t/ here, hand /h/ math, make /m/
<b>Blending Phonemes</b> 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: w - ē, we S: w - ē, we	s - ē see h - ē he m - ē me w - ē we b - ē be	g - ō go l - ō low n - ō no b - ō bow r - ō row	l - ī lie b - ī by p - ī pie m - ī my h - ī high	h - ā hay s - ā say d - ā day w - ā way p - ā pay	d - oo do b - oo boo t - oo too z - oo zoo y - oo you
<b>Blending hand motion:</b> 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.					
<b>Isolating Medial Sounds</b> The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound. Ex. T: mat /ă/ S: mat /ă/	mat /ă/ hen /ĕ/ sit /i/ top /ō/ cut /Û/	hat /ă/ pen /ĕ/ did /i/ mop /ō/ hum /Û/	mad /ă/ get /ĕ/ kit /i/ dot /ō/ fun /Û/	ham /ă/ well /ĕ/ sick /i/ nod /ō/ duck /Û/	van /ă/ met /ĕ/ six /i/ rock /ō/ hut /Û/
<b>Optional roller coaster hand motion:</b> Teacher and students move one arm like a roller coaster going over a hill. 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.					

## Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	hay	h - ā	do	d - oo	see	s - ē	go	g - ō	lie	l - ī
The teacher says the word and then segments it into phonemes. The students repeat the word and then segment it into separate phonemes.	say	s - ā	boo	b - oo	he	h - ē	low	l - ō	by	b - ī
Ex. T: say, s - ā S: say, s - ā	day	d - ā	too	t - oo	me	m - ē	no	n - ō	pie	p - ī
	way	w - ā	zoo	z - oo	we	w - ē	bow	b - ō	my	m - ī
	pay	p - ā	you	y - oo	be	b - ē	row	r - ō	high	h - ī

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. Teachers chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
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.	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response
Ex. T: /ō/ S: /ō/ T: Add /g/* at the beginning and the word is? T & S: go	-ō	/g/	go	-ī	/m/	my	-ā	/m/	may	-ē	/h/	he	-oo	/g/	goo
*Say sounds, not letter names.	-ī	/h/	hi	-ō	/t/	toe	-ē	/w/	we	-ā	/l/	lay	-ī	/s/	sigh
	-ā	/d/	day	-oo	/d/	do	-ī	/t/	tie	-oo	/t/	too	-ā	/w/	way
	-oo	/y/	you	-ē	/m/	me	-ō	/s/	so	-ī	/p/	pie	-ē	/b/	be
	-ē	/s/	see	-ā	/s/	say	-oo	/z/	zoo	-ō	/l/	low	-ō	/m/	mow

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

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
The teacher says the word and the students repeat it. The teacher says, "Without / <u>  </u> /, what's left is?" Teacher & students respond together.	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: we S: we T: Without /w/*, what's left is? T & S: /ē/	<u>m</u> ay	/m/	/ā/	<u>m</u> e	/m/	/ē/	<u>g</u> oo	/g/	/oo/	<u>g</u> o	/g/	/ō/	<u>m</u> y	/m/	/ī/
*Say sounds, not letter names.	<u>w</u> e	/w/	/ē/	<u>l</u> ay	/l/	/ā/	<u>h</u> i	/h/	/ī/	<u>s</u> igh	/s/	/ī/	<u>t</u> oe	/t/	/ō/
	<u>t</u> ie	/t/	/ī/	<u>t</u> oo	/t/	/oo/	<u>w</u> ay	/w/	/ā/	<u>d</u> ay	/d/	/ā/	<u>d</u> o	/d/	/oo/
	<u>l</u> ow	/l/	/ō/	<u>p</u> ie	/p/	/ī/	<u>b</u> e	/b/	/ē/	<u>y</u> ou	/y/	/oo/	<u>h</u> e	/h/	/ē/
	<u>z</u> oo	/z/	/oo/	<u>s</u> o	/s/	/ō/	<u>m</u> ow	/m/	/ō/	<u>s</u> ee	/s/	/ē/	<u>s</u> ay	/s/	/ā/

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

### Phonemic Awareness Training Lesson Plan for Week 19

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
The teacher says the word and the students repeat it.	g <u>o</u>	/s/	so	d <u>a</u> y	/m/	may	z <u>o</u> o	/t/	too	l <u>i</u> e	/t/	tie	m <u>e</u>	/w/	we
The teacher says, "Change /s/ to /n/ and the word is?" Teacher & students respond together.	s <u>o</u>	/n/	no	m <u>a</u> y	/p/	pay	t <u>o</u> o	/d/	do	t <u>i</u> e	/h/	hi	w <u>e</u>	/s/	see
	n <u>o</u>	/l/	low	p <u>a</u> y	/w/	way	d <u>o</u>	/g/	goo	h <u>i</u>	/b/	by	s <u>ee</u>	/b/	be
Ex. T: hi S: hi T: Change /h/* to /b/* and the word is? T & S: by	l <u>o</u> w	/t/	toe	w <u>a</u> y	/s/	say	g <u>o</u> o	/b/	boo	b <u>y</u>	/g/	guy	b <u>e</u>	/n/	knee
	t <u>o</u> e	/g/	go	s <u>a</u> y	/d/	day	b <u>o</u> o	/z/	zoo	g <u>y</u>	/l/	lie	k <u>ne</u> e	/m/	me

\*Say sounds, not letter names.

