

Research Findings

- The two best predictors of early reading success are alphabet recognition and phonemic awareness. (Adams, 1990)
- Phonemic awareness is central in learning to read and spell. (Ehri, 1984)
- The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, was .88..... the probability of remaining an average reader in fourth grade, given an average reading ability in first grade, was .87. (Juel, 1988) (To paraphrase: If a student leaves first grade as a poor reader, there is only a 12% likelihood that this will improve by the end of fourth grade.)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)
- Phonemic awareness is the most important core and causal factor in separating normal and disabled readers. (Adams, 1990)
- Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it [phonemic awareness] is a better predictor than more global measures such as IQ or general language proficiency. (Griffith and Olson, 1992)
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- Yes, there really is a difference in brain activation patterns between good and poor readers. We see the difference when people carry out phonologically based tasks. And that tells us that the area of difficulty - the functional disruption - in poor readers relates to phonological analysis. This suggests that we focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. (Shaywitz, 1999)
- The most comprehensive reading program EXPLICITLY [sic] teaches about the sounds of language. It teaches children that words can be broken up into these smaller units of language, that the letters represent this unit of language - phonics. (Shaywitz, 1999)
- ALL [sic] children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds. (Shaywitz, 1999)

Phonemic Awareness Instruction

(Major points from the report of the National Reading Panel: Teaching Children to Read
An Evidence-Based Assessment of the Scientific Research Literature on Reading
and Its Implications for Reading Instruction, 2000)

- "Phonemic awareness (PA) refers to the ability to focus on and manipulate phonemes in spoken words.... To be clear, phonemic awareness instruction is not synonymous with phonics instruction that entails teaching students how to use grapheme-phoneme correspondences to decode or spell words."
- Phonemic awareness instruction is effective in teaching children to attend to and manipulate speech sounds in words. PA can be taught and is effective under a variety of teaching conditions with a variety of learners.
- Findings show that teaching children to manipulate the sounds in language helps them learn to read.
- PA instruction produced positive effects on both word reading and pseudoword reading, indicating that it helps children decode novel words as well as remember how to read familiar words.
- PA instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as other languages.
- PA was found to help most children learn to spell, and its effect lasted well beyond the training. However, PA was not effective for improving spelling in disabled readers. This is consistent with other research indicating that disabled readers have a difficult time learning to spell.
- PA instruction may be [sic] most effective when children are taught to manipulate with letters, when instruction is explicitly focused on one or two types of phoneme manipulations rather than multiple types, and when children are taught in small groups.
- PA instruction is more effective when it makes explicit how children are to apply PA skills in reading and writing.
- PA instruction does not need to consume long periods of time. Acquiring PA skills is a means rather than an end.

What is Phonemic Awareness?

Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate the sounds, blend and segment the sounds into spoken and written words.

Phonemic awareness is an auditory training process. It does not involve print. It is not phonics! However, in my professional practice, I try to align what I am teaching in phonemic awareness with the same scope and sequence I am explicitly, systematically teaching in phonics. In other words, the phonics lessons for the week are the same focus as the phonemic awareness lessons. If we are working on hearing and playing with digraphs in phonemic awareness, then we are also working on it in our phonics lesson when we are working with letter/sound correspondences.

~Dr. Michael Heggerty

This is the way Dr. Heggerty would dichotomise this for colleagues:

<u>Phonemic Awareness</u>	<u>Phonics</u>
Main focus is on <u>phonemes / sounds</u>	Main focus is on <u>graphemes / letters</u> and their corresponding sounds
Deals with <u>spoken language</u>	Deals with <u>written language / print</u>
Mostly <u>auditory</u>	Both <u>visual and auditory</u>
Students work with <u>manipulating sounds</u> and sounds in words	Students work with <u>reading and writing letters</u> according to their sounds, spelling patterns, and phonological structure

Phonemic Awareness Skills

(easiest to most difficult)

- I. Increasing Language Awareness
- II. Rhyming
- III. Identifying Onsets
- IV. Blending
- V. Identifying Final and Medial Phonemes
- VI. Segmenting
- VII. Substituting Phonemes
- VIII. Adding Phonemes
- IX. Deleting Phonemes

[Each skill listed has subskills in increasing difficulty listed on the following pages.]

Additionally, based upon research, daily opportunities for Letter Naming practice are included in the curriculum.

*** **Letter Naming** (This is the only part of a phonemic awareness lesson where letters are shown.)

Adding Phonemes: A suggested hand motion for the teacher is included within the weekly lessons. The teacher models adding words, syllables, or phonemes using open palms.

Lesson Component	Lesson Plan by Week	Page Numbers
Adding words to make compound words	Weeks 1, 2, 26, 28	3, 6, 78, 84
Adding syllables to words or word parts	Weeks 3, 4, 25, 26, 27, 28, 31 - 35	9, 12, 75, 78, 81, 84, 93, 96, 99, 102, 105
Adding initial phonemes to spoken words	Weeks 5-18, 23, 24, 25, 28, 29, 30	15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 69, 72, 75, 81, 84, 87, 90
Adding final phonemes to spoken words	Weeks 23, 24, 26	69, 72, 78
Adding a phoneme to make a consonant blend	Weeks 19, 20, 21	57, 60, 63
Adding a rime to the end of a word	Weeks 22	66

Deleting Phonemes: A suggested hand motion for the teacher is included within the weekly lessons. The teacher models deleting words, syllables, or phonemes using open palms.

Lesson Component	Lesson Plan by Week	Page Numbers
Deleting words from compound words	Weeks 1, 2, 28	3, 6, 84
Deleting syllables from spoken words	Weeks 3, 4, 27, 28, 31-35	9, 12, 81, 84, 93, 96, 99, 102, 105
Deleting initial phonemes from spoken words	Weeks 5-18, 22, 23, 24, 25, 26, 28, 29, 30	15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 66, 69, 72, 75, 78, 84, 87, 90
Deleting the second sound from a consonant blend	Weeks 19, 20, 21	57, 60, 63
Deleting final phonemes from spoken words	Weeks 23, 24, 25, 26	69, 72, 75, 78
Deleting the rime from the end of a word	Week 22	66

Letter Naming:

Letter cards are used to provide students with practice with letter names and sounds. This is the only part of the lesson where students see print. Letter cards for teaching blends and digraphs can be downloaded under the Resources tab on the LRI website: www.literacyresourcesinc.com.

Glossary of Terms:

Breve Symbol: / ˘ /	The breve symbol is a small arc above the vowel. Short vowel words have breve markings. The short vowel sounds are: /ă/ as in cat; /ĕ/ as in desk; /ĭ/ as in pig; /ŏ/ as in hot; /ŭ/ as in cub
Card Pack:	Alphabet card packs are any sets of the alphabet that you can collect or make. You can download some from the internet. Try collecting as many sets as possible, share with other teachers, so that the students are not seeing the same letter cards over and over. I suggest having one card pack that you make so that whenever you introduce a new sound, that sound can be represented on a card in the card pack for drills.
Chopping:	This is what I call segmenting, when both students place their hands together and "chop" the chunks or individual phonemes in words. Make sure the students are chopping from their left to right. (**When the teacher is facing the students, they must "chop" from right to left.**)
Chunk:	A chunk is typically the same sound as a syllable, although in phonics, a chunk can be a rime within a syllable.
Final Sound:	The final sound is the sound at the end of a word.
Letter Cheer:	The teacher says, "Give me a ____" and writes the letter and the students name the letter. At the end of the word, they all read the word together.
Macron Symbol: / ¯ /	The macron symbol is a straight line above the vowel. Long vowel words have macron markings. The long vowel sounds are: /ā/ as in cake; /ē/ as in Pete; /ī/ as in nice; /ō/ as in nose; /ū/ as in cube
Medial Sound:	The medial sound is the sound in the middle of a word. In smaller words, the medial sound is often the vowel sound.
Onset:	The part of the word that comes before the first vowel, which is usually the beginning sound(s).
Phoneme:	A phoneme is the smallest unit of sound.
Phonemic Awareness:	Phonemic awareness is the understanding that spoken language is made up of individual sounds.
Phonics:	Phonics is the study and understanding that certain letters or combinations of letters are printed or written to make certain sounds.
"Punch It Out"	Students raise their fist in the air when they enunciate the requested sound. We use one fist for the final sound and both fists for the medial sound, because then the student's head is in the "middle" of the two raised arms. [Adapted from <u>Phonemic Awareness</u> , Fitzpatrick, 1997. Creative Teaching Press, Inc., Cypress, CA]
Rime:	A rime is the part of a word that begins with the vowel; some people refer to rimes as "word families."
Syllable:	A syllable is a unit of pronunciation uttered without interruption. A syllable usually has only one vowel sound and consonant(s) before or after the vowel(s). Examples: wa - ter; re - mem - ber; tor - na - do

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Letter Naming	Alphabet Review, Including the multiple sounds for some letters (short & long vowels, hard & soft sounds of c & g, multiple sounds for y, s)							Consonant Blends & Digraphs and Long & Short vowels											Vowels: Short & long sounds (with silent e & vowels teams), r-controlled vowels				R-controlled vowels & Advanced Vowels: au, aw, au, ou, ow, oi, oy, oo				Inflectional Endings: ing, ly, er, ed, est			Prefixes & Suffixes; Vowels review (If needed)					
Rhyming	Rhyme Recognition	Rhyme Production		Rhyme Recognition & Rhyme Production			Rhyme Recognition	Rhyme Production		Rhyme Production & Rhyme Recognition			Rhyme Production		Rhyme Production & Rhyme Recognition			Rhyme production	Rhyme Recognition	Rhyme Recognition and Rhyme Production								Rhyme Recognition	Rhyme production		Rhyme Recognition with multi-syllabic words		Rhyme Production		
Onset	Consonants				Consonants & Vowels			Digraphs			Consonant Blends							Consonants		Consonant Blends		Consonants	Onset-time	Consonants, vowels, & digraphs		Consonants	Vowels	Blends		Syllables		Blends		Syllables	
Blending	Compound Words	Syllables		Onset-Rime	Bar-coda	Blending Two and Three-phoneme words		Blending Words with Digraphs			L Blends	R Blends		S Blends	Blending words with 4+ phonemes				R-controlled Vowels		Advanced Vowels: au, aw, ou, ow, oi, oy, oo				ing endings	er endings	Sounds of Y		Syllables						
Final and Medial Sounds	Final sounds						Medial sounds		Final sounds		Find the Digraph	Final Sounds		Mixed Skills	Finding blends & digraphs	Medial sounds	Mixed Skills				Medial sounds		Mixed Skills		Ending sounds	Medial sounds		Final Syllables		Find the blend	Final Syllables				
Segmenting	Compound Words	Syllables		Onset-Rime	Two and Three-phoneme words			Digraphs			L Blends	R Blends		S Blends	4+ phoneme words				R-controlled Vowels		Advanced Vowels: au, aw, ou, ow, oi, oy, oo				ing endings	er endings	Sounds of Y		Syllables						
Substituting	Compound Words	Syllables		Initial consonants				Digraphs		Consonant Blends & Digraphs						Vowels		Initial & Medial sounds		Initial or Final	Initial Consonants & Blends				Medial sounds	Final sounds	Compound words		Syllables						
Adding	Compound Words	Syllables		Initial consonants				Digraphs		Consonant Digraphs and Blends								Initial or Final sounds		Compound words	Syllables		Initial Consonants		Suffixes	Prefixes & Suffixes		Syllables	Prefixes or Suffixes						
Deleting	Compound Words	Syllables		Initial consonants				Digraphs		Consonant Digraphs and Blends								Initial or Final sounds		Syllables								Syllables							
Language Awareness	Repeating sentences; Separating into separate spoken words; counting words				Reciting nursery rhymes		Repeating Sentences; counting words		Teacher can create additional sentences if students still need practice with these skills. Or teachers can teach nursery rhymes or poems to teach these skills.																										

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____," "Sound is ____."		Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____," "Sound is ____."		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.		Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Recognition Teacher reads word pairs. Students show "Thumbs Up" if the words rhyme, or "Thumbs Down" if they do not rhyme.	go, no yes, me cat, rat out, pig run, fun	in, lap sad, mad rip, bag wig, big hit, sat	tip, lip test, rest shoe, blue coat, boat feet, foot	ramp, camp fast, slow red, green sad, bad bed, head	rain, train sit, seat my, try ten, six rose, job	fox, dog ran, fan mice, nice top, hop sock, block	school, tool sat, back mop, might tip, rip road, ride	feel, peel man, can bump, jump bite, lunch seat, meat	hit, fit slow, go blue, yellow book, took fish, dish	pull, pup mess, less by, sky teach, talk high, low
Onset Fluency Teacher says the word. Students repeat the word and isolate the onset sound (first sound). Ex. T: sip, S: sip; /s/	bed /b/ dog /d/ fan /f/ ham /h/ jet /j/	can /k/ seat /s/ get /g/ pinch /p/ kiss /k/	lip /l/ nice /n/ pup /p/ run /r/ top /t/	my /m/ nod /n/ quit /kw/ set /s/ cup /k/	vase /v/ yes /y/ table /t/ cut /k/ bell /b/	wag /w/ zip /z/ big /b/ dig /d/ fox /f/	gas /g/ him /h/ kit /k/ mom /m/ boat /b/	hum /h/ Jim /j/ line /l/ nut /n/ pen /p/	queen /kw/ sun /s/ bus /b/ won /w/ zlg /z/	red /r/ ten /t/ vet /v/ yak /y/ feet /f/
Blending Words Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. Ex. T: tea...pot S: tea...pot; teapot	play ... ground dog ... house card ... board hair ... cut out ... side foot ... prints snow ... man horse ... shoe moon ... light lip ... stick	playground doghouse cardboard haircut outside footprints snowman horseshoe moonlight lipstick	sun ... burn foot ... ball roof ... top birth ... day work ... book week ... end day ... dream rain ... coat home ... work black ... bird	sunburn football rooftop birthday workbook weekend daydream raincoat homework blackbird	sun ... day tip ... toe snow ... flake key ... board some ... thing drive ... way bath ... robe sand ... pit door ... bell back ... bone	Sunday tiptoe snowflake keyboard something driveway bathrobe sandpit doorbell backbone	class ... room after ... noon life ... guard eye ... brow book ... mark base ... ball bed ... room sun ... set butter ... fly sail ... boat	classroom afternoon lifeguard eyebrow bookmark baseball bedroom sunset butterfly sailboat	gold ... fish basket ... ball life ... saver tea ... pot down ... stairs car ... sick under ... wear up ... stairs wall ... paper water ... melon	goldfish basketball lifesaver teapot downstairs carsick underwear upstairs wallpaper watermelon
Blending hand motion: 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.										

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Final Sounds Teacher says the word. Students repeat the word and over enunciate the final sound. Ex. T: rope S: roPe	caB roPe huGe /j/ oX /ks/ heN	duck leSS picK buZZ thrOW /ð/	riDe haT waLL tuB moP	cuFF giVe cruMb /m/ pack claSS	peG haS /z/ corN iF baT	caGe /j/ criB knOW /ð/ twiG loVe	hiLL taKe caP aGe /j/ siX /ks/ fuZZ	haM leaD meSS neck weB	fuN lauGH /f/ tesT baLL weB	so /ð/ fiG haVe hiM cook		
Segmenting Words Teacher says the compound word. Students repeat the word and segment it into two words. Ex. T: eyeball S: eyeball, eye..ball	classroom afternoon lifeguard eyeball bookmark	baseball bedroom sunset butterfly sailboat	goldfish basketball lifesaver teapot downtown	carsick underwear upstairs wallpaper watermelon	playground doghouse cardboard haircut outside	footprints snowman horseshoe moonlight lipstick	sunburn football rooftop blirthday workbook	weekend daydream raincoat homework blackbird	Sunday tiptoe snowflake keyboard something	driveway bathrobe sandpit doorbell backbone		
Segmenting hand motion: Students place hands together with palms up to show the compound word. Then they take apart the word using each hand.												
Substituting Words Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /t/ and the word is?" Ex. T: Sunday S: Sunday T: Change /day/ to /set/ and the word is? S: sunset	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	sun <u>set</u>	/rise/	sunrise	gold <u>fish</u>	/star/	starfish	soft <u>ball</u>	/volley/	volleyball	tooth <u>pick</u>	/brush/	toothbrush
	sun <u>rise</u>	/light/	sunlight	star <u>fish</u>	/shell/	shellfish	Friday	/birth/	birthday	hand <u>stand</u>	/shake/	handshake
	sun <u>light</u>	/shine/	sunshine	shell <u>fish</u>	/sun/	sunfish	lifeboat	/sail/	sailboat	daytime	/dream/	daydream
	sun <u>shine</u>	/flower/	sunflower	sun <u>fish</u>	/jelly/	jellyfish	cupcake	/pan/	pancake	wood <u>shed</u>	/work/	woodwork
	sun <u>flower</u>	/burn/	sunburn	jelly <u>fish</u>	/cat/	catfish	ponytail	/pig/	pigtail	door <u>knob</u>	/bell/	doorbell
	sun <u>burn</u>	/glasses/	sunglasses	cat <u>fish</u>	/blow/	blowfish	greenhouse	/light/	lighthouse	water <u>fall</u>	/melon/	watermelon
	sun <u>glasses</u>	/day/	Sunday	blow <u>fish</u>	/gold/	goldfish	runway	/drive/	driveway	head <u>band</u>	/phone/	headphone
	Sun <u>day</u>	/set/	sunset				toenails	/finger/	finger nails	night <u>gown</u>	/time/	nighttime
										sand <u>paper</u>	/news/	newspaper
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first word, left hand is the second word. Shake the fist that represents the word to be substituted, and lightly pound fists together saying the new word.												

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday			Tuesday			Wednesday			Thursday			Friday			
Adding Words Teacher says the word. Students repeat the word. Teacher says, "Add /s/ at the end, and the word is?" Ex. T: foot S: foot T: Add /ball/ at the end and the word is? S: football	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:			
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	
	card-	/board/	cardboard	air-	/craft/	aircraft	lip-	/stick/	lipstick	basket-	/ball/	basketball	finger-	/nail/	finger nail	
	gold-	/fish/	goldfish	work-	/book/	workbook	foot-	/ball/	football	every-	/body/	everybody	rail-	/road/	railroad	
	bath-	/room/	bathroom	down-	/stairs/	downstairs	drum-	/stick/	drumstick	note-	/book/	notebook	play-	/house/	playhouse	
	water-	/melon/	watermelon	rain-	/drop/	raindrop	grown-	/up/	grownup	tooth-	/brush/	toothbrush	book-	/case/	bookcase	
	jelly-	/bean/	jellybean	over-	/night/	overnight	week-	/end/	weekend	bed-	/time/	bedtime	bath-	/room/	bathroom	
	moon-	/light/	moonlight	hand-	/shake/	handshake	key-	/hole/	keyhole	air-	/port/	airport	black-	/bird/	blackbird	
	slide-	/walk/	sidewalk	head-	/ache/	headache	corn-	/cob/	corncob	hay-	/stack/	haystack	down-	/town/	downtown	
	chop-	/stick/	chopstick	sea-	/shore/	seashore	work-	/out/	workout	pan-	/cake/	pancake	every-	/one/	everyone	
	sand-	/paper/	sandpaper	suit-	/case/	suitcase	pony-	/tail/	ponytail	sun-	/flower/	sunflower	sea-	/food/	seafood	
	lawn-	/mower/	lawnmower	snow-	/flake/	snowflake	any-	/time/	anytime	life-	/saver/	lifesaver	after-	/noon/	afternoon	
	Adding hand motion: Teacher uses open palms to show each word. Place your right hand in front of you, palm up, to show the first word. Add the second word with your left hand, and lightly clap hands together for whole word.															
Deleting Words Teacher says the word. Students repeat the word. Teacher says, "Without /s/ the word is?" Ex. T: bedtime S: bedtime T: Without /time/ the word is? S: bed	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	
	airport	/port/	air	finger nail	/nail/	finger	cardboard	/card/	board	aircraft	/craft/	air	lipstick	/stick/	lip	
	everybody	/body/	every	railroad	/road/	rail	sidewalk	/side/	walk	headache	/ache/	head	football	/ball/	foot	
	notebook	/book/	note	seafood	/food/	sea	bathroom	/bath/	room	downstairs	/stairs/	down	corn cob	/cob/	corn	
	bedtime	/time/	bed	bathroom	/room/	bath	sandpaper	/sand/	paper	raindrop	/drop/	rain	anytime	/time/	any	
	basketball	/ball/	basket	blackbird	/bird/	black	watermelon	/water/	melon	suitcase	/case/	suit	keyhole	/hole/	key	
	haystack	/stack/	hay	downtown	/town/	down	jellybean	/bean/	jelly	snowflake	/flake/	snow	grownup	/up/	grown	
	pancake	/cake/	pan	everyone	/one/	every	chopstick	/chop/	stick	seashore	/sea/	shore	ponytail	/pony/	tail	
	sunflower	/flower/	sun	bookcase	/case/	book	moonlight	/light/	moon	workbook	/work/	book	drumstick	/drum/	stick	
	toothbrush	/brush/	tooth	playhouse	/house/	play	goldfish	/fish/	gold	overnight	/over/	night	workout	/work/	out	
	lifesaver	/saver/	life	afternoon	/noon/	after	lawnmower	/mower/	lawn	handshake	/hand/	shake	weekend	/week/	end	
	Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.															
	Language Awareness Teacher says the sentence with expression. Students repeat the sentence with the same expression. Students count & say the number of words in each sentence. *Note: Number of words in each sentence is shown in parenthesis	I love school!	(3)	I have friends at school.	(5)	I am good at school.	(5)	I wash my hands.	(4)	I do my best work.	(5)					
School is fun!		(3)	I raise my hand.	(4)	Will you play with me?	(5)	I am a good kid!	(5)	I use my nice words.	(5)						
I raise my hand.		(4)	I share with my friends.	(5)	My school is cool!	(4)	Are you a good kid?	(5)	I will try my best.	(5)						
I can sit still.		(4)	I try hard at school!	(5)	I love my school!	(4)	I can count.	(3)	I like my class!	(4)						
Books are fun to read.		(5)	My eyes help me learn.	(5)	I use my ears to learn.	(6)	I can read.	(3)	We are cool kids!	(4)						
I love to play!		(4)	This school is great!	(4)	Do you raise your hand?	(5)	I can write.	(3)	Do you like books?	(4)						
Will you be my friend?		(5)	Do you like books?	(4)	I like to share.	(4)	Boy, am I smart!	(4)	I know how to be good.	(6)						
I like you!	(3)	I love books!	(3)	I use nice words.	(4)	Yes, I like me!	(4)	I am good at school!	(5)							

Phonemic Awareness Training Lesson Plan for Week 2

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____,"	Letter Cheer: Use students' names See Glossary for Letter Cheer instructions.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____,"	Card Pack: Letters A - Z Use classroom sight words. See Glossary for Letter Cheer instructions.	Alphabet Card pack: 1. Letter names only 2. Sounds only (for speed and accuracy)
Rhyme Recognition Teacher says the word set. Students repeat only the two rhyming words. Ex. T: red, fed, feed S: red, fed *Answers in bold	sat, bat, seat Tim, Jim, not cub, rub, knob get, let, feet mop, hop, dip red, fed, feed got, hot, nut ham, ram, he fit, bit, got sun, run, tan	to, do, see pat, rat, mum hop, mop, dad man, fan, not bad, mad, big no, so, yes tub, rub, sit dug, bug, him bed, red, get cut, hut, got	go, by, my, lose, lost, cost time, fine, line he, please, sneeze help, too, do shy, knee, she her, ring, sing lion, goat, coat girl, her, stir pole, met, pet	hat, rip, hip bug, bit, hit yes, hot, not set, sack, back fit, sun, run two, he, we no, do, shoe sad, get, jet you, we, me bed, bag, rag	hi, see, sky and, on, band for, not, door hog, so, log that, want, cat said, nap, bed off, on, cough will, now, bill wall, tile, tail hard, put, card
Onset Fluency Teacher says the word. Students repeat the word and isolate the onset sound (first sound). Ex. T: nap S: nap; /n/	sad /s/ lap /l/ rib /r/ mix /m/ bop /b/ dot /d/ yum /y/ cub /k/ fed /f/ web /w/	bad /b/ fan /f/ six /s/ kid /k/ not /n/ rod /r/ mug /m/ hut /h/ wed /w/ den /d/	sag /s/ wax /w/ pin /p/ zip /z/ lot /l/ job /j/ cut /k/ rug /r/ bed /b/ met /m/	van /v/ jab /j/ will /w/ lid /l/ pop /p/ hot /h/ bud /b/ dug /d/ red /r/ men /m/	pat /p/ ham /h/ dip /d/ fix /f/ nod /n/ cob /k/ hum /h/ mum /m/ wet /w/ ten /t/
Blending Words Teacher says the words with a pause between them. Students repeat the words with a pause, and then say the compound word. Ex. T: fire...fly S: fire...fly; firefly	air ... plane airplane down ... town downtown home ... work homework sand ... pit sandpit bath ... room bathroom book ... mark bookmark farm ... house farmhouse mail ... man mailman side ... walk sidewalk water ... fall waterfall	bath ... room bathroom door ... bell doorbell news ... paper newspaper snow ... ball snowball week ... day weekday camp ... fire campfire down ... stairs downstairs out ... side outside space ... ship spaceship wish ... bone wishbone	bed ... room bedroom fire ... fly firefly play ... ground playground life ... time lifetime work ... book workbook star ... fish starfish fire ... man fireman police ... man policeman sun ... flower sunflower base ... ball baseball	bed ... time bedtime flash ... light flashlight pony ... tall ponytail swim ... suit swimsuit drive ... way driveway cow ... boy cowboy foot ... ball football pop ... corn popcorn tea ... cup teacup fire ... wood firewood	pan ... cake pancake grand ... ma grandma rain ... bow rainbow tooth ... brush toothbrush white ... board whiteboard dog ... house doghouse hair ... cut haircut sail ... boat sailboat wall ... paper wallpaper spot ... light spotlight
Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teachers and students use each hand to show the words and clap the compound word together. Students mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 2

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
Identifying Final Sounds Teacher says the word. Students repeat the word and over enunciate the final sound. Ex. T: job S: joB	leT hiD duG baTH joB	beLL foX /ks/ caN siP buS	maP fiX /ks/ kiSS weLL poT	leG moM faN diD tuB	jaM itCH buZZ eGG boX /ks/ cuFF	leSS loT asK piLL rock	haT biG guM weB fuZZ	enD hoP paN miSS	anT fiLL duG meSS soB	beD soX /ks/ maN riP duck					
Segmenting Words Teacher says the compound word. Students repeat the word and segment it into two words. Ex. T: outside S: outside, out..side	bedtime flashlight ponytail swimsuit driveway	cowboy football popcorn teacup firewood	pancake grandma rainbow toothbrush whiteboard	doghouse haircut sailboat wallpaper spotlight	airplane downtown homework sandpit washroom	bookmark farmhouse mailman sidewalk waterfall	bathroom campfire doorbell newspaper snowball weekday wishbone	campfire downstairs outside spaceship workbook	bedroom firefly playground lifetime workbook	starfish fireman policeman sunflower baseball					
Segmenting hand motion: Students place hands together with palms up to show the compound word. Then they take apart the word using each hand.															
Substituting Words Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /t/ and the word is?" Ex. T: eyelid S: eyelid T: Change /tid/ to /brow/ and the word is? S: eyebrow	Word airplane blueberry everyday handbook seashore bookmark eyelid headline snowball fireman	Change to /port/ /bird/ /body/ /shake/ /weed/ /case/ /brow/ /phone/ /storm/ /place/	Response airport bluebird everybody handshake seaweed bookcase eyebrow headphone snowstorm fireplace	Word homework someone fireworks sunglasses hairstyle playroom bedtime raincoat birthstone lifesaver	Change to /work/ /body/ /fly/ /light/ /cut/ /ground/ /room/ /drop/ /day/ /saver/	Response homework somebody firefly sunlight haircut playground bedroom raindrop birthday lifesaver	Word sandstorm blackboard newsletter workbook snowsuit indoors hairstyle doorway airline somewhere	Change to /pit/ /bird/ /paper/ /out/ /flake/ /side/ /brush/ /knob/ /plane/ /time/	Response sandpit blackbird newspaper workout snowflake inside hairbrush doorknob airplane sometime	Word toothache wildflower birthday flashlight football bookcase paperback dragonfly rainstorm countdown	Change to /head/ /sun/ /every/ /stop/ /soft/ /suit/ /horse/ /butter/ /snow/ /touch/	Response headache sunflower everyday stoplight softball suitcase horseback butterfly snowstorm touchdown	Word bathroom blackboard doorway roadside cookbook bedtime waterfall sailboat schoolwork farmyard	Change to /class/ /card/ /high/ /out/ /note/ /summer/ /rain/ /row/ /home/ /barn/	Response classroom cardboard highway outside notebook summertime rainfall rowboat homework barnyard
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first word, left hand is the second word. Shake the fist that represents the word to be substituted, and lightly pound fists together saying the new word.															

Phonemic Awareness Training Lesson Plan for Week 2

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Words	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the beginning:			Adding to the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Add /t/ at the beginning/end and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	air-	/plane/	airplane	rain-	/storm/	rainstorm	skate-	/board/	skateboard	-case	/suit/	suitcase	-ship	/space/	spaceship
	eye-	/sight/	eyesight	birth-	/place/	birthplace	after-	/noon/	afternoon	-way	/high/	highway	-board	/black/	blackboard
	any-	/one/	anyone	black-	/bird/	blackbird	wind-	/mill/	windmill	-bow	/rain/	rainbow	-storm	/thunder/	thunderstorm
	play-	/ground/	playground	school-	/bag/	school	spot-	/light/	spotlight	-house	/dog/	doghouse	-time	/night/	nighttime
Ex. T: boat S: boat	back-	/ground/	background	head-	/light/	headlight	wild-	/cat/	wildcat	-boat	/life/	lifeboat	-watch	/wrist/	wristwatch
T: Add /life/ at the beginning and the word is? S: lifeboat	book-	/worm/	bookworm	foot-	/step/	footstep	grass-	/hopper/	grasshopper	-scraper	/sky/	skyscraper	-set	/sun/	sunset
	hand-	/shake/	handshake	hair-	/style/	hairstyle	cross-	/word/	crossword	-work	/road/	roadwork	-mower	/lawn/	lawnmower
	rain-	/fall/	rainfall	corn-	/bread/	cornbread	wind-	/shield/	windshield	-card	/post/	postcard	-quake	/earth/	earthquake
	water-	/color/	watercolor	tea-	/cup/	teacup	cup-	/cake/	cupcake	-ball	/base/	baseball	-crow	/scare/	scarecrow
	life-	/guard/	lifeguard	home-	/sick/	homesick	tooth-	/paste/	toothpaste	-hole	/pot/	pothole	-ring	/ear/	earring
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the word. Add the first word with your right hand and lightly clap hands together for the whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning word. Add the second word with your left hand and lightly clap hands together for the whole word.															
Deleting Words	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 /t/ the word is?"	sailboat	/boat/	sail	spaceship	/ship/	space	airplane	/air/	plane	rainstorm	/rain/	storm	skateboard	/skate/	board
	highway	/way/	high	blackboard	/board/	black	eyesight	/eye/	sight	birthplace	/birth/	place	afternoon	/noon/	after
	lipstick	/stick/	lip	sunset	/set/	sun	anyone	/any/	one	blackbird	/bird/	black	windmill	/wind/	mill
	doghouse	/house/	dog	nighttime	/time/	night	playground	/play/	ground	schoolbag	/school/	bag	wildcat	/cat/	wild
Ex. T: lifeboat S: lifeboat	baseball	/ball/	base	wristwatch	/watch/	wrist	background	/back/	ground	headlight	/light/	head	crossword	/word/	cross
T: Without /boat/ the word is?	skyscraper	/scraper/	sky	thunderstorm	/storm/	thunder	bookworm	/book/	worm	footstep	/step/	foot	grasshopper	/hopper/	grass
S: life	roadwork	/work/	road	lawnmower	/mower/	lawn	handshake	/hand/	shake	hairstyle	/hair/	style	spotlight	/spot/	light
	drumstick	/stick/	drum	earthquake	/quake/	earth	rainfall	/rain/	fall	teacup	/cup/	tea	windshield	/shield/	wind
	lifeboat	/boat/	life	scarecrow	/crow/	scare	watercolor	/water/	color	workshop	/shop/	work	cupcake	/cup/	cake
	pothole	/hole/	pot	earring	/ring/	ear	lifeguard	/life/	guard	homesick	/home/	sick	toothpaste	/paste/	tooth
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.															
Language Awareness	The cat is black.			Do you like ice cream?			I like to read.			You are a good boy.			It is not time for lunch.		
Teacher says the sentence with expression. Students repeat the sentence with the same expression.	I can see you now!			He likes to paint.			She thinks you are nice.			Do the cars go fast?			I eat all my food.		
Students count and say the number of words in each sentence.	She did not go to school.			We sing.			Do you run in gym?			Please sit up.			Hot dogs are great!		
	I am fine.			The dog sleeps.			I have a big bed.			My mom is nice!			My dad is neat.		
	He ran home fast!			My bike goes fast too!			He is my best friend.			This school is a big school.			I want to read all of the time.		
	The ball went up high.			Is it lunch time yet?			My home is close to here.			That dog is loud!			I like to play in the park.		
	It is not hot.			I like snow.			School is fun!			You are smart kids!			Is that truck a big truck?		

Phonemic Awareness Training Lesson Plan for Week 3

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____."		Letter Cheer: Use students' names. Sneak in a few funny words. See Glossary for Letter Cheer instructions.		Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____."		Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____."		Letter Cheer: Use classroom sight words. Sneak in a few funny words. See Glossary for Letter Cheer instructions.	
Rhyme Production Teacher identifies the category for the day. Teacher says the nonsense word. Students say "Not (nonsense word), (real rhyming word)!" Ex. T: fissors S: Not fissors, scissors!	Nonsense Words Category: Things in the room		Nonsense Words Category: Things or people in the school		Nonsense Words Category: Students' Names		Nonsense Words Category: Things in students' desks		Nonsense Words Category: Things or people in the room	
	nesk (desk) fable (table) plock (clock) zights (lights) PV (TV) sayons (crayons) beiling (ceiling) vair (chair) zoor (floor, door) tencil (pencil)	(desk) (table) (clock) (lights) (TV) (crayons) (ceiling) (chair) (floor, door) (pencil)	glags (flags) zibrary (library) dincipal (principal) gathroom (bathroom) bomputers (computers) quildren (children) foffice (office) soval (oval) plassroom (classroom) feacher (teacher)	(flags) (library) (principal) (bathroom) (computers) (children) (office) (oval) (classroom) (teacher)	Zommy (Tommy) Pauren (Lauren)	(Tommy) (Lauren)	flue (glue) fissors (scissors) barkers (markers) wencils (pencils) drasers (erasers) jayons (crayons) molder (folder) snooks (books) vox (box) plotebooks (notebooks)	(glue) (scissors) (markers) (pencils) (erasers) (crayons) (folder) (books) (box) (notebooks)	biris (girls) loys (boys) kelf (shelf) licture (picture) nooks (books) koster (poster) jeople (people) slock (clock) zudents (students) garts (charts)	(girls) (boys) (shelf) (picture) (books) (poster) (people) (clock) (students) (charts)
Onset Fluency Teacher reads word pair. Students repeat the words and show "Thumbs Up" if the words begin with the same sound. "Thumbs Down" if they do not.	mum, make help, happy pie, cake boat, big kite, bite	no, yes walk, run zip, zap cry, jet will, well	key, kite love, laugh man, sail name, nice vest, door	comb, cook gold, home sock, tire wall, wide dish, fish	tail, talk you, yell dad, house jet, go hat, home	girl, leg wool, nose fire, fight coat, cap zoo, mouse	jar, jelly hand, no time, book ring, red lamp, zig	ham, nail nest, nice king, kite bat, silly moose, mouse	zoo, toy tag, talk five, food run, bike help, home	tie, type pin, sing like, late big, boy nice, no
Blending Syllables Teacher says the syllables. Students repeat the syllables, and then say the whole word. Ex. T: mag - net S: mag - net; magnet	nap - kin blis - ter moun - tain chil - dren ea - gle	bas - ket in - sect sis - ter a - fraid can - dy	win - ter num - ber al - ways be - fore tea - cher	su - per re - cess a - bout an - swer qui - et	pen - cil gen - tie laugh - ter flow - er snow - ing	ta - ble cen - ter kind - ness mem - ber din - ner	mar - ble mas - ter tur - key Tues - day Fri - day	den - tist al - most mor - ning mon - ey stor - my	doc - tor let - ter af - ter pres - ent can - dle	tab - let rab - bit slow - ly par - ty ban - jo
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 3

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Final Sounds Teacher says the word. Students repeat the word and over enunciate the final sound. Ex. T: could S: could	self could does /z/ done four	what said have whole week	off own some out pull	laugh /f/ steak lose /z/ jeep comb /m/	ball bed sub tag nine	five desk vase leaf jump	zoom wolf pen vote rub	bus bag hope milk kiss /z/	work cup fox /ks/ gift game	bird sail log roof hen		
Segmenting Syllables Teacher says the word. Students repeat the word and segment it into syllables. Ex. T: behind S: behind, be - hind	pencil gentle laughter flower snowing	table center kindness member dinner	marble master turkey Tuesday Friday	dentist almost morning money stormy	doctor letter after present candle	tablet rabbit slowly party banjo	napkin blister mountain children eagle	basket insect sister afraid candy	winter number always before teacher	super recess about answer quiet		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.												
Substituting Syllables Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /t/ and the word is?" Ex. T: teaching S: teaching T: Change /teach/ to /draw/ and the word is? S: drawing	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	bravest	/small/	smallest	brushing	/drop/	dropping	deeper	/cold/	colder	turkey	/mūn/	monkey
	smallest	/loud/	loudest	dropping	/clap/	clapping	colder	/dark/	darker	winter	/en/	enter
	loudest	/tall/	tallest	clapping	/box/	boxing	darker	/long/	longer	fiction	/stā/	station
	taillest	/large/	largest	boxing	/catch/	catching	longer	/quick/	quicker	robin	/cab/	cabin
	largest	/bright/	brightest	catching	/clean/	cleaning	quicker	/big/	bigger	prevent	/in/	invent
	brightest	/low/	lowest	cleaning	/float/	floating	bigger	/warm/	warmer	grumble	/mar/	marble
	lowest	/high/	highest	floating	/reach/	reaching	warmer	/few/	fewer	garbage	/lugg/	luggage
	highest	/fast/	fastest	reaching	/watch/	watching	fewer	/low/	lower	travel	/cam/	camel
	fastest	/old/	oldest	watching	/speak/	speaking	lower	/hot/	hotter	order	/bor/	border
	oldest	/kind/	kindest	speaking	/help/	helping	hotter	/short/	shorter	sharpen	/hap/	happen
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first syllable, left hand is the second syllable. Shake the fist that represents the syllable to be substituted, and lightly pound fists together when saying the new word.												

Phonemic Awareness Training Lesson Plan for Week 3

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the syllable. Students repeat the syllable. Teacher says, "Add /s/ at the end and the word is?"	in-	/volve/	involve	be-	/fore/	before	rab-	/bit/	rabbit	art-	/ist/	artist	res-	/cue/	rescue
*Use sounds	in-	/vent/	invent	be-	/sides/	besides	let-	/ter/	letter	laugh-	/ter/	laughter	doc-	/tor/	doctor
Ex. T: nap S: nap	in-	/come/	income	be-	/low/	below	al-	/most/	almost	part-	/ner/	partner	nap-	/kin/	napkin
T: Add /kin/ at the end and the word is? S: napkin	in-	/sect/	insect	be-	/gin/	begin	can-	/dē/	candy	com-	/pound/	compound	pen-	/cil/	pencil
	in-	/dex/	index	be-	/neath/	beneath	un-	/tie/	untie	bō-	/nus/	bonus	num-	/ber/	number
	in-	/stinct/	instinct	re-	/port/	report	mū-	/zic/	music	tur-	/key/	turkey	ō-	/ver/	over
	six-	/teen/	sixteen	rē-	/make/	remake	ab-	/sent/	absent	gar-	/den/	garden	hū-	/min/	human
	six-	/tē/	sixty	for-	/tē/	forty	ex-	/lit/	exit	mas-	/cot/	mascot	Sun	/day/	Sunday
	win-	/ter/	winter	for-	/get/	forget	a-	/part/	apart	Fri-	/day/	Friday	mon-	/ster/	monster
	win-	/dōw/	window	for-	/teen/	fourteen	in-	/sect/	insect	car-	/pet/	carpet	rād-	/ish/	radish
Adding hand motion: Teacher uses open palms to show each syllable. Place your right hand in front of you, palm up, to show the first syllable. Add the second syllable with your left hand, and tightly clap hands together for whole word.															
Deleting Syllables	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	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/ and what is left?"	forget	/get/	for	artist	/ist/	art	garden	/gar/	den	number	/ber/	numb	rabbit	/rab/	it
*Use sounds	forty	/for/	tea	laughter	/ter/	laugh	compound	/com/	pound	napkin	/kin/	nap	tablet	/tab/	let
Ex. T: tablet S: tablet	forgot	/for/	got	sixty	/tē/	six	turkey	/tur/	key	candle	/dle/	can	radish	/rā/	dish
T: Without /tab/ and what is left? S: let	below	/be/	low	bonus	/nus/	bōw	mascot	/mas/	cot	pencil	/cil/	pen	moment	/mō/	meant
	begin	/gin/	be	order	/der/	or	carpet	/car/	pet	candy	/dē/	can	untie	/un/	tie
	besides	/be/	slides	Friday	/day/	fry	invent	/in/	vent	letter	/er/	let	almost	/al/	most
	report	/re/	port	hamper	/per/	ham	acorn	/ā/	corn	rescue	/rēs/	cue	absent	/ab/	sent
	remake	/re/	make	winter	/ter/	win	motel	/mo/	tell	monkey	/mūn/	key	basic	/bā/	sick
	insect	/sect/	in	partner	/ner/	part	grace	/g/	race	monster	/mon/	stir	apart	/a/	part
	income	/in/	come	involve	/volve/	in	baby	/bay/	be	Sunday	/sun/	day	exit	/ex/	it
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull the hand away which represents the syllable being deleted, and show what syllable remains with the other hand.															
Language Awareness	Monday			Tuesday			Wednesday			Thursday			Friday		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the sentence.	I love (insert school name) school!			I have friends at school.	(5)		I like to come to school.	(6)		I wash my hands.	(4)		I do my best work.	(5)	
Students repeat the sentence, and then say the sentence again as they clap each word to count the number of words. Students show the number of words by raising fingers.	School is fun!	(3)		I can write my name.	(5)		Will you play with me?	(5)		I am a good kid!	(5)		I use my nice words.	(5)	
	I raise my hand.	(4)		I share with my friends.	(5)		My school is cool!	(4)		Are you a good kid?	(5)		I will try my best.	(5)	
	I can sit still.	(4)		I try hard at school!	(5)		I love my school!	(4)		I can count.	(3)		I like my class!	(4)	
	Books are fun to read.	(5)		My eyes help me learn.	(5)		I use my ears to learn.	(6)		I can read.	(3)		We are cool kids!	(4)	
	I love to play!	(4)		This school is great!	(4)		Do you raise your hand?	(5)		I can write.	(3)		Do you like books?	(4)	
	Will you be my friend?	(5)		Can you spell big words?	(5)		I like to share.	(4)		Boy, am I smart!	(4)		I know how to be good.	(6)	
	I like you!	(3)		I love books!	(3)		My class is great!	(4)		Hmmm, I like me!	(4)		I am good at school!	(5)	