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	Monday, Tuesday, & Thursday	Tuesday	Wednesday	Thursday	Friday
<b>Monday, Tuesday, &amp; Thursday:</b> 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.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show only upper case letters.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show only lower case letters.	ABC Song: Sing and hold up letter cards as you sing.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show upper and lower case letters.	ABC Song: Sing and hold up letter cards as you sing.

Language Awareness	Roses are Red				
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.	Roses are red,	Roses are red, violets are blue,	Roses are red, violets are blue, sugar is sweet,	Roses are red, violets are blue, sugar is sweet, and so are you.	Roses are red, violets are blue, sugar is sweet, and so are you.

### Phonemic Awareness Training Lesson Plan for Week 29

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Production</b> The teacher says the word pair. The students repeat the word pair and supply 2-3 words that rhyme. Ex. T: go, no S: go, no, toe, so, row, show Students may supply real or nonsense words.	call, fall quick, stick blue, do be, see	cake, rake fix, six phone, cone hen, when	beet, feet ride, side look, took race, space	time, chime nap, clap green, bean sip, drip	Jack, track dell, fell pool, cool limb, him
<b>Onset Fluency</b> The teacher says the two words. The students repeat the two words and show thumbs up if they begin with the same onset, thumbs down if the onset is different.	noise, nice fire, hot bake, boat high, low care, is	dear, den safe, rice light, long wait, wind past, dime	gap, hide effort, every meet, wait right, read actor, adding	opera, object nimble, neat jump, joy view, fan egg, odd	candle, cost Jack, join quick, line utter, upon actor, itchy
<b>Blending Phonemes</b> 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: k-ü-t, cut S: k-ü-t, cut	b - ë - d      bed d - ë - n      den j - ë - t      jet m - ë - n      men p - ë - t      pet	k - ä - n      can d - ä - d      dad f - ä - n      fan m - ä - t      mat s - ä - t      sat	t - ö - p      top g - ö - t      got m - ö - p      mop d - ö - t      dot h - ö - t      hot	k - ü - t      cut h - ü - m      hum s - ü - n      sun f - ü - n      fun n - ü - t      nut	h - ÿ - t      hit r - ÿ - m      rim s - ÿ - t      sit k - ÿ - d      kid h - ÿ - d      hid
<b>Blending hand motion:</b> 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.					
<b>Isolating Medial Sounds</b> The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound. Ex. T: pot /ð/ S: pot /ð/	fan      /ä/ men      /ë/ fill      /i/ hop      /ö/ fun      /ü/	hat      /ä/ fell      /ë/ sit      /i/ pot      /ö/ cut      /ü/	rat      /ä/ get      /ë/ fit      /i/ rock      /ö/ bug      /ü/	can      /ä/ sell      /ë/ will      /i/ not      /ö/ sun      /ü/	Jack      /ä/ set      /ë/ quick      /i/ hot      /ö/ mud      /ü/
<b>Optional roller coaster hand motion:</b> Teacher and students move one arm like a roller coaster going over a hill. 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.					

## Phonemic Awareness Training Lesson Plan for Week 29

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	top	t - ǒ - p	cut	k - ǔ - t	hit	h - ǐ - t	bed	b - ǝ - d	can	k - ǎ - n
The teacher says the word and then segments it into phonemes. The students repeat the word and then segment it into separate phonemes.	got	g - ǒ - t	hum	h - ǔ - m	rim	r - ǐ - m	den	d - ǝ - n	dad	d - ǎ - d
Ex. T: sit, s - ǐ - t S: sit, s - ǐ - t	mop	m - ǒ - p	sun	s - ǔ - n	sit	s - ǐ - t	jet	j - ǝ - t	fan	f - ǎ - n
	dot	d - ǒ - t	fun	f - ǔ - n	kid	k - ǐ - d	men	m - ǝ - n	mat	m - ǎ - t
	hot	h - ǒ - t	nut	n - ǔ - t	hid	h - ǐ - d	pet	p - ǝ - t	sat	s - ǎ - t