Phonemic Awareness Training Lesson Plan for Week 4

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	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 _____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____."	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.					
Rhyme Production Teacher identifies the category for the day. Teacher says the nonsense word. Students say "Not (nonsense word), (real rhyming word)!" Ex. T: binger S: Not binger, finger!	Nonsense Words Category: Parts of the body kēad (head) faist (waist) toulder (shoulder) zee (knee) binger (finger) rands (hands) woes (toes; nose) geck (neck) hegs (legs) narms (arms)	Nonsense Words Category: Parts of the body lomach (stomach) nears (ears) zose (nose; toes) keet (feet) bankle (ankle) wist (wrist) olbow (elbow) nouth (mouth) teyes (eyes) lln (chin)	Nonsense Words Category: What keeps you healthy kest (rest) lood (food) fexercise (exercise) neep (sleep) druit (fruit) megetables (vegetables) sītamins (vitamins) roctors (doctors) zarents (parents) gentist (dentist)	Nonsense Words Category: People who help you stay healthy dandpa (grandpa) lurse (nurse) zum (mum) rad (dad) tyself (myself) kentist (dentist) landma (grandma) pocor (doctor) soacher (teacher)	Nonsense Words Category: Things in your body foxygen (oxygen) seart (heart) clūd (blood) zomach (stomach) pungs (lungs) gūng (tongue) kerves (nerves) fells (cells) beeth (teeth) neyes (eyes)					
Onset Fluency Teacher reads the word pairs. Students repeat the words and then isolate the onset sound. Ex. T: bop, ball S: bop, ball; /b/	sad, sit /s/ lap, look /l/ rib, rug /r/ mix, mop /m/ bop, ball /b/ dot, doll /d/ yum, yes /y/ cub, can /k/ fed, feel /f/ web, wali /w/	bad, bug /b/ fan, fun /f/ six, seven /s/ kid, kick /k/ not, nice /n/ rod, run /r/ mug, make /m/ hut, hat /h/ wed, wide /w/ den, duck /d/	sag, some /s/ wax, we /w/ pin, poke /p/ zip, zoo /z/ lot, luck /l/ job, jump /j/ cut, come /k/ rug, ran /r/ bed, bag /b/ met, mice /m/	van, vase /v/ jab, job /j/ will, wet /w/ lid, laugh /l/ pop, pup /p/ hot, hit /h/ bud, be /b/ dug, do /d/ red, rice /r/ men, made /m/	pat, pop /p/ ham, happy /h/ dip, dish /d/ fix, find /f/ nod, nice /n/ cob, come /k/ hum, high /h/ mum, most /m/ wet, was /w/ ten, tank /t/					
Blending Syllables Teacher says the syllables. Students repeat the syllables, and then say the whole word. Ex. T: far - mer S: far - mer; farmer	chil - dren win - dow spark - le wan - ted gar - den	coun - try tun - nel pub - lic cac - tus phō - neme	for - ty help - ful ob - ject un - pack e - rase	frag - ile sta - tion a - part ū - nit fos - sil	ān - gel tī - ger lē - mon pock - et ex - cuse	co - ver fā - mous re - lease plān - et tick - lish	ba - by hap - py fe - ver li - lāc free - zer	but - ter pe - dal o - bey fur - nace pea - nut	fla - vour de - lete car - pet pi - lot frō - zen	blān - ket gar - bage mon - key pret - zel prin - ter
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 4

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Final Sounds Teacher says the name/word. Students repeat the name/word, and over enunciate the final sound. Ex. T: Jill S: Ji LI.	Your Students' Names: Ja N To M	Your Students' Names: Chris Nor A	Your Students' Names: Jill Michael	Colors: re D yell O w /ō/ oran G e /j/ bl U E /oo/ purpl E green whit E black pink gr A y /ā/	Numbers: o N e thr E E /ē/ fi V e fou R tw O /oo/ si X /ks/ seve N elgh T zer O /ō/ ni N e
Segmenting Syllables Teacher says the word. Students repeat the word and segment it into syllables. Ex. T: garden S: gar-den	llac daisy apron behind cradle creature gravy season Monday invite	market escape carpet mistake velvet husband contest inform enjoy signal	insist uncle sequence dislike finger garden except sharpen mention wedding	rattle stormy protect slipper begin doctor pretend member locate distant	action silent raffle secret happen transfer cloudy hungry listen children
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.					
Substituting Syllables Teacher says the word. Students repeat the word. Teacher says, "Change /x/ to /y/ and the word is?" *Use sounds	Word Change to Response slowest /fast/ fastest pickle /trick/ trickle hammer /drum/ drummer kitten /mit/ mitten limit /hab/ habit power /slow/ slower drastic /plas/ plastic happy /slop/ sloppy saddle /can/ candle later /lēt/ letter	Word Change to Response stopping /shop/ shopping biggest /larg/ largest swivel /trā/ travel dragon /wag/ wagon lizard /wiz/ wizard filthy /wēal/ wealthy rocker /crack/ cracker bugle /ēa/ eagle quarrel /squir/ squirrel hamper /zip/ zipper	Word Change to Response recite /ex/ excite spoonful /bash/ bashful careful /help/ helpful painter /sweat/ sweater public /gar/ garlic unsent /ab/ absent shoulder /bol/ bolder plastic /drā/ drastic nifty /thrif/ thrifty exit /viz/ visit	Word Change to Response recount /dis/ discount wooden /gard/ garden retest /con/ contest submit /ad/ admit swimmer /drum/ drummer thunder /blun/ blunder basket /blān/ blanket wonder /thun/ thunder planet /cōm/ comet purple /sim/ simple	Word Change to Response fastest /nice/ nicest bobbin /rob/ robin puppet /car/ carpet chicken /thick/ thicken honey /mūn/ money punish /van/ vanish quarter /short/ shorter medal /pēd/ pedal goggle /gig/ giggle winter /cen/ center
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first syllable, left hand is the second syllable. Shake the fist that represents the syllable to be substituted, and lightly pound fists together when saying the new word.					

Phonemic Awareness Training Lesson Plan for Week 4

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	Adding to the end:			Adding to the end:			Adding to the beginning:			Adding to the end:			Adding to the beginning:		
Teacher says the syllable. Students repeat the syllable. Teacher says, "Add /ə/ at the beginning/end and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds	chill-	/dren/	children	tī-	/ger/	tiger	-gel	/ān/	angel	bā-	/bē/	baby	-trē	/coun/	country
Ex. T: for S; for	farm-	/er/	farmer	gra-	/vē/	gravy	-take	/mis/	mistake	o-	/bey/	obey	-ten	/moun/	mountain
T: Add /tē/ at the end and the word is? S; forty	num-	/ber/	number	doc-	/tor/	doctor	-ōn	/lem/	lemon	fē-	/ver/	fever	-ōn	/wag/	wagon
	want-	/ed/	wanted	plān-	/it/	planet	-pet	/car/	carpet	mag-	/net/	magnet	-it	/blank/	blanket
	gar-	/den/	garden	make-	/up/	makeup	-zen	/fro/	frozen	freez-	/er/	freezer	-turn	/re/	return
	for-	/tē/	forty	cloud-	/ə/	cloudy	-bit	/rā/	rabbit	must-	/erd/	mustard	-lem	/prob/	problem
	help-	/ful/	helpful	stā-	/shūn/	station	-us	/fam/	famous	bā-	/kīn/	bacon	-out	/with/	without
	be-	/hind/	behind	hicc-	/up/	hiccup	-pack	/un/	unpack	fur-	/niss/	furnace	-lic	/pub/	public
	ū-	/part/	apart	den-	/tist/	dentist	-race	/g/	grace	rub-	/ber/	rubber	-it	/ex/	exit
	pen-	/cil/	pencil	batt-	/er/	batter	-kin	/nap/	napkin	sea-	/son/	season	-pen	/hap/	happen
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the syllable. Add the first syllable with your right hand and lightly clap hands together for the whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning syllable. Add the second syllable with your left hand and lightly clap hands together for the whole word.															
Deleting Syllables	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 /ə/ and what is left?"	cloudy	/ē/	cloud	baby	/bā/	be	fever	/ver/	fee	children	/dren/	chill	forty	/tē/	for
*Use sounds	tiger	/ger/	tie	happen	/hā/	pen	bacon	/kin/	bay	farmer	/er/	farm	helpful	/help/	full
Ex. T: tablet S: tablet	neon	/nē/	on	helpful	/help/	full	carpet	/pet/	car	number	/ber/	numb	behind	/hind/	be
T: Without /ab/ and what is left?	magnet	/mag/	net	letter	/er/	let	rubber	/er/	rub	wanted	/ed/	want	unpack	/un/	pack
S: let	dentist	/lst/	dent	candy	/dē/	can	frozen	/en/	froze	garden	/gar/	den	grace	/g/	race
	gray	/vē/	gray	batter	/er/	bat	without	/with/	out	country	/cun/	tree	hiccup	/hic/	up
	famous	/us/	fame	season	/son/	sea	wagon	/wag/	ōn	mountain	/moun/	ten	station	/shūn/	stay
	doctor	/tor/	doc	obey	/bey/	ō	monkey	/mūn/	key	public	/lick/	pub	apart	/ū/	part
	planet	/lt/	plan	tennis	/īss/	ten	mustard	/erd/	must	blanket	/lt/	blank	mistake	/mis/	take
	makeup	/make/	up	freezer	/er/	freeze	printer	/er/	print	return	/re/	turn	pencil	/sil/	pen
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull the hand away which represents the syllable being deleted, and show what syllable remains with the other hand.															
Language Awareness	Books are great to read!		(5)	My bed is so soft.		(5)	I learn at my school.		(5)	We had fun at the zoo.		(6)	We ate out last night.		(5)
Teacher says the sentence.	Do you sing songs?		(4)	School is a fun place!		(5)	My eyes help me to learn.		(6)	We went on a long trip!		(6)	Can you go with me?		(5)
Students repeat the sentence, and then say the sentence again as they clap each word to count the number of words. Students show the number of words by raising fingers.	I can ride my bike fast!		(6)	I like to play games.		(5)	Birds sing songs.		(3)	Can you swim?		(3)	I like to stand up straight.		(6)
	That tree is so tall!		(5)	Will you play with us?		(5)	Dogs can make loud noises.		(5)	His bike was too small.		(5)	She was not sad.		(4)
	I am not sure I know.		(6)	My friends are fun.		(4)	Is the fence tall?		(4)	Was the truck big?		(4)	Wow! Look at that!		(4)
	Yes, I am your friend.		(5)	I like my home.		(4)	I see a big red barn.		(6)	Is the cow in the barn?		(6)	This is not hard for me.		(6)
	I love to do good work.		(6)	Be kind to your friends.		(5)	I want to ride a horse.		(6)	I love to eat!		(4)	Did you scrape your knee?		(5)

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Better Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	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 ____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____." "Sound is ____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____." "Sound is ____."	Letter Cheer: Use classroom sight words. Sneak in a few funny words. See Glossary for Letter Cheer instructions.
Rhyme Production Teachers will use children's books to provide students with examples of rhyme and with the opportunity to produce rhyming words.	Connection To Literature: The teacher reads the Dr. Seuss book indicated for each day, with the students providing some of the rhyming words.				
	<u>Hop On Pop!</u> Read the first half for today's lesson. Ex. T: Fish in a tree? How can that ____? S: be	<u>Hop On Pop!</u> Read the second half for today's lesson. Ex. T: We like to hop. We like to hop on top of ____? S: pop	<u>Green Eggs and Ham</u> Read the first half for today's lesson. Ex. T: Would you eat them in a box? Would you eat them with a ____? S: fox	<u>Green Eggs and Ham</u> Read the second half for today's lesson. Ex. T: I do not like them here or there. I do not like them ____? S: anywhere	<u>There's A Wocket in My Pocket!</u> Ex. T: Did you ever have the feeling there's a wasket in your ____? S: basket
Onset Fluency Teacher reads each sentence. Students give the repeated onset. Ex. T: Cats can climb. S: /k/* *Students say sound, not letter.	Cats can climb. /k/ Dogs dig down deep. /d/ Kerri kept Katie's kite. /k/ Quails quack quietly. /kw/ Zoo zebras zoomed. /z/ Sue sang seven songs. /s/ Joe juggles jelly jars. /j/	Happy hippos hunt. /h/ Peter Panda paints pictures. /p/ Linda liked little Lucy's lizard. /l/ Rowdy rabbits really run! /r/ Betty bought big bananas. /b/ We want wide waffles. /w/ Kathy keeps kind kittens. /k/	Bumblebees buy bubbles. /b/ Fred found five fat figs. /f/ My mother made muffins. /m/ Vanessa's van's violet. /v/ Don doesn't do dishes. /d/ Hank hears Helen's "Hello." /h/ Noelle nabs nine noodles. /n/	Silly Sue sells socks. /s/ Gus got good grades. /g/ Billy buys buttery biscuits. /b/ Walter went walking west. /w/ Felicia finally feels fine. /f/ Harry has happy horses. /h/ Naughty Nick never naps. /n/	Tired Tommy told tales. /t/ Jan's jewelry jingled. /j/ Patty Pkg picked peanuts. /p/ Yellow yaks yelled "Yes!" /y/ Camels can catch coconuts. /k/ Larry lets leopards leap. /l/ Funny Phil feels funky. /f/
Blending Onset-Rime Teacher says the onset and then the rime. Students say the whole word. Ex. T: n-ot S: not	b-un bun h-as has n-ap nap p-en pen g-ot got m-op mop s-ip slip t-uck tuck r-ed red j-ig jig	f-an fan j-ack jack s-ick sick r-est rest b-ug bug w-ill will h-ot hot k-ap cap k-id kid n-et net	d-ad dad k-ing king t-in tin s-at sat m-op mop j-ug jug p-en pen w-eb web b-us bus l-ock lock	f-at fat l-ed led r-ip rip w-ing wing d-og dog k-ick kick kw-ack quack y-am yam k-ut cut h-op hop	y-eil yell m-ink mink g-ag gag z-est zest f-ed fed l-ip lip r-ub rub s-ock sock d-ig dig g-um gum
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop each for onset and rime. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday				Tuesday				Wednesday				Thursday				Friday				
Identifying Final Sounds Teacher says both words. Students listen, and then isolate the final sound. Ex. T: tube, tub S: /b/* *Students say sound, not letter.	will, tile	/l/	nap, dip	/p/	rub, knob	/b/	bead, red	/d/	sag, hug	/g/											
	cake, book	/k/	mum, tame	/m/	sap, hope	/p/	kiss, mess	/s/	six, ax	/ks/											
	has, was	/z/	said, sad	/d/	rag, peg	/g/	make, sack	/k/	own, fin	/n/											
	hear, tear	/r/	slug, tag	/g/	save, hive	/v/	his, is	/z/	find, fed	/d/											
	seem, gym	/m/	sale, fill	/l/	bat, late	/t/	hill, peel	/l/	mile, pill	/l/											
	seat, date	/t/	hit, feet	/t/	pack, take	/k/	cough, if	/f/	huge, age	/j/											
	miss, fuss	/s/	hen, nine	/n/	can, phone	/n/	fix, tracks	/ks/	have, gave	/v/											
	tube, tub	/b/	off, rough	/f/	stage, cage	/j/	time, foam	/m/	soap, lip	/p/											
	pass, mess	/s/	kiss, less	/s/	walks, wax	/ks/	tub, robe	/b/	cab, tube	/b/											
	head, hide	/d/	does, was	/z/	lamb, comb	/m/	gate, get	/t/	pick, fake	/k/											
Segmenting Onset-Rime Teacher says the word. Students repeat the word and segment into onset and rime. Ex. T: dad S: dad, d-ad	dad	d-ad	king	k-ing	bun	b-un	has	h-as	yell	y-ell	mink	m-ink	fan	f-an	jack	j-ack	fat	f-at	led	l-ed	
	tin	t-in	sat	s-at	nap	n-ap	pen	p-en	gag	g-ag	zest	z-est	sick	s-ick	rest	r-est	rip	r-ip	wing	w-ing	
	mop	m-op	jug	j-ug	got	g-ot	top	t-op	fed	f-ed	lid	l-id	bug	b-ug	will	w-ill	dog	d-og	kick	k-ick	
	pen	p-en	web	w-eb	sip	s-ip	tuck	t-uck	rub	r-ub	sock	s-ock	hot	h-ot	cap	k-ap	quack	kw-ack	yam	y-am	
	bus	b-us	lock	l-ock	red	r-ed	jig	j-ig	dig	d-ig	gum	g-um	kid	k-id	net	n-et	cut	k-ut	hop	h-op	
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and the rime in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.																					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change (/) to (/) and the word is?" *Use sounds Ex. T: mop S: mop T: Change /m/ to /h/ and the word is? S: hop	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response						
	bell	/f/	fell	cat	/b/	bat	big	/p/	pig	pan	/m/	man	jam	/h/	ham						
	fell	/d/	dell	bat	/h/	hat	pig	/d/	dig	met	/b/	bet	sell	/t/	tell						
	dell	/w/	well	hat	/s/	sat	dig	/f/	fig	tip	/s/	sip	bit	/f/	fit						
	well	/t/	teill	sat	/p/	pat	fig	/w/	wig	pop	/h/	hop	knob	/k/	cob						
	teill	/s/	sell	pat	/r/	rat	wig	/j/	jig	ran	/f/	fan	hat	/m/	mat						
	lock	/d/	dock	bug	/h/	hug	den	/t/	ten	get	/w/	wet	wed	/b/	bed						
	dock	/n/	knock	hug	/r/	rug	ten	/p/	pen	sick	/p/	pick	fix	/m/	mix						
	knock	/s/	sock	rug	/m/	mug	pen	/w/	when	hot	/n/	not	cop	/p/	pop						
	sock	/r/	rock	mug	/d/	dug	when	/m/	men	mud	/b/	bud	rug	/j/	jug						
	rock	/l/	lock	dug	/j/	jug	men	/h/	hen	nut	/k/	cut	cub	/r/	rub						
	Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.																				

Phonemic Awareness Training Lesson Plan for Week 5

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	Teacher says the rime. Students repeat the rime. Teacher says, "Add /t/ at the beginning and the word is?"	-et	/m/ met	-ab	/k/ cab	-ix	/f/ fix	-um	/g/ gum	-esh	/m/ mesh	-ap	/t/ tap		
	*Use sounds	-ag	/b/ bag	-ed	/l/ led	-ash	/d/ dash	-ack	/b/ back	-is	/h/ his	-en	/th/ then		
	Ex. T: en S: en	-un	/d/ done	-ib	/r/ rib	-eg	/l/ leg	-ed	/h/ head	-us	/b/ bus	-ock	/s/ sock		
	T: Add /m/ at the beginning and the word is? S: men	-eck	/n/ neck	-ob	/j/ job	-ock	/r/ rock	-im	/r/ rim	-at	/r/ rat	-up	/k/ cup		
		-ig	/f/ fig	-uck	/d/ duck	-uch	/m/ much	-og	/f/ fog	-ob	/n/ knob	-ish	/f/ fish		
		-ot	/p/ pot	-it	/b/ bit	-at	/s/ sat	-am	/j/ jam						
		-ad	/s/ sad	-en	/m/ men	-em	/j/ gem	-et	/p/ pet						
		-ug	/t/ tug	-an	/t/ tan	-ill	/w/ will	-od	/n/ nod						
		-id	/h/ hid	-op	/h/ hop	-ud	/b/ bud	-ip	/l/ lip						
		-ox	/f/ fox	-ub	/k/ cub	-ot	/h/ hot	-ut	/k/ cut						
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	Teacher says the word. Students repeat the word. Teacher says, "Without /t/ and what is left?"	fix	/f/ ix	mesh	/m/ esh	cab	/k/ ab	met	/m/ et	gum	/g/ um	back	/b/ ack		
	*Use sounds	hot	/h/ ot	his	/h/ is	ib	/r/ ib	bag	/b/ ag	done	/d/ un	im	/r/ im		
	Ex. T: knob S: knob	gem	/j/ em	sock	/s/ ock	duck	/d/ uck	neck	/n/ eck	cut	/k/ ut	am	/j/ am		
	T: Without /n/ and what is left? S: ob	dash	/d/ ash	cup	/k/ up	job	/j/ ob	fig	/f/ ig	jam	/j/ am	et	/p/ et		
		rock	/r/ ock	fish	/f/ ish	men	/m/ en	men	/m/ en	pot	/p/ ot	og	/f/ og		
		much	/m/ uch	knob	/n/ ob	cub	/k/ ub	hop	/h/ op	tug	/t/ ug	ed	/h/ ed		
		will	/w/ ill	tap	/t/ ap	hop	/h/ op	tan	/t/ an	fox	/f/ ox	od	/n/ od		
		sat	/s/ at	then	/th/ en	bit	/b/ it	hid	/h/ id	head	/h/ ed	ip	/l/ ip		
		bud	/b/ ud	rat	/r/ at	led	/l/ ed	sad	/s/ ad						
		leg	/l/ eg	bus	/b/ us										
	Deleting hand motion: Teacher holds 2 open palms in front of you. Right hand is the first sound, left hand is the rime. Pull your right hand away when you delete the first sound, and show what word remains with your left hand.														
Language Awareness	I see three dogs.	(4)	That man was nice!	(4)	My Mum came to school.	(5)	The boys like to jump rope.	(6)	The girls can kick far.	(5)					
	Teacher says the sentence.	School can be a lot of fun!	(7)	I think I am smart.	(5)	I like to eat my lunch.	(6)	Do you eat at school?	(5)	I like to play at school.	(6)				
	Students repeat the sentence, and then say the sentence again as they clap each word to count the number of words. Students show the number of words by raising fingers.	I can read.	(3)	Books are my good friends.	(5)	It is not hard to do!	(6)	I can do that!	(4)	She said I could come too.	(6)				
		I like to go for long walks.	(7)	My aunt is nice to me.	(6)	He looks like a nice boy.	(6)	The fish can swim fast.	(5)	The class was loud.	(4)				
		Do you read at home?	(5)	I like to read in my bed.	(7)	I think books are great!	(5)	The door will not close.	(5)	Please turn out the lights.	(5)				
		He said to go to bed now.	(7)	She said, "Yes!"	(3)	That food is hot.	(4)	Can you sleep at my house?	(6)	My team won the game.	(5)				

Phonemic Awareness Training Lesson Plan for Week 6

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

Phonemic Awareness Training Lesson Plan for Week 6

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Final Sounds Teacher says both words. Students listen, and then isolate the final sound. Ex. T: peas, his S: /z/* *Students say sound, not letter.	pill, sell /l/ dome, room /m/ cub, robe /b/ moss, class /s/ kick, pack /k/ rot, rate /t/ up, pipe /p/ big, slug /g/ rain, can /n/ fuzz, is /z/	cab, cube /b/ get, goat /t/ bread, did /d/ page, huge /j/ tell, pile /l/ save, give /v/ home, time /m/ rope, top /p/ six, fox /ks/ take, walk /k/	bark, hike /k/ peas, his /z/ van, seen /n/ light, late /t/ nurse, less /s/ laugh, rough /f/ grass, miss /s/ comb, team /m/ pop, deep /p/ talk, poke /k/	cube, rib /b/ gem, tame /m/ yak, bike /k/ fuzz, hose /z/ keep, hop /p/ bad, ride /d/ bus, pass /s/ dive, have /v/ plan, cone /n/ wait, get /t/	lost, gate /t/ yes, fuss /s/ stack, break /k/ small, nail /l/ fig, log /g/ hive, give /v/ wade, odd /d/ page, large /j/ ten, green /n/ sleep, pup /p/

Segmenting Onset-Rime Teacher says the word. Students repeat the word and segment into onset and rime. Ex. T: peach S: peach, p-each	sun s-un fish f-ish jam j-am ten t-en cup k-up box b-ox rat r-at rub r-ub kiss k-iss nod n-od	gave g-ave home h-ome kite k-ite cube k-ube peach p-each joke j-oke mail m-ail deep d-eeep nine n-ine cute k-ute	cap k-ap five f-ive made m-ade read r-eed nice n-ice sunk s-unk well w-ell web w-eb time t-ime king k-ing	late l-ate camp k-amp pond p-ond rest r-est soap s-oap chill ch-ill hive h-ive jump j-ump beach b-each mute m-ute	tip t-ip cat k-at dad d-ad rock r-ock hot h-ot yell y-ell pick p-ick hum h-um such s-uch back b-ack
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Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and the rime in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.

Substituting Phonemes	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?"	take	/b/	bake	game	/t/	tame	poke	/w/	woke	rude	/d/	dude	poke	/j/	joke
	June	/t/	tune	fire	/f/	fire	name	/f/	fame	heat	/s/	seat	gate	/d/	date
	mail	/s/	sail	fade	/m/	made	beak	/l/	leak	lace	/p/	pace	mule	/r/	rule
	boat	/k/	coat	woke	/p/	poke	tape	/k/	cape	rate	/l/	late	peek	/w/	week
*Use sounds	lake	/w/	wake	face	/l/	lace	base	/v/	vase	hope	/r/	rope	same	/n/	name
	feel	/p/	peel	bite	/k/	kite	mice	/n/	nice	five	/d/	dive	tile	/m/	mile
Ex. T: coat S: coat	race	/f/	face	cube	/t/	tube	goat	/g/	goat	sole	/p/	pole	line	/v/	vine
T: Change /k/ to /b/	seat	/m/	meat	gave	/s/	save	make	/t/	take	side	/r/	ride	tale	/s/	sale
and the word is? S: boat	fine	/n/	nine	mane	/k/	cane	hope	/r/	rope	like	/b/	bike	read	/f/	feed
	road	/t/	toad	wheat	/h/	heat	rose	/h/	hose	bite	/k/	kite	doze	/n/	nose

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 6

Skills		Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes		Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add / <u>/</u> / at the beginning and the word is?"		Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds		-ake	/r/	rake	-ite	/k/	kite	-own	/b/	bone	-ube	/k/	cube	-ete	/p/	Pete
Ex. T: ide S: ide		-ame	/k/	came	-ice	/m/	mice	-ode	/k/	code	-ude	/d/	dude	-eve	/w/	weave
T: Add /r/ at the beginning and the word is? S: ride		-ace	/f/	face	-ime	/t/	time	-ope	/r/	rope	-uge	/h/	huge	-eet	/m/	meet
		-ave	/w/	wave	-ile	/f/	file	-oke	/j/	joke	-une	/j/	June	-eat	/s/	seat
		-ape	/t/	tape	-ine	/n/	nine	-ole	/p/	poie	-ube	/t/	tube	-eep	/k/	keep
		-ade	/f/	fade	-ide	/r/	ride	-ote	/v/	vote	-ude	/r/	rude	-eam	/t/	team
		-ake	/b/	bake	-ire	/t/	tire	-ome	/h/	home	-ule	/y/	yule	-eat	/b/	beat
		-all	/s/	sail	-ipe	/w/	wipe	-oze	/n/	nose	-ute	/k/	cute	-eet	/f/	feet
		-aze	/m/	maze	-lne	/l/	line	-ome	/d/	dome	-ule	/m/	mule	-ear	/h/	hear
		-age	/p/	page	-ive	/h/	hive	-oke	/w/	woke	-une	/t/	tune	-each	/r/	reach
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.																
Deleting Phonemes		Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>/</u> / and what is left?"		bone	/b/	own	cube	/k/	ube	Pete	/p/	eat	rake	/r/	ache	kite	/k/	ite
*Use sounds		coke	/k/	oak	dude	/d/	ude	weave	/w/	eve	came	/k/	aim	mice	/m/	ice
Ex. T: home S: home		rope	/r/	ope	huge	/h/	uge	meal	/m/	eal	face	/f/	ace	time	/t/	I'm
T: Without /h/ and what is left?		dome	/d/	ome	June	/j/	une	read	/r/	ead	wave	/w/	ave	file	/f/	I'll
S: ome		pole	/p/	ole	rude	/r/	ude	keep	/k/	eep	page	/p/	age	hive	/h/	I've
		vote	/v/	oat	mule	/m/	ule	team	/t/	eam	tape	/t/	ape	nine	/n/	ine
		home	/h/	ome	tune	/t/	une	beat	/b/	eat	fade	/f/	aid	ride	/r/	ide
		nose	/n/	oze	yule	/y/	ule	peak	/p/	eak	bake	/b/	ache	tire	/t/	ire
		joke	/j/	oak	cute	/k/	ute	hear	/h/	ear	sail	/s/	ail	wipe	/w/	ipe
		code	/k/	ode	tube	/t/	ube	reach	/r/	each	maze	/m/	aze	jine	/j/	ine
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rime. Pull your right hand away when you delete the first sound, and show what word remains with your left hand.																
Language Awareness		Little Miss Muffet			Old Mother Hubbard			Twinkle, Twinkle			Hey Diddle Diddle			Humpty Dumpty		
Nursery Rhyme Practice:		Little Miss Muffet			Old Mother Hubbard			Twinkle, twinkle, little star,			Hey diddle diddle,			Humpty Dumpty sat on a wall.		
Students recite nursery rhymes line by line, echoing the teacher.		sat on her tuffet,			Went to the cupboard,			How I wonder what you are.			The cat and the fiddle,			Humpty Dumpty had a great fall.		
Teacher can have the rhyme written out and track print while the rhyme is said together. See page viii for additional nursery rhyme resources.		Eating her curds and whey.			To give the poor doggie a bone;			Up above the world so high,			The cow jumped over the moon.			All the king's horses		
		Along came a spider			When she went there,			Like a diamond in the sky.			The little dog laughed			and all the king's men		
		and sat down beside her,			The cupboards were bare,			Twinkle, twinkle, little star,			to see such a sight,			Couldn't put Humpty		
		And frightened Miss Muffet away.			So the poor little doggie had none.			How I wonder what you are.			And the dish ran away			together again.		
											with the spoon.					

Phonemic Awareness Training Lesson Plan for Week 7

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	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 _____,"	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____,"	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____,"	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Instructions vary by day. Mon, Wed & Fri: Teacher reads the word set. Students repeat only the two rhyming words. Tues & Thurs: Teacher reads the word pair. Students show "Thumbs Up" if the words rhyme, or "Thumbs Down" if the words don't rhyme. *Answers in bold	Repeat the two words that rhyme. rub, dub, cab mud, bud, did dog, fog, pig hid, did, mad job, sob, jab hop, top, hip hen, ten, van get, jet, got cab, lab, cob wag, tag, wig	Thumbs Up / Thumbs Down sweat, treat gray, tray red, roof brown, crown black, dog book, cook sad, story long, song dry, frog mad, lad	Repeat the two words that rhyme. had, bid, hid did, bad, dad ran, run, bun ton, den, men bag, beg, egg cap, cup, pup gum, hem, gem hat, hot, lot sap, sip, hip mop, tap, nap	Thumbs Up / Thumbs Down hot, pot dry, dish pool, cool red, bed yellow, fellow late, date mean, man hot, pan loose, goose no, go	Repeat the two words that rhyme. pop, hip, hop set, sat, bet got, get, not bug, bag, rug hall, pill, tall tub, rob, rub ban, ten, van cut, cat, but ham, him, jam ten, ran, men
Onset Fluency Teacher says the word. Students listen and say only the beginning sound. *Students identify long or short vowel sound. Students say sound, not letter.	ostrich /ɒ/* cat /k/ fox /f/ otter /ɒ/* koala /k/ newt /n/ parrot /p/ snake /s/ vulture /v/ zebra /z/	bear /b/ dog /d/ gorilla /g/ giraffe /j/ inchworm /ɪ/* lion /l/ quail /kw/ tarantula /t/ walrus /w/ ape /ā/*	cobra /k/ fish /f/ horse /h/ kangaroo /k/ monkey /m/ octopus /ɒ/* rooster /r/ viper /v/ yak /y/ eel /ē/*	dolphin /d/ goldfish /g/ iguana /ɪ/* leopard /l/ numbat /n/ porcupine /p/ seal /s/ wasp /w/ zebra /z/ crocodile /k/	elephant /ē/* hippo /h/ jackal /j/ moose /m/ alligator /ā/* rat /r/ tiger /t/ koala /k/ baboon /b/ goat /g/
Blending Focus on final sounds. Teacher says the beginning of the word and the isolated ending sound. Students say the whole word.	lif-t lift raf-t raft mil-k milk wen-t went han-d hand dum-p dump sel-f self lam-p lamp fil-m film sof-t soft	ram-p ramp fon-d fond pon-d pond bel-t belt hum-p hump lof-t loft fel-t felt san-d sand sil-k silk lef-t left	lum-p lump jum-p jump hun-t hunt sif-t sift ban-d band run-t runt til-t tilt cam-p camp ten-t tent sen-d send	mel-t melt pin-k pink wil-t wilt bon-d bond pan-t pant bun-k bunk len-d lend pum-p pump min-t mint sin-k sink	gran-d grand blen-d blend plan-t plant stom-p stomp bran-d brand grun-t grunt clam-p clamp skun-k skunk stan-d stand spen-t spent
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your 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 will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 7

Skills

Monday

Tuesday

Wednesday

Thursday

Friday

Identifying Final Sounds

Teacher reads each sentence.

Students isolate the repeated final sound.

Ex. T: Dad tried hard. S: /d/

*Students say sound, not letter.

Segmenting Onset-Rime

Teacher says whole word.

Students repeat the word and then segment into onset and rime.

Ex. T: lump S: lump, l-ump

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and the rime in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.

Substituting Phonemes

Teacher says the word. Students repeat the word. Teacher says, "Change /k/ to /g/ and the word."

*Use sounds

Ex. T: ham S: ham

T: Change /h/ to /j/ and the word

S: jam

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 7

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add /s/ at the beginning and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds	-am	/s/	Sam	-in	/b/	bin	-ug	/h/	hug	-ed	/r/	red	-od	/r/	rod
Ex. T: amp S: amp	-at	/m/	mat	-it	/f/	fit	-ub	/t/	tub	-en	/d/	den	-om	/t/	Tom
T: Add /r/ at the beginning and the word is? S: ramp	-ax	/w/	wax	-ill	/s/	sill	-un	/b/	bun	-ed	/w/	wed	-ot	/g/	got
	-an	/f/	fan	-ick	/l/	lick	-ut	/k/	cut	-ell	/y/	yell	-ob	/j/	job
	-amp	/r/	ramp	-ime	/t/	time	-ump	/d/	dump	-eb	/w/	web	-oll	/d/	doll
	-ant	/p/	pant	-in	/p/	pin	-ust	/m/	must	-elp	/h/	help	-ock	/t/	tock
	-ash	/d/	dash	-ist	/m/	mist	-unt	/r/	runt	-est	/b/	best	-op	/k/	cop
	-ate	/g/	gate	-ig	/w/	wig	-unch	/l/	lunch	-ent	/s/	sent	-ot	/l/	lot
	-ame	/n/	name	-iss	/k/	kiss	-uch	/s/	such	-end	/l/	lend	-od	/n/	not
	-ad	/p/	pad	-ide	/h/	hide	-um	/y/	yum	-et	/m/	met	-ond	/p/	pond
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /s/ and what is left?"	hug	/h/	ug	red	/r/	ed	rod	/r/	od	Sam	/s/	am	bin	/b/	in
*Use sounds	tub	/t/	ub	den	/d/	en	moth	/m/	oth	mat	/m/	at	fit	/f/	it
Ex. T: help S: help	bun	/b/	un	wed	/w/	ed	got	/g/	ot	wax	/w/	ax	sill	/s/	ill
T: Without /h/ and what is left?	cut	/k/	ut	yell	/y/	ell	job	/j/	ob	fan	/f/	an	lick	/l/	ick
S: elp	dump	/d/	ump	web	/w/	eb	doll	/d/	oll	ramp	/r/	amp	time	/t/	I'm
	must	/m/	ust	help	/h/	elp	tock	/t/	ock	pant	/p/	ant	pin	/p/	in
	runt	/r/	unt	best	/b/	est	gop	/k/	op	dash	/d/	ash	mist	/m/	ist
	such	/s/	uch	sent	/s/	ent	lot	/l/	ot	gate	/g/	ate	wig	/w/	ig
	lunch	/l/	unch	lend	/l/	end	nod	/n/	od	name	/n/	ame	kiss	/k/	iss
	yum	/y/	um	met	/m/	et	pond	/p/	ond	pad	/p/	ad	hide	/h/	I'd
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rime. Pull your right hand away when you delete the first sound, and show what word remains with your left hand.															
Language Awareness	Little Bo Peep			Hickory Dickory Dock			Mary Had a Little Lamb			Mary Had a Little Lamb			Itsy Bitsy Spider		
Nursery Rhyme Practice:	Little Bo Peep			Hickory, dickory, dock,			Mary had a little lamb,			(Add on to yesterday's rhyme)			The itsy bitsy spider		
Students recite nursery rhymes line by line, echoing the teacher.	has lost her sheep,			The mouse ran up the clock.			Its fleece was white as snow.			It followed her to school one day,			went up the water spout.		
Teacher can have the rhyme written out and track print while the rhyme is said together. See page viii for additional nursery rhyme resources.	And doesn't know			The clock struck one,			And everywhere that Mary went,			Which was against the rules.			Down came the rain		
	where to find them.			The mouse ran down,			The lamb was sure to go.			It made the children laugh and play			and washed the spider out.		
	Leave them alone,			Hickory, dickory, dock!						To see a lamb at school.			Out came the sun		
	and they'll come home,												and dried up all the rain,		
	Wagging their tails behind them.												And the itsy bitsy spider		
													climbed up the spout again.		

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards Show the flashcards & say, "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards Show the flashcards & say, "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards Show the flashcards & say, "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.					
Rhyme Recognition Instructions vary by day. Mon, Wed & Fri: Teacher reads the word set. Students repeat only the one non-rhyming word. Tues & Thurs: Teacher reads the word set. Students repeat only the two rhyming words. *Answers in bold	Repeat the word that doesn't rhyme. hub, sub, cab we, he, so that, hat, this so, no, come sick, pick, go zap, tap, zip fry, sky, me up, cup, it her, fur, his not, hot, dip	Repeat the two words that rhyme. jam, ram , log hop, top , hit tin, wig, jig buff, mud, bud pen, ten , leg rib, bib , rub roof, fix, six wet, yet , bed cap, gnat, pat rip, zip , yes	Repeat the word that doesn't rhyme. bus , art, cart low , by, high food , eat, meat pet , pest, rest bed , dust, must slow , fast, last run , stop, hop bat , arm, farm done , rope, cope feed , head, red	Repeat the two words that rhyme. gull, dull , good cliff, stiff , fit bath, math , wag ox, fox , got leg, fed, led hog, dog , gas get, neck, wreck put, love, dove fill, hill , duck jet, had, pad	Repeat the word that doesn't rhyme. log, leg , fog fat, sit , sat cut, cat , hut Ed, odd , bed not, net , hot get, got , pet him, ham , Tim am, at , ram fig, egg , big hug, Sam , rug					
Onset Fluency Teacher reads word pairs. Students repeat words & show "Thumbs Up" if the words begin with the same sound or "Thumbs Down" if they do not.	cut, cast quit, start lash, slow rich, right wet, paper	let, lobster job, gym yes, maybe such, jump him, home	fed, faster map, car win, last van, vest fix, quiet	wish, water hut, road box, baby yet, yellow kiss, lizard	fish, phone sip, song dish, dimple mind, good yell, yo-yo	sun, licorice time, terrible best, banana goose, throw happy, hello	nice, never drive, came king, line bug, begin quit, quiet	fever, forest table, time doll, dinner sell, water mess, most	cat, cane him, hail mouse, hot sun, same dust, dent	fat, monster pen, power cover, cut wax, weather rod, train
Blending Phonemes Teacher says the individual phonemes. Students repeat the phonemes & then say the whole word. Ex. T: g-ō S: g-ō, go	g-ō go h-ē he s-ō so m-ē me b-ē be	n-ō no w-ē we l-ō low sh-ē she h-ī hi	s-ī-d side b-ā-k back r-ē-d read n-ē-k neck s-ī-p sip	m-ī-n mine t-ū-b tube s-ā-m same r-ī-s rice t-ē-n ten	y-ē-s yes p-ā-j page j-ō-b job h-ē-d head p-ē-t pet	n-ī-s nice f-ē-t feet y-ā-k yak f-ā-s face t-ī-m time	s-ā-k sack p-ē-g peg h-ī-t hit s-ō-b sob l-ū-v love	n-ā-m name p-ē-s peace b-ī-k bike h-ō-m home c-ū-b cub	m-ā-k make f-ē-d feed l-ī-m lime c-ō-n cone m-ū-l mule	l-ū-k luck m-ō-p mop b-ī-g big f-ē-d fed m-ā-n man
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday				Tuesday				Wednesday				Thursday				Friday				
Identifying Final Sounds Teacher reads word pairs. Students repeat the words & raise their hands above their head if the words end with the same sound, or hands on their lap if they don't.	big, hug		hot, some		lick, like		sneeze, each		age, huge		eat, them		come, home		bet, frog		rug, bag		thick, sick		
	look, hike		fall, hill		drip, pop		find, bread		men, boys		noise, toys		out, on		rain, fine		fin, shoe		walk, sock		
	rag, seam		foot, fight		sink, zoo		lamp, car		card, loud		free, pig		bird, dad		food, said		stamp, hat		teach, trick		
	jar, zip		leaf, next		store, for		rat, seat		ham, sand		ship, drop		tip, hope		slim, thick		five, love		word, sleep		
	lab, cub		house, ice		pen, line		best, street		love, give		sick, pink		leaf, grass		mine, woman		write, game		six, wax		
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: yes S: yes, y-ē-s	go	g-ō	hi	h-ī	side	s-ī-d	mine	m-ī-n	yes	y-ē-s	nice	n-ī-s	sack	s-ā-k	name	n-ā-m	make	m-ā-k	luck	l-ū-k	
	he	h-ē	we	w-ē	back	b-ā-k	tube	t-ū-b	yak	y-ā-k	feet	f-ē-t	peg	p-ē-g	peace	p-ē-s	feed	f-ē-d	mop	m-ō-p	
	no	n-ō	low	l-ō	read	r-ē-d	same	s-ā-m	pet	p-ē-t	page	p-ā-j	hit	h-ī-t	bike	b-ī-k	time	t-ī-m	big	b-ī-g	
	me	m-ē	she	sh-ē	rice	r-ī-s	neck	n-ē-k	head	h-ē-d	face	f-ā-s	sob	s-ō-b	home	h-ō-m	cone	c-ō-n	fed	f-ē-d	
	be	b-ē	so	s-ō	sip	s-ī-p	ten	t-ē-n	job	j-ō-b	time	t-ī-m	love	l-ū-v	cube	c-ū-b	mule	m-ū-l	man	m-ā-n	
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change / <u> </u> / to / <u> </u> / and the word is?" *Use sounds Ex. T: ship S: ship T: Change /sh/ to /s/ and the word is? S: sip	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	bin	/f/	fin	sit	/b/	bit	slid	/d/	did	bill	/f/	fill	wrist	/l/	list						
	fin	/ch/	chin	bit	/f/	fit	did	/h/	hid	fill	/g/	gill	list	/m/	mist						
	chin	/p/	pin	fit	/k/	kit	hid	/k/	kid	gill	/h/	hill	mist	/f/	fist						
	pin	/t/	tin	kit	/p/	pit	kid	/l/	lid	hill	/p/	pill	fist	/j/	gist						
	tin	/w/	win	pit	/h/	hit	lid	/r/	rid	pill	/w/	will	gist	/r/	wrist						
	drip	/l/	lip	big	/d/	dig	tick	/k/	kick	mink	/l/	link	lid	/h/	hid						
	lip	/h/	hip	dig	/j/	jig	kick	/ch/	chick	link	/p/	pink	pit	/s/	sit						
	hip	/sh/	ship	jig	/p/	pig	chick	/p/	pick	pink	/r/	rink	jig	/p/	pig						
	ship	/s/	sip	pig	/r/	rig	pick	/s/	sick	rink	/s/	sink	tin	/w/	win						
	sip	/t/	tip	rig	/w/	wig	sick	/w/	wick	sink	/w/	wink	kick	/l/	lick						
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.																					