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. \*Teachers will chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
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.	-ǔg	/h/	hug	-ǝd	/l/	led	-ǎt	/h/	hat	-ǐd	/h/	hid	-ǒt	/p/	pot
Ex. T: /ǝd/ S: /ǝd/ T: Add /b/* at the beginning and the word is? T & S: bed	-ǔp	/k/	cup	-ǝt	/w/	wet	-ǎn	/k/	can	-ǐp	/l/	lip	-ǒx	/b/	box
*Say sounds, not letter names.	-ǔg	/t/	tug	-ǝn	/p/	pen	-ǎg	/b/	bag	-ǐt	/s/	sit	-ǒp	/t/	top
	-ǔn	/s/	sun	-ǝg	/l/	leg	-ǎp	/k/	cap	-ǐg	/f/	fig	-ǒt	/g/	got
	-ǔt	/n/	nut	-ǝt	/s/	set	-ǎn	/f/	fan	-ǐm	/r/	rim	-ǒm	/m/	mom

**Adding hand motion:** 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>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
	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> , what's left is?" Teacher & students respond together.	h <u>at</u>	/h/	ǎt	h <u>id</u>	/h/	ǐd	p <u>ot</u>	/p/	ǒt	h <u>ug</u>	/h/	ǔg	l <u>ed</u>	/l/	ǝd
Ex. T: cap S: cap T: Without /k/*, what's left is? T & S: /ǎp/	f <u>an</u>	/t/	ǎn	l <u>ip</u>	/l/	ǐp	b <u>ox</u>	/b/	ǒx	c <u>up</u>	/k/	ǔp	w <u>et</u>	/w/	ǝt
*Say sounds, not letter names.	b <u>ag</u>	/b/	ǎg	s <u>it</u>	/s/	ǐt	h <u>op</u>	/h/	ǒp	t <u>ug</u>	/t/	ǔg	p <u>en</u>	/p/	ǝn
	c <u>ap</u>	/k/	ǎp	f <u>ig</u>	/f/	ǐg	g <u>ot</u>	/g/	ǒt	s <u>un</u>	/s/	ǔn	l <u>eg</u>	/l/	ǝg
	f <u>an</u>	/f/	ǎn	t <u>im</u>	/t/	ǐm	t <u>om</u>	/t/	ǒm	n <u>ut</u>	/n/	ǔt	s <u>et</u>	/s/	ǝt

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

### Phonemic Awareness Training Lesson Plan for Week 29

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
The teacher says the word and the students repeat it. The teacher says, "Change /*/ to */ and the word is?" Teacher & students respond together. Ex. T: fun S: fun T: Change /f/* to /b/* and the word is? T & S: bun *Say sounds, not letter names.	t <u>e</u> n /h/ h <u>e</u> n h <u>e</u> n /k/ K <u>e</u> n K <u>e</u> n /p/ p <u>e</u> n p <u>e</u> n /d/ d <u>e</u> n d <u>e</u> n /t/ t <u>e</u> n	h <u>i</u> d /l/ l <u>i</u> d l <u>i</u> d /d/ d <u>i</u> d d <u>i</u> d /k/ k <u>i</u> d k <u>i</u> d /b/ b <u>i</u> d b <u>i</u> d /h/ h <u>i</u> d	f <u>u</u> n /b/ b <u>u</u> n b <u>u</u> n /s/ s <u>u</u> n s <u>u</u> n /r/ r <u>u</u> n r <u>u</u> n /n/ n <u>o</u> ne n <u>o</u> ne /f/ f <u>u</u> n	c <u>a</u> n /f/ f <u>a</u> n f <u>a</u> n /m/ m <u>a</u> n m <u>a</u> n /t/ t <u>a</u> n t <u>a</u> n /d/ d <u>a</u> n d <u>a</u> n /k/ c <u>a</u> n	h <u>o</u> p /k/ c <u>o</u> p c <u>o</u> p /t/ t <u>o</u> p t <u>o</u> p /m/ m <u>o</u> p m <u>o</u> p /p/ p <u>o</u> p p <u>o</u> p /h/ h <u>o</u> p										

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	Monday, Tuesday, & Thursday	Tuesday	Wednesday	Thursday	Friday
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 ____."	ABC Song: Sing and hold up letter cards as you sing.	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show upper and lower case letters.	ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing and hold up letter cards as you sing.

Language Awareness	Jack Be Nimble				
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.	Jack be nimble, Jack be quick, Jack jump over the candlestick.	Jack be nimble, Jack be quick, Jack jump over the candlestick.	Jack be nimble, Jack be quick, Jack jump over the candlestick.	Jack be nimble, Jack be quick, Jack jump over the candlestick.	Jack be nimble, Jack be quick, Jack jump over the candlestick.