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add / <u>/</u> / at the beginning and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds	-et	/y/	yet	-at	/p/	pat	-ade	/m/	made	-ile	/t/	tile	-each	/b/	beach
Ex. T: ug S: ug	-ag	/t/	tag	-ed	/r/	red	-ike	/l/	like	-ake	/b/	bake	-east	/f/	feast
T: Add / <u>/</u> / at the beginning and the word is? S: tug	-un	/s/	sun	-ip	/l/	lip	-ide	/r/	ride	-oze	/r/	rose	-oat	/k/	coat
	-eg	/b/	beg	-um	/s/	sum	-ate	/d/	date	-ide	/s/	side	-oak	/s/	soak
	-og	/f/	fog	-ug	/t/	tug	-ōne	/t/	tone	-ade	/f/	fade	-eat	/m/	meat
	-ith	/w/	with	-am	/b/	bam	-ome	/h/	home	-obe	/r/	robe	-ouch	/p/	pouch
	-ot	/n/	not	-ig	/j/	jig	-āve	/g/	gave	-ike	/h/	hike	-eel	/h/	heel
	-ad	/h/	had	-en	/h/	hen	-oze	/n/	nose	-ale	/p/	pale	-aid	/r/	raid
	-id	/l/	lid	-ob	/m/	mob	-ite	/k/	kite	-oke	/j/	joke	-ail	/n/	nail
	-ug	/m/	mug	-ot	/t/	tot	-ame	/f/	fame	-ime	/l/	lime	-ease	/t/	tease
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>/</u> / and what is left?"	Don	/d/	on	vat	/v/	at	moat	/m/	oat	name	/n/	aim	time	/t/	I'm
*Use sounds	tin	/t/	in	peach	/p/	each	take	/t/	ache	Sam	/s/	am	soar	/s/	oar
Ex. T: teach S: teach	pup	/p/	up	coat	/k/	oat	sit	/s/	it	hand	/h/	and	mall	/m/	all
T: Without / <u>/</u> / and what is left?	hall	/h/	all	bake	/b/	ache	tar	/t/	are	reach	/r/	each	jump	/j/	ump
S: each	teach	/t/	each	fit	/f/	it	pout	/p/	out	pinch	/p/	inch	damp	/d/	amp
	bit	/b/	it	by	/b/	I	cup	/k/	up	neat	/n/	eat	sake	/s/	ake
	peel	/p/	eel	joke	/j/	oak	meet	/m/	eat	tin	/t/	in	car	/k/	are
	mat	/m/	at	sill	/s/	ill	bend	/b/	end	wall	/w/	all	gear	/d/	ear
	tear	/t/	ear	thick	/th/	ick	ram	/r/	am	van	/v/	an	lend	/l/	end
	far	/f/	are	game	/g/	aim	band	/b/	and	beast	/b/	east	beach	/b/	each
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															
Language Awareness	Do you like to colour?			Baking pies can be fun.			Is it your birthday?			Can you come to my house?			I like to get new clothes.		
Teacher says the sentence.	I like to colour.			I see planes in the sky.			The puppy licked my hand.			What did he say?			Do you like to get new clothes?		
Students repeat the sentence,	My teacher is very nice.			My family is cool!			I like to sleep in my own bed.			I always try to listen.			Did you hear that noise?		
and then count the number of words	I <i>really</i> love my class!			I always try my best.			Did you ask your parents?			I know I am a smart kid!			My teacher helps me learn.		
in each sentence. Students share the	We had fun at recess!			Do you always try your best?			The teacher told us what to do.			Don't forget to smile.			I like to hear music.		
number of words.	Can you sleep at my house?			Learning at school is so much fun!			I listen to my teacher.			I have really great friends!			This is a great place!		
	Lunch is a fun time.			Do you like to learn?			I like to get exercise.			I like to go shopping.			I am so happy today!		

Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards Show the flashcards & say, "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards Show the flashcards & say, "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use students' names. See Glossary for Letter Cheer instructions.	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Instructions vary by day. Mon, Wed & Fri: Teacher reads the word set. Students repeat only the two rhyming words. Tues & Thurs: Teacher reads the word set. Students repeat only the one non-rhyming word. *Answers in bold	Repeat the two words that rhyme. whiff, sniff , no mask, task , see as, has , it Jan, ran , job pig, fig , lot fall, mall , put ten, nut, cut so, rub, tub do, camp, lamp my, me, tea	Repeat the word that doesn't rhyme. at, mat, egg hot, not, sun red, head, did cup, pup, wig hen, men, Sam set , dig, rig run , tab, crab pup , mop, pop bit , hid, did hot , sun, fun	Repeat the two words that rhyme. knit, pit , go for, yam, clam on, ten, wren nut, hut , hi sock, lock , zoo hut, gum, hum van, fan , hot be, self, elf he, big, dig puck, tuck , pie	Repeat the word that doesn't rhyme. not , pill, hill stop , jump, bump cash, dash, big bell, well, yet sing, wing, this doc , took, hook wall, fall, pack best, rest, met sock, tock, pod hub , duck, truck	Repeat the two words that rhyme. be, flop, shop crib, bib , to fig, swim, dim fog, log , off luck, stuff, cuff tug, plug , up still, gill , so can, craft, raft knock, block , row help, gem, them
Onset Fluency Teacher reads the word groups. Students say the onset sound found in each series. If the onset is a vowel, students also say if it is a long or short vowel. Ex. T: hair, ham, head S: /h/ Ex. T: it, in, is S: /i/, short vowel *Students say sound, not letter.	zoo, zero, zebra /z/ ask, am, apple /ă/ kind, kid, keep /k/ first, five, fox /f/ horn, hole, help /h/ deer, doll, due /d/ bill, badge, bump /b/ ever, edge, elk /ē/ gift, gate, gold /g/ joke, jump, just /j/	inch, is, its /i/ left, long, lunch /l/ milk, mouth, many /m/ octopus, ox, odd /ō/ quite, quill, quack /kw/ note, nest, nurse /n/ pillow, pole, page /p/ right, rock, rush /r/ town, turtle, tape /t/ soap, some, sand /s/	umbrella, us, upon /ü/ wink, west, walk /w/ yolk, yam, you /y/ add, ant, act /ă/ case, cold, come /k/ van, vase, very /v/ rug, reach, rest /r/ bunch, bear, bath /b/ desk, deal, dome /d/ every, end, eggs /ē/	foam, feast, four /f/ hear, horse, hand /h/ lamb, lake, lips /l/ job, jet, join /j/ igloo, insect, if /i/ give, golf, game /g/ name, nice, nut /n/ on, otter, opera /ō/ people, party, pie /p/ many, merry, most /m/	quiet, quest, quake /kw/ team, toss, time /t/ vine, vote, voice /v/ six, seven, seek /s/ year, yawn, yes /y/ worm, wood, wait /w/ zone, zip, zoom /z/ belt, boost, bank /b/ rules, range, rink /r/ under, up, until /ü/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: p-a-d S: pad	k-ă-b cab d-ŭ-k duck p-ŏ-p pop l-ě-s less h-ŭ-g hug p-ŭ-k pick f-ŏ-ks fox t-ŭ-b tub h-ě-n hen t-ŏ-t tot	r-ŭ-d rid k-ŭ-f cuff h-ă-t hat g-ŭ-v give w-ŭ-n win m-ŭ-d mud b-ŭ-z buzz p-ă-k pack m-ŏ-p mop l-ă-p lap	p-ě-g peg l-ă-b lab h-ă-z has f-ŭ-b fib k-ŭ-t cut s-ŭ-m sum l-ŭ-p lip g-ŏ-t got b-ă-t bat l-ŭ-v love	h-ŭ-l hill h-ă-m ham t-ă-ck tack l-ě-d led k-ă-p cap m-ě-s mess r-ŭ-f rough n-ě-k neck s-ŭ-ks six f-ŭ-z fuzz	f-ŭ-n fun s-ŏ-b sob l-ă-d lad f-ŭ-g fig t-ě-n ten h-ă-v have f-ă-n fan h-ŭ-m him w-ě-b web l-ŏ-t lot
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Final Sounds Teacher says the word. Students repeat the word and over enunciate the final sound. Ex. T: dish S: d-i-SH "punCH iT ouT"	parro T idea L behin D eve N beca Me	dismi SS pri Ze sha Ke enou GH /f/ ca Ge /j/	alrigh T shru G peop Le seaso N capture D	witne SS bla Ze brea K gira FFE pa Ge /j/	midnigh T beco Me equal L ribbo N rained D	kindne SS free Ze shoo K myself F hu Ge /j/	mediu M begi N basemen T principa L ashamed D	dellicious S squee Ze stea K tou GH /f/ lar Ge /j/	besi De muffi N patien T specia L preciou S	museu M si Ze stri Ke cou GH /f/ sta Ge /j/		
punCH iT ouT hand motion: The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.												
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: name S: name, n-ā-m	peg p-ě-g has h-ā-z cut k-ŭ-t lip l-ī-p bat b-ā-t	lab l-ă-b fib f-ŷ-b sum s-ŭ-m got g-ō-t love l-ŭ-v	hill h-ŷ-l tack t-ă-ck cap k-ă-p rough r-ŭ-f six s-ŷ-ks	ham h-ă-m led l-ě-d mess m-ě-s neck n-ě-k fuzz f-ŭ-z	fun f-ŭ-n laugh l-ă-f ten t-ě-n fan f-ă-n web w-ě-b	sob s-ō-b fig f-ŷ-g have h-ă-v him h-ŷ-m lot l-ō-t	cab k-ă-b pop p-ō-p hug h-ŭ-g fox f-ō-ks hen h-ě-n	duck d-ŭ-k less l-ě-s pick p-ŷ-k buzz b-ŭ-z tot t-ō-t	rid r-ŷ-d hat h-ă-t win w-ŷ-n tub t-ŭ-b mop m-ō-p	cuff k-ŭ-f give g-ŷ-v tub t-ŭ-b pack p-ă-k lap l-ă-p		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.												
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" *Use sounds Ex. T: mop S: mop T: Change /m/ to /t/ and the word is? S: top	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	Todd	/r/	rod	jog	/d/	dog	pop	/h/	hop	shock	/n/	knock
	rod	/n/	nod	dog	/f/	fog	hop	/m/	mop	knock	/r/	rock
	nod	/s/	sod	fog	/h/	hog	mop	/t/	top	sod	/p/	pod
	sod	/p/	pod	hog	/p/	pog	top	/ch/	chop	pod	/T/	Todd
	pod	/k/	cod	pog	/l/	log	chop	/sh/	shop	Todd	/r/	rod
	knob	/j/	job	got	/d/	dot	mock	/d/	dock	dot	/k/	cot
	job	/s/	sob	dot	/h/	hot	dock	/r/	rock	fog	/d/	dog
	sob	/r/	rob	hot	/n/	not	rock	/s/	sock	hot	/g/	got
	rob	/k/	cob	not	/r/	rot	sock	/t/	tock	hop	/m/	mop
	cob	/B/	Bob	rot	/p/	pot	tock	/l/	lock	mod	/n/	nod
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.												

Phonemic Awareness Training Lesson Plan for Week 9

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add / / / at the beginning and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds	-at	/k/	cat	-unt	/h/	hunt	-ock	/l/	lock	-ing	/k/	king	-end	/b/	bend
Ex. T: eli S: eli	-us	/b/	bus	-est	/b/	best	-ink	/p/	pink	-unk	/j/	junk	-aft	/r/	raft
T: Add /w/ at the beginning and the word is? S: well	-ift	/g/	gift	-and	/s/	sand	-ell	/t/	tell	-op	/h/	hop	-ut	/n/	nut
	-ock	/s/	sock	-im	/d/	dim	-amp	/k/	camp	-ed	/r/	red	-ick	/p/	pick
	-eli	/w/	well	-ack	/p/	pack	-us	/b/	bus	-ick	/s/	sick	-ot	/g/	got
	-ath	/m/	math	-eg	/m/	Meg	-od	/r/	rod	-ad	/m/	mad	-ib	/f/	fib
	-ug	/d/	dug	-op	/t/	top	-im	/h/	him	-eg	/l/	leg	-uff	/k/	cuff
	-ed	/h/	head	-id	/k/	kid	-ag	/t/	tag	-ot	/n/	not	-an	/v/	van
	-ot	/l/	lot	-up	/p/	pup	-em	/j/	gem	-un	/f/	fun	-ess	/l/	less
	-ix	/f/	fix	-ox	/f/	fox	-ud	/m/	mud	-am	/y/	yam	-ob	/j/	job
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / / / and what is left?"	hunt	/h/	unt	king	/k/	ing	cat	/k/	at	job	/j/	ob	pink	/p/	ink
*Use sounds	fox	/f/	ox	yam	/y/	am	fix	/f/	ix	bend	/b/	end	lock	/l/	ock
Ex. T: Meg S: Meg	dim	/d/	im	hop	/h/	op	gift	/g/	ift	raft	/r/	aft	camp	/k/	amp
T: Without /m/ and what is left?	sand	/s/	and	junk	/j/	unk	bus	/b/	us	pick	/p/	ick	tell	/t/	ell
S: egg	pup	/p/	up	sick	/s/	ick	lot	/l/	ot	van	/v/	an	gem	/j/	em
	kid	/k/	id	fun	/f/	un	well	/w/	ell	got	/g/	ot	bus	/b/	us
	top	/t/	op	leg	/l/	egg	math	/m/	ath	fib	/f/	ib	rod	/r/	od
	Meg	/m/	egg	not	/n/	ot	head	/h/	ed	less	/l/	ess	him	/h/	im
	pack	/p/	ack	mad	/m/	add	dug	/d/	ug	cuff	/k/	uff	tag	/t/	ag
	best	/b/	est	red	/r/	ed	sock	/s/	ock	nut	/n/	ut	mud	/m/	ud
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															
Language Awareness	I love reading books! (4)			My jacket is green. (4)			The thunder is so loud! (5)			I saw a squirrel in a tree. (7)			Do you eat hamburgers? (4)		
Teacher says the sentence.	Is it raining outside today? (5)			Our classroom is big! (4)			My backpack feels heavy. (4)			Where is the puppy going? (5)			Candy is a special treat. (5)		
Students repeat the sentence, and count the number of words in each sentence. Students say the number of words.	I like to listen to music. (6)			Your joke makes me laugh! (5)			Will we go to the library today? (7)			The trees are very tall. (5)			It is fun to build a snowman. (7)		
	I am so happy to be here! (7)			Do you ride on the bus? (6)			The wind is blowing the leaves. (6)			My shoes get wet in puddles. (6)			The bunny hops in the garden. (6)		
	The weather is _____. (?)			The sunshine feels warm. (4)			I love writing funny stories! (5)			That movie was so funny! (5)			We are baking your birthday cake. (6)		
	(add word(s) for today's weather).														

Phonemic Awareness Training Lesson Plan for Week 10

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards, Show the flashcards & say, "Letter(s) is/are _____," "Sound is _____,"	Card pack: Blend, digraph, and vowel flashcards, Show the flashcards & say, "Letter(s) is/are _____," "Sound is _____,"	Card pack: Blend, digraph, and vowel flashcards, Show the flashcards & say, "Letter(s) is/are _____," "Sound is _____,"	Card pack: Blend, digraph, and vowel flashcards, 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Production Teacher says the word. Students offer rhyming words. Can say "Give me 5" to remind students of 5 word limit. *Teacher can accept real or nonsense words.	Words with short ä hat mad can back wag cap	Words with short ě set bend bed tell hen rest	Words with short ĩ did dip big hit fin lick	Words with short ő dog dock hop knob cot fox	Words with short ü tub nun bug cut gum dunk
Onset Fluency Teacher reads the word series. Students say the onset sound found in each series. Ex. T: cab, cube, cat S: /k/ *If the onset is a vowel, ask students to identify if it is the short or long vowel sound.* Students say sound, not letter.	cab, cube, cat /k/ go, get, gone /g/ kit, kiss, kind /k/ on, off, olives /ð/* see, sat, sew /s/ do, dig, don't /d/ ever, excel, end /ĕ/* last, low, lie /l/ ice, idea, Isaac /i/* tie, take, Tom /t/	at, am, apple /ă/* egg, end, etch /ĕ/* jam, jar, joke /j/ my, me, mow /m/ quote, quiet, quack /kw/ big, bite, bow /b/ hi, hit, hello /h/ it, if, inch /ĭ/* nice, nest, now /n/ ram, rake, real /r/	vase, voice, very /v/ yes, yawn, yoke /y/ aim, ache, age /ā/* win, want, water /w/ game, got, go /g/ undo, up, under /ŭ/* zero, zip, zag /z/ by, begin, boy /b/ eat, eel, even /ē/* I, ice, I'm /ī/*	came, car, cash /k/ fall, fish, fun /f/ juice, judge, jam /j/ each, emu, equal /ē/* rash, ride, row /r/ did, dug, dice /d/ up, us, until /ü/* lip, lock, leg /l/ put, peg, pan /p/ oats, ocean, only /ō/*	kick, kids, key /k/ on, odd, ox /ð/* vet, visit, very /v/ yes, yo-yo, yet /y/ beg, bet, bun /b/ add, atlas, ask /ă/* school, sub, sick /s/ was, will, we /w/ zip, zoo, zap /z/ use, uniform, unite /ū/*
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: f-ĕ-ks S: fox	h-ŭ-g hug s-ŏ-b sob l-ĭ-d lid f-ĕ-d feed p-ă-d pad l-ă-k lake w-ē-k week t-ĭ-m time n-ŏ-z nose f-ŭ-m fume	b-ă-g bag f-ĕ-l fell h-ĭ-m him p-ŏ-t pot n-ŭ-t nut n-ă-m name f-ĕ-t feet d-ĭ-v dive v-ŏ-t vote h-ŭ-j huge	k-ŭ-t cute d-ŏ-t dot f-ĭ-l file n-ŏ-d nod n-ă-p nap k-ŭ-t cut b-ŏ-n bone t-ĭ-l tile s-ĕ-l seal r-ă-n rain	k-ă-p cape k-ŭ-b cube p-ĕ-t pet h-ŏ-m home d-ĭ-m dim s-ĭ-d side n-ŏ-b knob s-ĕ-t seat k-ŭ-m come r-ă-k rake	b-ĭ-t bite k-ŏ-d code k-ă-n cane t-ă-m tame r-ĕ-d read s-ĕ-d seed k-ŭ-p cup t-ŭ-b tube l-ŏ-t lot r-ŏ-b robe
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 10

Skills	Monday				Tuesday				Wednesday				Thursday				Friday			
Identifying Medial Sounds Teacher says the word. Students repeat the word, emphasizing the medial sound & identify it as short or long. Ex. T: job S: jOb	bAt	bEll	mAp	lEg	jAm	lEss	hAt	sEt	cAn	bEg										
	hId	fOx	fIx	mUm	bIll	lOt	bIg	hOp	fIl	sOcks										
	dUg	cAn	bUg	fAn	bUzz	sAck	rUn	pAn	gUm	mAn										
	lEt	sIp	wEll	dId	lEg	pIll	wEb	mIss	mEt	rIp										
	jOb	bUs	pOp	tUb	bOx	cUff	rOck	fUzz	sOb	dUck										
Roller Coaster hand motion: Teachers and students move their arm like a roller coaster going over a hill. The 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.																				
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: got S: got, g-ō-t	hug	h-ŭ-g	sob	s-ō-b	bag	b-ă-g	fell	f-ĕ-l	cute	k-ŭ-t	dot	d-ō-t	cape	k-ā-p	cube	k-ŭ-b	bite	b-i-t	code	k-ō-d
	lid	l-ĭ-d	feed	f-ē-d	him	h-ĭ-m	pot	p-ō-t	fill	f-ĭ-l	nod	n-ō-d	pet	p-ĕ-t	home	h-ō-m	cane	k-ā-n	tame	t-ā-m
	pad	p-ă-d	lake	l-ā-k	nut	n-ŭ-t	name	n-ā-m	nap	n-ă-p	fuse	f-ŭ-z	dim	d-ĭ-m	side	s-ĭ-d	read	r-ē-d	seed	s-ē-d
	well	w-ĕ-l	time	t-ĭ-m	feet	f-ē-t	dive	d-ĭ-v	bone	b-ō-n	mill	m-ĭ-l	knob	n-ō-b	seat	s-ē-t	cup	k-ŭ-p	tube	t-ŭ-b
	nose	n-ō-z	fume	f-ŭ-m	vote	v-ō-t	huge	h-ŭ-j	seal	s-ē-l	rain	r-ā-n	come	c-ŭ-m	rake	r-ā-k	lot	l-ō-t	robe	r-ō-b
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.																				
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" *Use sounds Ex.T: punch S: punch T: Change /p/ to /l/ and the word is? S: lunch	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response		
	puck	/d/	duck	hump	/b/	bump	chum	/m/	Mum	hub	/k/	cub	gust	/m/	must					
	duck	/b/	buck	bump	/d/	dump	Mum	/h/	hum	cub	/r/	rub	must	/j/	just					
	buck	/l/	luck	dump	/l/	lump	hum	/g/	gum	rub	/s/	sub	just	/d/	dust					
	luck	/t/	tuck	lump	/p/	pump	gum	/s/	sum	sub	/t/	tub	dust	/r/	rust					
	tuck	/y/	yuck	pump	/j/	jump	sum	/n/	numb	tub	/n/	nub	rust	/g/	gust					
	rug	/b/	bug	bunk	/j/	junk	gun	/b/	bun	crunch	/p/	punch	gut	/g/	gut					
	bug	/h/	hug	junk	/d/	dunk	bun	/f/	fun	punch	/l/	lunch	cut	/k/	cut					
	hug	/j/	jug	dunk	/s/	sunk	fun	/s/	sun	lunch	/h/	hunch	cut	/n/	nut					
	jug	/m/	mug	sunk	/ch/	chunk	sun	/r/	run	hunch	/b/	bunch	nut	/h/	hut					
	mug	/t/	tug	chunk	/th/	thunk	run	/p/	pun	bunch	/m/	munch	hut	/m/	mutt					
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.																				

Phonemic Awareness Training Lesson Plan for Week 10

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the rime. Students repeat the rime. Teacher says, "Add / <u>/</u> / at the beginning and the word is?" *Use sounds Ex. T: each S: each T: Add /p/ at the beginning and the word is? S: peach	-ock	/r/	rock	-at	/s/	sat	-oat	/b/	boat	-aim	/k/	came	-I'm	/t/	time
	-in	/p/	pin	-each	/r/	reach	-ache	/r/	rake	-am	/p/	Pam	-or	/f/	for
	-up	/k/	cup	-oat	/m/	moat	-all	/w/	wall	-and	/l/	land	-all	/k/	call
	-it	/s/	sit	-aim	/g/	game	-end	/l/	lend	-in	/t/	tin	-ear	/t/	tear
	-at	/b/	bat	-ache	/t/	take	-are	/t/	tar	-each	/b/	beach	-ump	/j/	jump
	-eel	/f/	feel	-i	/m/	my	-eat	/f/	feet	-all	/m/	mall	-ache	/b/	bake
	-ear	/h/	hear	-ill	/f/	fill	-up	/k/	cup	-east	/f/	feast	-end	/s/	send
	-each	/p/	peach	-it	/kw/	quit	-out	/p/	pout	-inch	/p/	pinch	-amp	/l/	lamp
	-ease	/t/	tease	-ail	/h/	hail	-at	/k/	cat	-oal	/k/	coal	-ail	/m/	mail
	-ate	/d/	date	-ouch	/p/	pouch	-ome	/h/	home	-oak	/s/	soak	-own	/l/	lone
Adding hand motion: Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	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>/</u> / and what is left?" *Use sounds Ex. T: mall S: mail T: Without /r/ and what is left? S: all	sat	/s/	at	rock	/r/	ock	came	/k/	aim	time	/t/	I'm	boat	/b/	oat
	moat	/m/	oat	cup	/k/	up	land	/l/	and	tear	/t/	ear	wall	/w/	ail
	fill	/f/	ill	bat	/b/	at	feast	/f/	east	fuse	/f/	use	cup	/k/	up
	quit	/kw/	it	peach	/p/	each	mail	/m/	ail	send	/s/	end	pout	/p/	out
	my	/m/	I	feel	/f/	eel	pinch	/p/	inch	ledge	/l/	edge	rake	/r/	ache
	take	/t/	ache	sit	/s/	it	beach	/b/	each	call	/k/	all	lend	/l/	end
	reach	/r/	each	pin	/p/	in	Pam	/p/	am	bake	/b/	ache	tar	/t/	are
	game	/g/	aim	hear	/h/	ear	tin	/t/	in	for	/f/	or	feet	/f/	eat
	lone	/l/	own	tease	/t/	ease	home	/h/	ome	pouch	/p/	ouch	soak	/s/	oak
	cat	/k/	at	coal	/k/	oal	date	/d/	ate	mail	/m/	ail	hail	/h/	ail
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"	Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Production Teacher says the word. Students offer rhyming words. Can say "Give me 5" to remind students of 5 word limit. *Teacher can accept real or nonsense words.	Words with short ä sand zap tab van chat dash	Words with short ë shed tend Meg net Bess den	Words with short ĩ thick hill did ring rip bit	Words with short ö hot sob top shock rod box	Words with short ũ shut jump munch rug sun cup
Onset Fluency Teacher says the word. Students repeat the word and isolate the digraph sound. *voiced /th/ sound Ex. T: they S: they, /th/*	chain /ch/ shook /sh/ they /th/* whale /wh/ cheek /ch/ thunder /th/ what /wh/ shapes /sh/ chips /ch/ whisk /wh/	shadow /sh/ thick /th/ where /wh/ child /ch/ thorn /th/ whisper /wh/ shine /sh/ chop /ch/ them /th/* shell /sh/	whisker /wh/ cheese /ch/ shell /sh/ while /wh/ thaw /th/ shield /sh/ thirsty /th/ cherry /ch/ thank /th/ shave /sh/	shampoo /sh/ chest /ch/ whirl /wh/ short /sh/ third /th/ wheat /wh/ shin /sh/ thirty /th/ chewing /ch/ when /wh/	thumb /th/ shovel /sh/ chimney /ch/ whistle /wh/ shout /sh/ chair /ch/ wheels /wh/ shirt /sh/ the /th/* change /ch/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. *voiced /th/ = this Ex. T: th-ŭ-m S: thumb	ch-ö-p chop wh-ĩ-t white *th-ĩ-s this th-ŭ-m thumb sh-ē-p sheep *th-ē-m them sh-ā-p shape ch-ĩ-m chime th-ĩ-k thick wh-ā-l whale	th-ir-d third sh-ā-d shade *th-ē-n then ch-ē-z cheese wh-ē-n when *th-ē-z these ch-ē-s-t chest wh-ē-t wheat th-ŭ-n-d-er thunder sh-ē-t-s sheets	wh-ē-l-z wheels th-ĩ-n-k think sh-ō show *th-ō-z those ch-ā-s chase ch-ē-k-s cheeks wh-ĩ-ch which th-r-ē-d thread sh-ĩ-n shine *th-ā-t that	sh-ē-l-z shells ch-ō-k choke wh-ō-t what th-ā-n-k thank *th-ō though ch-ē-f chief th-r-ō throw sh-ŭ-t shut th-ā * they wh-ĩ-f whiff	r-ē-n-ch wrench s-ĩ-x-th sixth b-r-ŭ-sh brush f-ĩ-n-ĩ-sh finish l-ŭ-n-ch lunch f-ĩ-f-th fifth c-r-ā-sh crash t-ē-ch teach f-l-ā-sh flash t-ē-th teeth
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Identifying Medial Sounds Teacher says the word. Students repeat the word, overenunciating the medial sound & identify if the vowel is short or long. Ex. T: rib S: rIb	sAd /ă/	lAp /ă/	bAd /ă/	fAn /ă/	sAg /ă/	wAx /ă/	vAn /ă/	jAb /ă/	pAt /ă/	hAm /ă/					
	rIb /I/	mIx /I/	sIx /I/	kId /I/	pIn /I/	zIp /I/	wIl /I/	lId /I/	dIp /I/	fIx /I/					
	bOp /ô/	dOt /ô/	nOt /ô/	rOd /ô/	lOt /ô/	jOb /ô/	pOp /ô/	hOt /ô/	nOd /ô/	cOb /ô/					
	yUm /ü/	cUb /ü/	mUg /ü/	hUt /ü/	cUt /ü/	rUg /ü/	bUd /ü/	dUg /ü/	hUm /ü/	mUm /ü/					
	fEd /ë/	wEb /ë/	wEd /ë/	dEn /ë/	bEd /ë/	mEt /ë/	rEd /ë/	mEn /ë/	wEt /ë/	tEn /ë/					

Roller Coaster hand motion: Teachers and students move their arms like roller coasters going over a hill. The 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.

Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: when S: when, wh-e-n	third	th-ir-d	shells	sh-ě-l-z	chop	ch-ô-p	wrench	wr-ě-n-ch	that	th-ă-t
	shade	sh-ā-d	choke	ch-ō-k	white	wh-ī-t	sixth	s-ŷ-ks-th	thin	th-ī-n
	then	th-ě-n	what	wh-ô-t	this	th-ŷ-s	brush	b-r-ŷ-sh	show	sh-ō
	cheese	ch-ě-z	thank	th-ā-n-k	thumb	th-ŷ-m	finish	f-ŷ-n-ŷ-sh	those	th-ō-z
	when	wh-ě-n	though	th-ō *	sheep	sh-ē-p	lunch	l-ŷ-n-ch	chase	ch-ā-s
	these	th-ē-z	chief	ch-ē-f	them	th-ě-m	fifth	f-ŷ-f-th	cheeks	ch-ē-k-s
	chest	ch-ě-s-t	throw	th-r-ō	shape	sh-ā-p	crash	c-r-ă-sh	which	wh-ŷ-ch
	wheat	wh-ē-t	shut	sh-ŷ-t	chime	ch-ī-m	branch	b-r-ă-n-ch	thread	th-r-ě-d
	thunder	th-ŷ-n-d-er	they	th-ā	thick	th-ŷ-k	flash	f-l-ă-sh	shine	sh-ī-n
	sheets	sh-ē-t-s	whiff	wh-ŷ-f	whale	wh-ā-l	teeth	t-ē-th	wheels	wh-ē-l-z

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

Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /f/ and the word is?" *Use sounds Ex. T: send S: send T: Change /s/ to /m/ and the word is? S: mend	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	med	/f/	fed	chest	/b/	best	wet	/b/	bet	tent	/d/	dent	beg	/M/	Meg
	fed	/b/	bed	best	/n/	nest	bet	/m/	met	dent	/w/	went	Meg	/I/	leg
	bed	/I/	led	nest	/w/	west	met	/s/	set	went	/s/	sent	leg	/p/	peg
	led	/r/	red	west	/t/	test	set	/g/	get	sent	/I/	lent	peg	/b/	beg
	red	/sh/	shed	test	/r/	rest	get	/I/	let	lent	/v/	vent	wreck	/d/	deck
	dell	/s/	sell	zen	/B/	Ben	fend	/b/	bend	guess	/I/	less	deck	/n/	neck
	sell	/t/	tell	Ben	/t/	ten	bend	/s/	send	less	/m/	mess	neck	/p/	peck
	tell	/b/	bell	ten	/h/	hen	send	/m/	mend	mess	/ch/	chess	peck	/ch/	check
	bell	/w/	well	hen	/d/	den	mend	/I/	lend	chess	/y/	yes	check	/r/	wreck
	well	/sh/	shell	den	/th/	then	lend	/t/	tend	yes	/W/	Wes			

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Adding 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?"	-ed	/sh/	shed	-ish	/f/	fish	-elf	/sh/	shelf	-orth	/n/	north	-is	/wh/	whiz
Use sounds	-at	/th/	that	-est	/ch/	chest	-ick	/ch/	chick	-isk	/wh/	whisk	-ird	/th/	third
Ex. T: air S: air	-i	/wh/	why	-ink	/th/	think	-air	/wh/	where	-ump	/th/	thump	-air	/sh/	share
T: Add /ch/ at the beginning and the word is? S: chair	-air	/ch/	chair	-eat	/wh/	wheat	-uch	/s/	such	-arm	/ch/	charm	-ooze	/ch/	choose
voiced /th/ sound (i.e. this)	-arp	/sh/	sharp	-an	/th/	than	-ing	/th/	thing	-irst	/th/	thirst	-ash	/k/	cash
Adding hand motion: Teacher holds left palm out in front to show the rime. Add the first sound with your right hand, and lightly clap hands together for whole word.	-ash	/d/	dash	-ore	/sh/	shore	-ăth	/m/	math	-out	/sh/	shout	-iss	/th/*	this
	-ale	/wh/	whale	-ill	/ch/	chill	-ort	/sh/	short	-each	/b/	beach	-unk	/ch/	chunk
	-ess	/ch/	chess	-outh	/m/	mouth	-each	/r/	reach	-isper	/wh/	whisper	-ell	/sh/	shell
	-ower	/sh/	shower	-if	/wh/	whiff	-ich	/wh/	which	-ease	/th/*	these	-ite	/wh/	white
	-itch	/h/	hitch	-i	/sh/	shy	-ănk	/th/	thank	-ash	/r/	rash	-ock	/sh/	shock
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/ and what is left?"	fish	/f/	ish	whiz	/wh/	is	shed	/sh/	ed	shelf	/sh/	elf	north	/n/	orth
*Use sounds	think	/th/	ink	cash	/k/	ash	why	/wh/	I	such	/s/	uch	charm	/ch/	arm
Ex. T: third S: third	chest	/ch/	est	chunk	/ch/	unk	dash	/d/	ash	math	/m/	ath	thirst	/th/	irst
T: Without /th/ and what is left?	wheat	/wh/	eat	share	/sh/	air	whale	/wh/	ale	thing	/th/	ing	whisk	/wh/	isk
S: ird	shore	/sh/	or	this	/th/*	iss	hitch	/h/	itch	short	/sh/	ort	beach	/b/	each
voiced /th/ sound (i.e. this)	than	/th/	an	choose	/ch/	ooze	sharp	/sh/	arp	thank	/th/	ank	shout	/sh/	out
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the digraph or blend, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.	chill	/ch/	ill	shock	/sh/	ock	chair	/ch/	air	where	/wh/	air	rash	/r/	ash
	whiff	/wh/	iff	white	/wh/	ite	shower	/sh/	our	reach	/r/	each	whisper	/wh/	isper
	mouth	/m/	outh	shell	/sh/	ell	chess	/ch/	ess	which	/wh/	itch	these	/th/*	ease
	shy	/sh/	I	third	/th/	ird	that	/th/*	at	chick	/ch/	ick	thump	/th/	ump

Phonemic Awareness Training Lesson Plan for Week 12

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, Digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon & Tues: Teacher reads the word pair. Students show "Thumbs Up" if the words rhyme, or "Thumbs Down" if the words don't rhyme. Wed & Thurs: Teacher reads the word set. Students repeat only the two rhyming words. Fri: Students produce 3-5 rhyming words for each word provided.	Rhyme Recognition: Thumbs Up / Thumbs Down chip, trip shot, spot whip, white this, miss chop, clock shine, spine when, then that, flat those, mouse chick, stick	Rhyme Recognition: Thumbs Up / Thumbs Down much, such with, win wish, dish moth, cloth rich, pitch mash, cash couch, pouch teeth, leaf mouth, south peach, reach	Rhyme Recognition: Repeat the two words that rhyme. rich, pitch, Tim peach, toe, teach much, my, touch man, math, bath ash, is, dash which, with, ditch ouch, fry, couch fly, fish, wish must, mush, crush push, bush, bus	Rhyme Recognition: Repeat the two words that rhyme. flash, mash, me fun, lunch, bunch bath, boy, path beach, ball, peach tooth, too, booth mesh, fresh, free inch, in, pinch sun, such, hutch hatch, hat, match poach, by, coach	Rhyme Production: shell shore thin chop black thick chat ship chain chest
Onset Fluency Teacher reads the words in the series. Students listen and isolate the repeated digraph sound. *voiced /th/	this, those, there* /th/ shower, shine, shave /sh/ thick, thin, thinking /th/ chill, chewy, choice /ch/ which, whisk, whim /wh/	chess, checkers, chip /ch/ shoe, show, shins /sh/ these, the, them* /th/ whiskers, wheat, whirl /wh/ think, thank, thorn /th/	whimper, whiz, whether /wh/ ship, shore, shady /sh/ then, that, these* /th/ change, chase, cheddar /ch/ theft, thief, think /th/	what, when, why /wh/ cheese, chimney, chin /ch/ sheep, shy, shopping /sh/ than, them, that* /th/ thump, thud, thaw /th/	shame, sharp, shake /sh/ thunder, thing, thank /th/ chirp, chain, chop /ch/ there, they, this* /th/ white, whale, where /wh/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. *voiced /th/ = this	sh-ĭ-p ship ch-ĕ-ss chess th-or-n thorn wh-ā-m wham sh-ĕ-l-f shelf th-ŭ-m-p thump wh-ĭ why ch-ĭ-l-l chill *th-ā-t that sh-ar-k shark	wh-ĭ-s-k whisk ch-ā-n chain sh-ā-k shake *th-ē-z these wh-ĭ-z whiz sh-ō-ck shock th-aw thaw ch-ē-k cheek s-ou-th south sh-ĭ shy	m-ā-th math ch-ō-z chose wh-ĭ-n whine c-ā-sh cash s-ĭ-x-th sixth l-ŭ-n-ch lunch th-ē-m theme wh-oo-p-s whoops sh-ā-v shave ch-ĭ-m chime	d-ĭ-sh dish r-ē-ch reach n-or-th north wh-ĭ-t white f-r-ē-sh fresh sh-ĭ-f-t shift th-r-ō throw p-ŭ-n-ch punch g-r-ō-th growth ē-ch each	b-ē-ch beach b-r-ŭ-sh brush *th-ā-n than wh-ē-t wheat f-ĭ-sh fish wh-ĭ-ch which s-m-oo-th* smooth ĭ-n-ch inch t-ē-th teeth s-p-l-ā-sh splash
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 12

Skills

Monday

Tuesday

Wednesday

Thursday

Friday

Identifying Medial or Final Sounds	Identify Final Digraph Sound		Identify Medial Sound		Identify Final Digraph Sound		Identify Medial Sound		Identify Final Digraph Sound	
	fish	puSH	chEck /ě/	bAth /ă/	worTH	diSH	mAth /ă/	shEd /ě/	souTH	ditCH
Teacher says the word. Students repeat the word and overenunciate the final or medial sound. Ex. T: dish S: diSH or T: check S: chEck	wiTH	churCH	shOck /ô/	thIck /i/	freSH	matCH	thUs /ü/	wIth /i/	whoosH	leaSH
	reaCH	cloTH	chAt /ă/	whEn /ē/	pinCH	ninTH	shIn /i/	mUsh /ü/	preaCH	breaTH
	beneaTH	wreaTH	thIs /i/	mAsh /ă/	mouTH	touCH	whIm /i/	chOp /ô/	paTH	maSH
	waSH	inCH	thUmb /ü/	rUsh /ü/	flaSH	finiSH	chEss /ě/	thIn /i/	teaCH	truTH

punCH iT ouT hand motion: (M,W,F) The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.
 punCH iT ouT hand motion for Medial Sounds (T, Th): Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.

Segmenting Phonemes	math		chess		chain		which		throw	
	chose	m-ă-th	ship	ch-ě-s	shake	ch-ā-n	fish	wh-ĩ-ch	reach	th-r-ō
Teacher says the word. Students repeat the word and chop it into phonemes.	lunch	ch-ō-z	thump	sh-ĩ-p	whiz	sh-ā-k	beach	f-ĩ-sh	dish	r-ē-ch
Ex. T: chip S: chip, ch-ĩ-p	them	l-ü-n-ch	chill	th-ü-m-p	these	wh-ĩ-z	splash	b-ē-ch	north	d-ĩ-sh
	sixth	*th-ě-m	shark	ch-ĩ-l	shy	*th-ē-z	inch	s-p-l-ă-sh	growth	n-or-th
	whine	s-ĩ-ks-th	wham	sh-ar-k	whisk	sh-ĩ	smooth	ĩ-n-ch	white	g-r-ō-th
	cash	wh-ĩ-n	thorn	sh-ā-m	thank	wh-ĩ-s-k	teeth	s-m-oo-th	fresh	wh-ĩ-t
	whoops	k-ă-sh	that	th-or-n	shock	th-ā-n-k	brush	t-ē-th	punch	f-r-ě-sh
	chime	wh-oo-p-s	shelf	*th-ă-t	thaw	sh-ō-k	than	b-r-ü-sh	shift	p-ü-n-ch
	shave	ch-ĩ-m	why	sh-ě-l-f	cheek	th-aw	wheat	th-ă-n	each	sh-ĩ-f-t
		sh-ā-v		wh-ĩ		ch-ē-k		wh-ē-t		ē-ch

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

Substituting Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	chip	/sh/	ship	share	/th/	there	slink	/th/	think	flake	/sh/	shake	stain	/ch/	chain
Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /t/ and the word is?"	cheese	/th/*	these	chop	/sh/	shop	store	/ch/	chore	please	/wh/	wheeze	braid	/sh/	shade
Use sounds	cheap	/sh/	sheep	thin	/ch/	chin	please	/th/	these	glove	/sh/	shove	sleet	/wh/	wheat
	chair	/sh/	share	wheat	/sh/	sheet	spark	/sh/	shark	plane	/ch/	chain	clay	/th/*	they
	sheet	/wh/	wheat	these	/wh/	wheeze	spill	/ch/	chill	breeze	/ch/	cheese	brick	/ch/	chick
	thick	/ch/	chick	sheep	/ch/	cheap	smock	/sh/	shock	slow	/sh/	show	drank	/th/	thank
	ship	/wh/	whip	there	/wh/	where	smart	/ch/	chart	trick	/th/	thick	black	/sh/	shack
	shin	/ch/	chin	whip	/ch/	chip	drum	/th/	thumb	flower	/sh/	shower	drum	/ch/	chum
	chore	/sh/	shore	chick	/th/	thick	swell	/sh/	shell	skin	/th/	thin	shed	/sh/	shed
	where	/ch/	chair	shoe	/ch/	chew	dress	/ch/	chess	snip	/sh/	ship	drape	/sh/	shape

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 12

Skills				Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes				Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the word or word part. Students repeat the word. Teacher says, "Add / <u>/</u> at the beginning and the word is?"				Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds				-ed	/sh/	shed	-ill	/ch/	chill	-at	/ch/	chat	-ear	/ch/	cheer	-or	/sh/	shore
Ex. T: ale S: ale				-if	/wh/	whiff	-eat	/wh/	wheat	-air	/sh/	share	-red	/th/	thread	-ease	/th/	these
T: Add /wh/ at the beginning and the word is? S: whale				-at	/th/*	that	-out	/sh/	shout	-ink	/th/	think	-ease	/ch/	cheese	-ace	/ch/	chase
*voiced /th/ (i.e. the)				-in	/ch/	chin	-itch	/wh/	which	-row	/th/	throw	-ick	/th/	thick	-aid	/sh/	shade
				-ale	/wh/	whale	-I'll	/wh/	while	-Earl	/wh/	whirl	-art	/ch/	chart	-rub	/sh/	shrub
				-an	/th/*	than	-eat	/sh/	sheet	-aim	/sh/	shame	-oars	/ch/	chores	-eat	/ch/	cheat
				-am	/sh/	sham	-urn	/ch/	churn	-air	/wh/	where	-ache	/sh/	shake	-red	/sh/	shred
				-ark	/sh/	shark	-eye	/sh/	shy	-in	/th/	thin	-rink	/sh/	shrink	-airy	/ch/	cherry
				-I	/wh/	why	-older	/sh/	shoulder	-eek	/ch/	cheek	-under	/th/	thunder	-ick	/ch/	chick
				-ease	/wh/	wheeze	-elf	/sh/	shelf	-ape	/sh/	shape	-eel	/wh/	wheel	-is	/wh/	whiz
Adding hand motion: Teacher holds left palm out in front to show the rime. Add the first sound with your right hand, and lightly clap hands together for whole word.																		
Deleting Phonemes				Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>/</u> and what is left?"				cheer	/ch/	ear	shore	/sh/	or	shed	/sh/	ed	chill	/ch/	ill	chat	/ch/	at
*Use sounds				thread	/th/	red	these	/th/	ease	whiff	/wh/	if	wheat	/wh/	eat	share	/sh/	air
Ex. T: shrub S: shrub				cheese	/ch/	ease	chase	/ch/	ace	that	/th/	at	shout	/sh/	out	think	/th/	ink
T: Without the /sh/ and what is left? S: rub				thick	/th/	ick	shade	/sh/	aid	chin	/ch/	in	which	/wh/	itch	throw	/th/	row
*voiced /th/ (i.e. the)				wheel	/wh/	eel	whiz	/wh/	is	wheeze	/wh/	ease	shelf	/sh/	elf	shape	/sh/	ape
				chart	/ch/	art	shrub	/sh/	rub	whale	/wh/	ale	while	/wh/	I'll	whirl	/wh/	Earl
				chores	/ch/	oars	cheat	/ch/	eat	than	/th/	an	sheet	/sh/	eat	shame	/sh/	aim
				shake	/sh/	ache	shred	/sh/	red	sham	/sh/	am	churn	/ch/	urn	where	/wh/	air
				shrink	/sh/	rink	cherry	/ch/	airy	why	/wh/	I	shy	/sh/	I	shore	/sh/	or
				thunder	/th/	under	chick	/ch/	ick	shark	/sh/	ark	shoulder	/sh/	older	check	/ch/	eck
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the digraph or blend, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.																		

Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon, Tues & Thurs: Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't. Wed: Students repeat only the non-rhyming words. Fri: Students produce rhyming words by adding or substituting a digraph at the beginning of each word.	Rhyme Recognition: Thumbs Up / Thumbs Down chip, whip shot, shop thick, chick that, chat cheese, these short, that shine, theme think, shrink than, chin	Rhyme Recognition: Thumbs Up / Thumbs Down each, teach breath, east porch, torch perch, purse fish, wish lunch, bunch north, south ouch, touch tooth, booth	Rhyme Recognition: Repeat the word that doesn't rhyme. thick, trick, chin chip, chop , ship crush, slush, the why, shy, me that, chat, than then, they , when she , chin, thin sham, the , wham much , mash, dash	Rhyme Recognition: Thumbs Up / Thumbs Down mouth, south teeth, week speech, beach pitch, stitch latch, last catch, cash crutch, much botch, boat moth, cloth	Rhyme Production: my (sh,th,wh) in (sh,ch,th) hen (wh,th) mop (sh,ch,wh) peas (ch,sh,wh,th) at (ch,th) pick (ch,th) or (ch,sh)
Onset Fluency Teacher asks, "Which word begins like <u> </u> (underlined word)?" Teacher says the other two words. Students respond with the word that begins with the same digraph sound. *voiced /th/	Which word begins like <u> </u>? chair: chop clock wheel: white paint she: heart shell chance: camp cheer these:* ten this*	Which word begins like <u> </u>? thick: tap thank check: keep chin shift: sheep sock wheat: does when chew: child cart	Which word begins like <u> </u>? thaw: think bed whale: jump which shape: show laugh chick: cheese fun shine: top shade	Which word begins like <u> </u>? whisper: kitten whisker show: short two whirl: where did that:* there* two chest: chalk pet	Which word begins like <u> </u>? shout: ship sand cherry: red chart thumb: miss thorn what: while look they:* be the*
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: ch-ē-z S: cheese	b-r-ā-n-ch branch v-ā-n-ī-sh vanish b-r-ē-th breath s-w-ī-sh swish ch-ī-l-d-r-ē-n children th-r-ō-n throne ch-ī-m-n-ē chimney s-l-ī-th-er slither th-r-ō-t throat s-ū-n-sh-ī-n sunshine	p-ō-l-ī-sh polish f-ē-th-er feather t-ī-k-l-ī-sh ticklish sh-ā-m-r-ō-k shamrock ch-ī-m-p-ā-n-z-ē chimpanzee th-ī-n-er thinner kw-ē-n-ch quench b-r-ū-th-er brother b-l-ē-ch-er-s bleachers ch-ī-l-ē chilly	wh-ī-s-p-er whisper w-ī-sh-b-ō-n wishbone w-ē-th-er weather r-ī-s-t-w-ō-ch wristwatch ch-ī-l-d-ī-sh childish b-ē-n-ch bench sh-ī-f-t shift sh-ā-k-er shaker ch-ū-n-k-ē chunky th-ī-k-n-ē-s thickness	sh-ā-d-ō shadow f-r-ē-n-d-sh-ī-p friendship m-ū-sh-r-oo-m mushroom ch-ī-k-ē-n chicken ch-ē-z-k-ā-k cheesecake c-r-ū-n-ch crunch sh-r-ī-n-k shrink Ch-ī-n-ū China b-r-ē-th breath sh-ā-p-s shapes	th-r-ē three ch-ā-n-j change s-ē-l-f-ī-sh selfish sh-ō-l-d-er shoulder l-ē-th-er leather th-ū-m-p thump ch-ē-k-er-s checkers ch-ā-p-t-er chapter sh-r-ī-m-p shrimp f-ū-th*-er father
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Phoneme Location	Where do you hear the digraph sound?		Where do you hear the digraph sound?		Where do you hear the digraph sound?		Where do you hear the digraph sound?		Where do you hear the digraph sound?			
Teacher says the word & asks, "Where do you hear the digraph sound?"	wishful	boyish	clashing	marched	athlete	punish	birthday	nothing	mother	shoelace		
Students repeat the word and say if the digraph sound is heard at the beginning, middle, or end of the word.	thankful	dashing	shadow	thumping	shipment	cloth	chicken	shower	thermometer	clothing		
	foolish	teacher	whining	hush	ticklish	thought	earth	weather	washing	eyelash		
	shiny	chunky	crunching	wishbone	without	something	father	feverish	workbench	punch		
	children	matching	checked	sunshine	touchdown	finish	much	lunchroom	thunderstorm	shoulder		
Segmenting Phonemes												
Teacher says the whole word.	shadow	sh-ă-d-ō	selfish	s-ě-l-f-ī-sh	vanish	v-ă-n-ī-sh	polish	p-ō-l-ī-sh	whisper	wh-ī-s-p-er		
Students repeat the word and chop it into phonemes.	mushroom	m-ŭ-sh-r-oo-m	shoulder	sh-ō-l-d-er	breathe	b-r-ē-th	feather	f-ē-th-er	wishbone	w-ī-sh-b-ō-n		
Ex. T: crunch S: crunch, c-r-ŭ-n-ch	chicken	ch-ī-k-ē-n	change	ch-ā-n-j	children	ch-ī-l-d-r-ē-n	ticklish	t-ī-k-l-ī-sh	weather	w-ē-th-er		
	shapes	sh-ā-p-s	checkers	ch-ě-k-er-s	sunshine	s-ŭ-n-sh-ī-n	thinner	th-ī-n-er	wristwatch	r-ī-s-t-w-ō-t-ch		
	shrink	sh-r-ī-n-k	thump	th-ŭ-m-p	throne	th-r-ō-n	shamrock	sh-ă-m-r-ō-k	thickness	th-ī-k-n-ē-s		
	breath	b-r-ē-th	shrimp	sh-r-ī-m-p	swift	sw-ī-f-t	quench	kw-ē-n-ch	swish	sw-ī-sh		
	crunch	c-r-ŭ-n-ch	three	th-r-ē	branch	br-ă-n-ch	bleachers	b-l-ē-ch-er-s	shaker	sh-ā-k-er		
	friendship	f-r-ē-n-d-sh-ī-p	father	f-ŭ-th-er	chimney	ch-ī-m-n-ē	brother	br-ŭ-th-er	chunky	ch-ŭ-n-k-ē		
	chuckle	ch-ŭ-k-l	leather	l-ē-th-er	throat	th-r-ō-t	chilly	ch-ī-l-ē	childish	ch-ī-l-d-ī-sh		
	shiver	sh-ī-v-er	chapter	ch-ă-p-t-er	slither	s-l-ī-th-er	chimpanzee	ch-ī-m-p-ă-n-z-ē	shift	sh-ī-f-t		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.												
Substituting Phonemes	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?"	grip	/sh/	ship	chat	/fi/	flat	shed	/shr/	shred	slug	/pl/	plug
*Use sounds	ship	/wh/	whip	flat	/sc/	scat	shred	/sl/	sled	plug	/sm/	smug
Ex. T: slip S: slip	whip	/sn/	snip	scat	/spl/	splat	sled	/sp/	sped	clap	/fl/	flap
T: Change /sl/ to /ch/ and the word is? S: chip	snip	/ch/	chip	splat	/th/	that	sped	/tr/	tread	flap	/sl/	slap
	chip	/sk/	skip	that	/ch/	chat	tread	/Fr/	Fred	slap	/sn/	snap
	skip	/dr/	drip	check	/fl/	fleck	swim	/tr/	trim	brag	/dr/	drag
	drip	/tr/	trip	fleck	/sp/	speck	trim	/sl/	slim	drag	/fl/	flag
	trip	/cl/	clip	speck	/wr/	wreck	slim	/sk/	skim	flag	/sw/	swag
	clip	/fl/	flip	wreck	/tr/	trek	skim	/br/	brim	swag	/sn/	snag
	flip	/sl/	slip	trek	/ch/	check	brim	/wh/	whim	snag	/br/	brag
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.												

Phonemic Awareness Training Lesson Plan for Week 13

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word or word part. Students repeat the word. Teacher says, "Add / <u> </u> / at the beginning and the word is?" *Use sounds Ex. T: eat S: eat T: Add /wh/ at the beginning and the word is? S: wheat	-air	/ch/	chair	-ick	/th/	thick	-aim	/bl/	blame	-rode	/st/	strode	-rove	/d/	drove
	-art	/ch/	chart	-in	/th/	thin	-ace	/br/	brace	-rime	/c/	crime	-ripe	/g/	gripe
	-eek	/ch/	cheek	-if	/wh/	whiff	-ice	/pr/	price	-mile	/s/	smile	-rave	/b/	brave
	-elf	/sh/	shelf	-under	/th/	thunder	-ride	/p/	pride	-wipe	/s/	swipe	-rake	/b/	brake
	-ore	/ch/	chore	-at	/th/	that	-lied	/s/	slide	-all	/sm/	small	-rate	/c/	crate
	-in	/ch/	chin	-air	/th/	there	-I've	/str/	strive	-rite	/sp/	sprite	-laid	/b/	blade
	-apes	/sh/	shapes	-ale	/wh/	whale	-pine	/s/	spine	-aim	/sh/	shame	-lake	/f/	flake
	-eel	/wh/	wheel	-eat	/wh/	wheat	-age	/st/	stage	-I'm	/ch/	chime	-ream	/c/	cream
	-aid	/sh/	shade	-in	/sh/	shin	-ate	/pl/	plate	-out	/sh/	shout	-rash	/c/	crash
	-ark	/sh/	shark	-I'll	/wh/	while	-aid	/tr/	trade	-apes	/gr/	grapes	-rice	/p/	price
Adding hand motion: Teacher holds left palm out in front to show the rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	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> </u> / and what is left?" *Use sounds Ex. T: sheet S: sheet T: Without /sh/ and what is left? S: eat	stroke	/st/	rode	drove	/d/	drove	chair	/ch/	air	thick	/th/	ick	blame	/b/	lame
	crime	/c/	rime	gripe	/g/	ripe	chart	/ch/	art	thin	/th/	in	brace	/b/	race
	smile	/s/	mile	brave	/b/	rave	cheek	/ch/	eek	wheat	/wh/	eat	price	/p/	rice
	swipe	/s/	wipe	brake	/b/	rake	shelf	/sh/	elf	thunder	/th/	under	pride	/p/	ride
	sprite	/sp/	right	blade	/b/	laid	shade	/sh/	aid	there	/th/	air	strive	/str/	I've
	shame	/sh/	aim	flake	/f/	lake	sheet	/sh/	eat	whale	/wh/	ale	spine	/s/	pine
	chime	/ch/	I'm	cream	/c/	ream	chin	/ch/	in	shin	/sh/	in	stage	/st/	age
	shout	/sh/	out	crash	/c/	rash	shapes	/sh/	apes	whiff	/wh/	if	plate	/pl/	ate
	grapes	/gr/	apes	price	/p/	rice	shark	/sh/	ark	while	/wh/	I'll	trade	/t/	raid
	small	/sm/	all	crate	/c/	rate	shore	/sh/	or	that	/th/	at	slide	/sl/	I'd
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the digraph or blend, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 14

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.					
Rhyme Production Teacher says the word. Students offer rhyming words. Can say "Give me 5" to remind students of 5 word limit. *Teacher can accept real or nonsense words.	Words with long ā vain bake tail rate bay same	Words with long ē jeep deal leach eat rēad bean	Words with long ī ride knight vice time like dine	Words with long ō nose throat yoke cope snow phone	Mixed vowel sounds price wheat snake bank slump show					
Onset Fluency Teacher reads word pairs. Students repeat words and show "Thumbs up" if the words begin with the same blend, or "Thumbs Down" if they do not.	slam, slip stop, flip blue, black play, free flop, fling	clip, clap glass, glow fly, flag sneeze, slide plant, place	blend, blood flake, sky plane, plant block, draw float, flower	class, cliff glad, glide sled, ski clock, clean globe, gray	planet, plastic blind, bread flavor, floor plate, space blush, blouse	sleep, star cloud, clay glove, grapes sleeve, sly close, cross	flame, floss pliers, spy blink, blow float, frog plug, plus	glow, glue slow, slush clown, dream gloom, gloss sleet, slate	blanket, bluff flood, flash plum, prey bless, brand fly, flat	clothes, clash gleam, frown slice, slime climb, cry glance, glee
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: b-r-ā-g S: brag	b-l-ā-k c-l-ā-m f-l-ā-g g-l-ā-d p-l-ā-n s-l-ī-p b-l-ē-n-d c-l-ā-p f-l-ā-p g-l-ā-d	black clam flag glad plan slip blend clap flap glad	p-l-ā-n-t s-l-ā-m b-l-ē-s c-l-ā-m-p f-l-ā-m g-l-ē-m p-l-ā-t s-l-ē-d b-l-ī-n-d c-l-ā	plant slam bless clamp flame gleam plate sled blind clay	f-l-ī-p g-l-ī-d p-l-ā s-l-ē-p b-l-ō-k c-l-ē-n f-l-ō-t g-l-ō-b p-l-ē-z s-l-ē-v	flip glide play sleep block clean float globe please sleeve	b-l-ō-n-d c-l-ō-k f-l-ī g-l-ū-v p-l-ū-g s-l-ī-s b-l-ō c-l-ō-z f-l-ī-t g-l-ō	blonde clock fly glove plug slice blow close flight glow	b-l-ē-d c-l-ū-m-p f-l-ā-sh g-l-ō-s p-l-ū-s s-l-ī-d b-l-ī-m-p c-l-ī-m f-l-ē g-l-ū	bleed clump flash gloss plus slide blimp climb flee glue
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 14

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Identifying Medial Sounds Teacher says the word. Students repeat the word, overenunciating the medial sound & identify if the vowel is short or long. Ex. T: clock S: cOok	blEss /è/	plUm /ü/	flIght /i/	glEAm /ē/	blUsh /ü/	plUg /ü/	flOss /ö/	slIde /i/	blEAch /ē/	slAb /ä/
	clOck /ö/	flAke /ā/	clUb /ü/	blAnk /ā/	glAncE /ä/	flOAt /ō/	blUnt /ü/	plAte /ā/	flUsh /ü/	clOse /ō/
	glAd /ä/	slEEk /ē/	plAlIn /ä/	slIght /i/	clOse /ö/	slEEp /ē/	glOAt /ō/	clEAn /ē/	plOt /ö/	blAZe /ā/
	flEsh /è/	slAck /ä/	slUsh /ü/	glOss /ö/	slIme /i/	flIck /i/	slEd /ë/	flAsh /ä/	clIck /i/	slUmp /ü/
	clUtch /ü/	blInk /i/	blAst /ä/	clAm /ä/	blEnd /ë/	clOve /ō/	clAmp /ä/	plEdge /ë/	glObe /ō/	plAce /ä/
runCHIT on T hand motion for Medial Sound (O) in P. Print in										

punCH iT ouT hand motion for Medial Sounds (Optional): Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.

Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: glide S: glide, g-l-ī-d	flip glide play sleep block clean float globe please sleeve	f-l-ī-p g-l-ī-d p-l-ā s-l-ē-p b-l-ō-k c-l-ē-n f-l-ō-t g-l-ō-b p-l-ē-z s-l-ē-v	blonde clock fly glove plug slice blow close flight glow	b-l-ō-n-d c-l-ō-k f-l-ī g-l-ū-v p-l-ū-g s-l-ī-s b-l-ō c-l-ō-s f-l-ī-t g-l-ō	bleed clump flash plop plus slide blimp climb flee glue	b-l-ē-d c-l-ū-m-p f-l-ā-sh p-l-ō-p p-l-ū-s s-l-ī-d b-l-ī-m-p c-l-ī-m-b f-l-ē g-l-ū	black clam flag glad plane slip blend clap flake glaze	b-l-ā-k c-l-ā-m f-l-ā-g g-l-ā-d p-l-ā-n s-l-ī-p b-l-ē-n-d c-l-ā-p f-l-ā-k g-l-ā-z	plant slate bless clamp flame gleam plate sled blind clay	p-l-ā-n-t s-l-ā-t b-l-ē-s c-l-ā-m-p f-l-ā-m g-l-ē-m p-l-ā-t s-l-ē-d b-l-ī-n-d c-l-ā
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Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.

Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" *Use sounds Ex. T: stump S: stump T: Change /st/ to /cl/ and the word is? S: clump	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	clap	/fl/	flap	slum	/dr/	drum	clip	/dr/	drip	grub	/cl/	club	frill	/dr/	drill
	flap	/sl/	slap	drum	/pl/	plum	drip	/gr/	grip	club	/fl/	flub	drill	/gr/	grill
	slap	/sn/	snap	plum	/th/	thumb	grub	/sk/	skip	flub	/gr/	grub	grill	/sk/	skill
	snap	/tr/	trap	thumb	/gl/	glum	skip	/sn/	snip	grub	/sn/	snub	skill	/sp/	spill
	trap	/scr/	scrap	glum	/str/	strum	snip	/tr/	trip	snub	/st/	stub	spill	/st/	still
	thick	/br/	brick	crook	/bl/	block	shrug	/dr/	drug	tread	/br/	bread	clap	/dr/	drop
	brick	/cl/	click	block	/cl/	clock	drug	/pl/	plug	bread	/dr/	dread	drop	/fl/	flop
	click	/sl/	slick	clock	/fl/	flock	plug	/sm/	smug	dread	/spr/	spread	flop	/pl/	plop
	slick	/tr/	trick	flock	/sm/	smock	smug	/sn/	snug	spread	/fl/	fled	plop	/st/	stop
	trick	/st/	stick	smock	/st/	stock	snug	/sl/	slug	fled	/sl/	sled	stop	/sl/	slop

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 14

Skills

Monday

Tuesday

Wednesday

Thursday

Friday

Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
the word or word ts repeat the word. s, "Add /s/ at the d the word is?"	-lant	/p/	plant	-lip	/f/	flip	-londe	/b/	blonde	-leed	/b/	bleed	-lack	/b/	black
	-late	/s/	slate	-lide	/g/	glide	-lock	/c/	clock	-lump	/c/	clump	-lam	/c/	clam
	-less	/b/	bless	-lay	/p/	play	-love	/g/	glove	-lash	/f/	flash	-lag	/f/	flag
	-lass	/c/	class	-leep	/s/	sleep	-lug	/p/	plug	-loss	/g/	gloss	-lad	/g/	glad
	-lame	/f/	flame	-leaze	/p/	please	-li	/f/	fly	-lus	/p/	plus	-lan	/p/	plan
	-learn	/g/	gleam	-lean	/c/	clean	-lice	/s/	slice	-lide	/s/	slide	-lap	/s/	slap
	-late	/p/	plate	-loat	/f/	float	-low	/b/	blow	-limp	/b/	blimp	-lend	/b/	blend
	-lay	/c/	clay	-lobe	/g/	globe	-leck	/f/	fleck	-lee	/f/	flee	-lash	/c/	clash
S: late the beginning and S: plate	-led	/s/	sled	-lock	/b/	block	-light	/f/	flight	-löp	/s/	slop	-lake	/f/	flake
	-lind	/b/	blind	-leeve	/s/	sleeve	-low	/g/	glow	-lime	/c/	climb	-lass	/g/	glass

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

Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
the word. Students d. Teacher says, and what is left?"	blonde	/b/	lõnd	bleed	/b/	lead	black	/b/	lack	plane	/p/	lane	flip	/f/	lip
	clock	/c/	lock	clump	/c/	lump	clam	/c/	lamb	slate	/s/	late	glide	/g/	lied
	fly	/f/	lie	flash	/f/	lash	flag	/f/	lag	bless	/b/	less	play	/p/	lay
	glove	/g/	love	gloss	/g/	loss	glad	/g/	lad	clap	/c/	lap	block	/b/	lock
	slice	/s/	lice	slide	/s/	lied	click	/c/	lick	gleam	/g/	leam	clean	/c/	lean
	blow	/l/	low	blimp	/b/	limp	slap	/s/	lap	pledge	/p/	ledge	float	/f/	loat
	close	/c/	loze	flee	/f/	lee	blend	/b/	lend	fled	/f/	led	globe	/g/	lobe
	flight	/f/	light	slop	/s/	lop	clash	/c/	lash	blind	/b/	lined	sleep	/s/	leap
S: glove ' and what is left?	glow	/g/	lõw	climb	/c/	lime	flake	/f/	lake	clay	/c/	lay	please	/p/	leaze
	plug	/p/	lug	pluck	/p/	luck	place	/p/	lace	sleek	/s/	leak	sleeve	/s/	leave

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

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
ming Is up flashcards one at a time in order and students & the letter's name and provide long and short vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"	Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
duction Fri: Teacher identifies for the day. Teacher sense word. Students nonsense word), (word)!" s: Students finish the rhyming word.	Nonsense Words Category: Family Members flad (Dad) brister (sister) glum (Mum) slandma (grandma) grousin (cousin) fruther (brother, mother)	Finish the phrase with a rhyming word Sheep in a _____ (jeep) Goose on the _____ (loose) Frog on a _____ (log) Bear in a _____ (chair) Cat wearing a _____ (hat) Fish making a _____ (wish)	Nonsense Words Category: Things families may have in their homes. blomputer (computer) brouch (couch) cleds (beds) craththub (bathtub) fable (table) dairs (chairs)	Finish the phrase with a rhyming word Snake making a _____ (cake) Birds reading _____ (words) Hen counting to _____ (ten) Duck driving a _____ (truck) Mouse in a _____ (house) Students supply a silly rhyming phrase	Nonsense Words Category: Food that familie might eat together dizza (pizza) froup (soup) gropcorn (popcorn) price pream (ice cream) tried tricken (fried chicken) grookies (cookies)
ney word begins with a consonant blend? the three words aloud repeat the two words h the same consonant	cry, crunch, for brick, brain, walk drink, here, draw on, print, prize treat, keep, train front, fry, out grass, grain, by	bright, branch, girl truth, six, try green, grow, was creek, high, crash so, drill, dress princess, proof, how fresh, soft, from	look, tree, trap dream, dry, saw done, press, proud crab, bike, cross frame, free, best took, breeze, brand grand, put, grace	crown, craft, read give, price, praise trust, find, track drop, came, drain now, group, great frost, fruit, take ran, bridge, broke	drum, droop, too small, crumbs, crowd pretzel, just, prince freeze, frog, same broom, go, bring tribe, tray, big had, grape, ground
honemes the individual idents listen and hole word. S: braid	b-r-ā-d braid c-r-ā-b crab d-r-ā-p-s drapes f-r-ē free c-r-ā-m-p cramp p-r-ī-n-t print t-r-ā-l trail b-r-ā-n brain c-r-ā-sh crash d-r-ē-s dress	f-r-ē-z freeze g-r-ā-d grade p-r-ā pray t-r-ā-p trap b-r-ē-d bread c-r-ē-m cream d-r-ī-l drill f-r-ē-n-d friend g-r-ā-p-s grapes p-r-ī-t-ē pretty	t-r-ā tray b-r-ū-sh brush c-r-ō-p crop d-r-ī-v drive f-r-ō-g frog g-r-ā-n-d grand p-r-ē-s press t-r-ū-k truck b-r-ī-j bridge c-r-ā-m-p cramp	d-r-ū-m drum f-r-ī fry g-r-ā gray p-r-ā-z praise t-r-ā-v-l travel b-r-ī-t-er brighter c-r-ū-m-z crumbs d-r-ō-p drop f-r-ō-s-t frost g-r-ū-m-p grump	p-r-ō-b probe t-r-ī-b tribe b-r-ā-k brake c-r-ā-k crack d-r-ā-n drain f-r-ī-z fries g-r-ā-v-ē gravy t-r-ā-d trade b-r-ā-v brave p-r-ī-z prize

motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																																																																																																																																					
Identifying Medial Sounds Teacher reads the words. Students isolate the medial sound found in the series & identify if the vowel is short or long. Ex: T: stack, plan, flag S: /ă/, short a	crib, trip, spin /i/ braid, slate, flake /ă/ clock, trot, smock /ô/ bright, spice, climb /i/ sled, dress, swept /ě/ drum, snug, fluff /ŭ/ snack, plan, flag /ă/ stove, broke, close /ô/ sneak, breeze, grease /ē/	globe, croak, slope /ô/ smash, glad, crab /ă/ steep, green, bleach /ē/ glove, club, stuff /ŭ/ prop, block, tromp /ô/ stage, grade, plank /ă/ sketch, press, smell /ě/ fluke, bruise, truce /ū/ swim, drip, slid /i/	pledge, spent, trek /ě/ drank, space, snail /ă/ stock, plot, drop /ô/ still, cliff, trick /i/ skunk, plum, love /ŭ/ drive, blind, price /i/ flap, drag, stack /ă/ scope, probe, spoke /ô/ street, screen, dream /ē/	plant, crash, track /ă/ swift, spill, twist /i/ cloak, snowed, stroke /ô/ scrub, truck, brush /ŭ/ stale, flame, grate /ă/ bread, stem, sweat /ě/ clean, greet, speak /ē/ spruce, truth, spoon /ū/ slide, cried, smile /i/	stick, print, flip /i/ flock, slot, throb /ô/ flex, step, bless /ě/ crack, brass, staff /ă/ smoke, stone, clove /ô/ grind, stripe, pride /i/ praise, snake, blank /ă/ sweet, stream, plead /ē/ struck, plug, crumb /ŭ/																																																																																																																																																																					
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: praise S: praise, p-r-ă-z	tray t-r-ă brush b-r-ŭ-sh crop c-r-ô-p drive d-r-î-v frog f-r-ô-g grand g-r-ă-n-d press p-r-ě-s truck t-r-ŭ-k bridge b-r-î-d-j cramp c-r-ă-m-p	drum d-r-ŭ-m brighter b-r-î-t-er crumbs c-r-ŭ-m-z praise p-r-ă-z travel t-r-ă-v-l fry f-r-î gray g-r-ă drop d-r-ô-p growth g-r-ô-th grump g-r-ŭ-m-p	probe p-r-ô-b tribe t-r-î-b break b-r-ă-k crack c-r-ă-k drain d-r-ă-n fries f-r-î-z gravy g-r-ă-v-ē prize p-r-î-z trade t-r-ă-d brave b-r-ă-v	braid b-r-ă-d crab c-r-ă-b drape d-r-ă-p free f-r-ē grass g-r-ă-s print p-r-î-n-t trail t-r-ă-l brain b-r-ă-n crash c-r-ă-sh dress d-r-ě-s	freeze f-r-ē-z grade g-r-ă-d pray p-r-ă trap t-r-ă-p bread b-r-ě-d cream c-r-ē-m drill d-r-î-l friend f-r-ē-n-d grapes g-r-ă-p-s pretty p-r-î-t-ē																																																																																																																																																																					
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.																																																																																																																																																																										
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" *Use sounds Ex. T: small S: small T: Change /sm/ to /cr/ and the word is? S: crawl	<table><tr><th>Word</th><th>Change to</th><th>Response</th></tr><tr><td>black</td><td>/tr/</td><td>track</td></tr><tr><td>class</td><td>/gr/</td><td>grass</td></tr><tr><td>flag</td><td>/br/</td><td>brag</td></tr><tr><td>gleam</td><td>/cr/</td><td>cream</td></tr><tr><td>plane</td><td>/tr/</td><td>train</td></tr><tr><td>slate</td><td>/gr/</td><td>grate</td></tr><tr><td>small</td><td>/cr/</td><td>crawl</td></tr><tr><td>snail</td><td>/tr/</td><td>trail</td></tr><tr><td>space</td><td>/tr/</td><td>trace</td></tr><tr><td>stamp</td><td>/tr/</td><td>tramp</td></tr></table>	Word	Change to	Response	black	/tr/	track	class	/gr/	grass	flag	/br/	brag	gleam	/cr/	cream	plane	/tr/	train	slate	/gr/	grate	small	/cr/	crawl	snail	/tr/	trail	space	/tr/	trace	stamp	/tr/	tramp	<table><tr><th>Word</th><th>Change to</th><th>Response</th></tr><tr><td>bless</td><td>/pr/</td><td>press</td></tr><tr><td>clay</td><td>/tr/</td><td>tray</td></tr><tr><td>flip</td><td>/gr/</td><td>grip</td></tr><tr><td>glide</td><td>/pr/</td><td>pride</td></tr><tr><td>sweet</td><td>/gr/</td><td>greet</td></tr><tr><td>sled</td><td>/br/</td><td>bread</td></tr><tr><td>smash</td><td>/cr/</td><td>crash</td></tr><tr><td>snip</td><td>/dr/</td><td>drip</td></tr><tr><td>speak</td><td>/cr/</td><td>creak</td></tr><tr><td>swim</td><td>/tr/</td><td>trim</td></tr></table>	Word	Change to	Response	bless	/pr/	press	clay	/tr/	tray	flip	/gr/	grip	glide	/pr/	pride	sweet	/gr/	greet	sled	/br/	bread	smash	/cr/	crash	snip	/dr/	drip	speak	/cr/	creak	swim	/tr/	trim	<table><tr><th>Word</th><th>Change to</th><th>Response</th></tr><tr><td>blind</td><td>/gr/</td><td>grind</td></tr><tr><td>clip</td><td>/dr/</td><td>drip</td></tr><tr><td>fly</td><td>/pr/</td><td>pry</td></tr><tr><td>glue</td><td>/tr/</td><td>true</td></tr><tr><td>fleece</td><td>/gr/</td><td>grease</td></tr><tr><td>scout</td><td>/gr/</td><td>grout</td></tr><tr><td>please</td><td>/br/</td><td>breeze</td></tr><tr><td>smog</td><td>/fr/</td><td>frog</td></tr><tr><td>sneeze</td><td>/fr/</td><td>freeze</td></tr><tr><td>glide</td><td>/br/</td><td>bride</td></tr></table>	Word	Change to	Response	blind	/gr/	grind	clip	/dr/	drip	fly	/pr/	pry	glue	/tr/	true	fleece	/gr/	grease	scout	/gr/	grout	please	/br/	breeze	smog	/fr/	frog	sneeze	/fr/	freeze	glide	/br/	bride	<table><tr><th>Word</th><th>Change to</th><th>Response</th></tr><tr><td>flush</td><td>/br/</td><td>brush</td></tr><tr><td>drapes</td><td>/gr/</td><td>grapes</td></tr><tr><td>blow</td><td>/gr/</td><td>grow</td></tr><tr><td>clown</td><td>/fr/</td><td>frown</td></tr><tr><td>plow</td><td>/br/</td><td>brow</td></tr><tr><td>skate</td><td>/cr/</td><td>crate</td></tr><tr><td>skin</td><td>/gr/</td><td>grin</td></tr><tr><td>sky</td><td>/tr/</td><td>try</td></tr><tr><td>slide</td><td>/dr/</td><td>dried</td></tr><tr><td>snap</td><td>/tr/</td><td>trap</td></tr></table>	Word	Change to	Response	flush	/br/	brush	drapes	/gr/	grapes	blow	/gr/	grow	clown	/fr/	frown	plow	/br/	brow	skate	/cr/	crate	skin	/gr/	grin	sky	/tr/	try	slide	/dr/	dried	snap	/tr/	trap	<table><tr><th>Word</th><th>Change to</th><th>Response</th></tr><tr><td>fridge</td><td>/br/</td><td>bridge</td></tr><tr><td>slip</td><td>/tr/</td><td>trip</td></tr><tr><td>stay</td><td>/gr/</td><td>gray</td></tr><tr><td>slick</td><td>/br/</td><td>brick</td></tr><tr><td>crash</td><td>/tr/</td><td>trash</td></tr><tr><td>press</td><td>/dr/</td><td>dress</td></tr><tr><td>fryer</td><td>/dr/</td><td>dryer</td></tr><tr><td>speckles</td><td>/fr/</td><td>freckles</td></tr><tr><td>clean</td><td>/gr/</td><td>green</td></tr><tr><td>stale</td><td>/tr/</td><td>trail</td></tr></table>	Word	Change to	Response	fridge	/br/	bridge	slip	/tr/	trip	stay	/gr/	gray	slick	/br/	brick	crash	/tr/	trash	press	/dr/	dress	fryer	/dr/	dryer	speckles	/fr/	freckles	clean	/gr/	green	stale	/tr/	trail
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Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake right fist when saying the first sound to be substituted, and lightly pound fists together when saying the new word.																																																																																																																																																																										

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Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
onemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
he word or word	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
repeat the word.	-rame	/f/	frame	-ray	/t/	tray	-righter	/b/	brighter	-robe	/p/	probe	-raid	/b/	braid
"Add / <u>g</u> / at the	-rade	/g/	grade	-rush	/b/	brush	-rī	/f/	fry	-ribe	/t/	tribe	-rāb	/c/	crab
the word is?"	-rint	/p/	print	-rōp	/c/	crop	-rōst	/f/	frost	-rake	/b/	brake	-rēss	/d/	dress
	-red	/b/	bread	-rive	/d/	drive	-raise	/p/	praise	-rack	/c/	crack	-reeze	/f/	freeze
	-ream	/c/	cream	-rand	/g/	grand	-ravel	/t/	travel	-ries	/f/	fries	-rētzēl	/p/	pretzel
rate	-rill	/d/	drill	-ress	/p/	press	-rōp	/d/	drop	-rāvy	/g/	gravy	-rail	/t/	trail
he beginning and	-ray	/p/	pray	-ruck	/t/	truck	-ray	/g/	gray	-rave	/b/	brave	-rain	/b/	brain
grate	-rend	/f/	friend	-rog	/f/	frog	-rūmbs	/c/	crumbs	-rain	/d/	drain	-rash	/c/	crash
	-rate	/g/	grate	-rade	/t/	trade	-risk	/b/	brisk	-ride	/p/	pride	-right	/f/	fright
	-rove	/d/	drove	-rize	/p/	prize	-ripe	/g/	gripe	-rick	/t/	trick	-rime	/g/	grime

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

onemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
ne word. Students	<u>d</u> raft	/d/	raft	<u>p</u> robe	/p/	robe	<u>b</u> raid	/b/	raid	<u>f</u> reeze	/f/	reeze	<u>t</u> roll	/t/	roll
d. Teacher says,	<u>f</u> ry	/f/	rye	<u>t</u> race	/t/	race	<u>r</u> ib	/c/	rib	<u>g</u> rade	/g/	raid	<u>b</u> rush	/b/	rush
nd what is left?"	<u>g</u> ray	/g/	ray	<u>b</u> rake	/b/	rake	<u>b</u> room	/b/	room	<u>p</u> ray	/p/	ray	<u>g</u> rease	/c/	Reese
	<u>p</u> raise	/p/	raise	<u>r</u> ack	/c/	rack	<u>f</u> right	/f/	right	<u>t</u> rim	/t/	rim	<u>d</u> rake	/d/	rake
	<u>b</u> right	/b/	right	<u>f</u> ries	/f/	rise	<u>p</u> rince	/p/	rinse	<u>c</u> ream	/c/	ream	<u>g</u> rand	/g/	rand
gray	<u>c</u> rust	/c/	rust	<u>g</u> round	/g/	round	<u>t</u> rail	/t/	rail	<u>d</u> rink	/d/	rink	<u>p</u> rice	/p/	rice
and what is	<u>d</u> runk	/d/	rank	<u>r</u> ead	/d/	red	<u>b</u> rain	/b/	rain	<u>f</u> runk	/f/	rank	<u>t</u> ruck	/t/	ruck
	<u>g</u> rumph	/g/	rump	<u>t</u> rade	/t/	raid	<u>g</u> rash	/c/	rash	<u>d</u> raw	/d/	raw	<u>b</u> ridge	/b/	ridge
	<u>f</u> roze	/f/	rose	<u>b</u> rave	/b/	rave	<u>p</u> rize	/p/	rise	<u>p</u> roof	/p/	roof	<u>c</u> ramp	/c/	ramp
	<u>t</u> ravel	/t/	rāvel	<u>d</u> rain	/d/	rain	<u>g</u> row	/g/	row	<u>b</u> read	/b/	red	<u>f</u> ront	/f/	runt

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

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
ing up flashcards one at a order and students & letter's name and de long and short els.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"		Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"		Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are ____;" "Sound is ____;"		Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
ognition ie words. Students l and do "Eyes Open" /me, or "Eyes Closed" not rhyme.	brave, slave drum, crumb drag, brag trip, trap tree, free	from, drum flame, flick glide, glee play, stay drink, stink	frost, frame free, tree fry, sky slick, Fred froze, shows	gray, grow prize, skies pretzel, pickle dress, mess slice, price	tray, play trick, track grape, drape slow, drew drop, crop	cream, cup green, mean grass, mass train, brain true, glue	raid, braid crow, drum trail, Braille frog, smog crash, trash	crib, crab frame, drain trip, drip broil, boat grade, stayed	print, prize crawl, cry bride, pride trap, crop truck, stuck	cross, moss brown, blue brush, drill free, tree groom, broom
cy he word pair. "Thumbs Up" if the th the same blend, wn" if the words th the same blend.	sleep, slip cliff, craft blue, blow prize, drive brag, bring	crab, creek flame, flick glide, glee play, stay drink, stink	crime, croak train, try praise, pry frame, fry stamp, glue	bring, slam drip, crave bright, brow dream, drove grab, grow	crab, crib drink, drive frog, slow gray, green tree, sneeze	grip, grab tray, try cream, cross train, brain drive, drip	grip, grab crisp, crumb creek, steep grant, groan broom, break	dress, press crust, thrust Brian, Brad preen, clean free, fries	pray, clay trail, trick free, three fright, fry crew, cry	crane, cream dries, froze dread, drop trunk, trip track, black
onemes e individual ents listen and ole word. s: trap	t-r-ă-p g-r-ĭ-n d-r-ŏ-p c-r-ă-b f-r-ŏ-s-t t-r-ĭ p-r-ă-m b-r-ĕ-d c-r-ŭ-m d-r-ĭ-p	trap grin drop crab frost try pram bred crumb drip	b-r-ă-d p-r-ă-z t-r-ĕ-t-s c-r-ă-t d-r-ĕ-m-z f-r-ĭ-z g-r-ŏ-n-z p-r-ĭ-z-ĕ-z t-r-ĭ-d b-r-ă-n-ĕ	braid praise treats crate dreams fries groans prizes tried brainy	t-r-ă-l d-r-ĭ-z c-r-ĭ-s-p g-r-ă f-r-ŏ-z d-r-ĭ-l g-r-ă-b d-r-ĭ-v t-r-ă-k g-r-ŭ-n-t	trail dries crisp grey froze drill grab drive track grunt	b-l-ŏ-k f-l-ă-g p-l-ŭ-m c-l-ŭ-b s-l-ĭ-k c-r-ĭ-b d-r-ŏ-p g-r-ĭ-n f-r-ŏ-m b-r-ĕ-d	block flag plum club slick crib drop grin from bread	g-l-ă-z b-l-ŏ f-l-ă-m p-l-ă s-l-ĕ-v p-r-ĭ-z t-r-ă-n b-r-ĭ-t d-r-ĕ-m-ĕ f-r-ĕ-z	glaze blow flame play sleeve prize train bright dreamy freeze
motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Final Sounds	grape, brave, straight	/ā/	sale, flail, smile	/l/	club, crunch, smudge	/ŭ/	dress, press, horse	/s/	skill, flick, brisk	/f/
rit: Teacher reads the	stack, clamp, splash	/ă/	sleep, prop, slope	/p/	clean, breathe, squeeze	/ē/	brought, coat, treat	/t/	gruff, drum, trunk	/ŭ/
is say the vowel sound	flock, glob, stop	/ŏ/	slime, cream, prime	/m/	twice, flies, fright	/i/	drove, cove, serve	/v/	stamp, clash, glance	/ă/
ries.	slim, drift, flip	/i/	stage, stooge, huge	/j/	scroll, throne, flown	/ō/	breeze, prize, buzz	/z/	slime, style, prize	/i/
in, swim S: /l/, short i	sleek, green, fleet	/ē/	cried, grade, bride	/d/	swam, crack, scan	/ă/	head, dread, wood	/d/	clomp, drop, stock	/ŏ/
is Teacher reads the	bribe, slice, grind	/i/	snooze, was, froze	/z/	twelve, press, fled	/ē/	frog, egg, chug	/g/	crate, brave, sprang	/ā/
is say the final sound	scold, stole, groan	/ō/	glass, fleece, pace	/s/	strain, trace, blaze	/ā/	trail, smell, smile	/i/	freeze, creep, steam	/ē/
ries.	sketch, swell, thread	/ē/	brick, broke, trike	/k/	truth, cruel, bruise	/ū/	brown, drain, lion	/n/	bread, stem, spread	/ē/
lub, job S: /b/	stung, crust, plump	/ŭ/	crib, stub, drab	/b/	trip, thrill, skit	/i/	grass, mess, cross	/s/	froze, grown, drone	/ō/

Phonemes	tray	t-r-ā	trail	t-r-ā-l	braid	b-r-ā-d	glass	g-l-ā-s	block	b-l-ŏ-k
ie whole word.	pram	p-r-ā-m	dries	d-r-ī-z	praise	p-r-ā-z	blow	b-l-ō	flag	f-l-ā-g
the word	dreamy	d-r-ē-m-ē	crisp	c-r-ī-s-p	treats	t-r-ē-t-s	flame	f-l-ā-m	plum	p-l-ŭ-m
phonemes.	grin	g-r-ī-n	gray	g-r-ā	crate	c-r-ā-t	play	p-l-ā	club	c-l-ŭ-b
bread, b-r-ē-d	creep	c-r-ē-p	froze	f-r-ō-z	dreams	d-r-ē-m-z	sleeve	s-l-ē-v	slick	s-l-ī-k
	try	t-r-ī	drill	d-r-ī-l	fries	f-r-ī-z	prime	p-r-ī-m	crib	c-r-ī-b
	prey	p-r-ā	grab	g-r-ā-b	groans	g-r-ō-n-z	train	t-r-ā-n	drop	d-r-ŏ-p
	free	f-r-ē	drive	d-r-ī-v	prizes	p-r-ī-z-ē-z	bright	b-r-ī-t	grill	g-r-ī-l
	bread	b-r-ē-d	track	t-r-ā-k	tried	t-r-ī-d	greasy	g-r-ē-s-ē	from	f-r-ŏ-m
	grip	g-r-ī-p	grunt	g-r-ŭ-n-t	brainy	b-r-ā-n-ē	freeze	f-r-ē-z	bread	b-r-ē-d

nd motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your

Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
e word. Students	shake	/br/	brake	brick	/tr/	trick	drab	/cr/	crab	sneeze	/fr/	freeze	sweet	/tw/	tweet
. Teacher says,	brake	/fl/	flake	brag	/dr/	drag	smash	/tr/	trash	freeze	/pl/	please	slice	/pr/	price
*/ and the word is?"	flake	/sn/	snake	flap	/tr/	trap	swim	/pr/	prim	please	/br/	breeze	slap	/tr/	trap
	snake	/st/	stake	bread	/dr/	dread	fleas	/tr/	trees	breeze	/fl/	fleas	slide	/br/	bride
crow	stake	/bl/	Blake	brim	/tr/	trim	dry	/fr/	fry	twice	/sl/	slice	brain	/gr/	grain
o /fl/ and the word is?	slide	/br/	bride	drill	/fr/	frill	sleet	/tr/	treat	crane	/tr/	train	spade	/tr/	trade
	bride	/gl/	glide	skin	/gr/	grin	plug	/dr/	drug	train	/dr/	drain	blaze	/gr/	graze
	glide	/fr/	fried	clap	/dr/	drop	crush	/br/	brush	drain	/pl/	plain	flow	/cr/	crow
	fried	/tr/	tried	slip	/gr/	grip	cluck	/tr/	truck	plain	/br/	brain	try	/pr/	pry
	tried	/cr/	cried	dries	/pr/	prize	flag	/br/	brag	brain	/gr/	grain	crate	/gr/	great

nd motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake right fist when saying the first sound to be substituted, d fists together when saying the new word.

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the word or word part. Students repeat the word. Teacher says, "Add / <u>/</u> at the beginning and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
*Use sounds	-rat	/b/	brat	-ease	/fr/	freeze	-rice	/p/	price	-lame	/f/	flame	-raid	/b/	braid
Ex. T: ray S: ray	-rim	/t/	trim	-rain	/b/	brain	-rain	/b/	brain	-leep	/s/	sleep	-ride	/f/	fried
T: Add /t/ at the beginning and the word is? S: tray	-roze	/f/	froze	-rate	/g/	grate	-raze	/g/	graze	-lute	/f/	flute	-rive	/d/	drive
	-rap	/t/	trap	-rin	/g/	grin	-rade	/t/	trade	-lean	/c/	clean	-rize	/p/	prize
	-rate	/g/	grate	-ray	/t/	tray	-eat	/tr/	treat	-layed	/p/	played	-raid	/g/	grade
	-rade	/g/	grade	-ride	/b/	bride	-ash	/tr/	trash	-lim	/s/	slim	-rude	/c/	crude
	-rant	/g/	grant	-rail	/t/	trail	-rip	/g/	grip	-lobe	/g/	globe	-rave	/b/	brave
	-rainy	/b/	brainy	-ill	/dr/	drill	-rim	/b/	brim	-lame	/b/	blame	-ripe	/g/	gripe
	-reams	/d/	dreams	-eats	/tr/	treats	-rick	/b/	brick	-lade	/g/	glade	-rain	/t/	train
	-right	/b/	bright	-row	/c/	crow	-ream	/c/	cream	-leed	/p/	plead	-right	/f/	fright
Adding hand motion: Teacher holds left palm out in front to show the word part. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>/</u> and what is left?"	brain	/b/	rain	trim	/t/	rim	drain	/d/	rain	brave	/b/	rave	gleep	/s/	leap
*Use sounds	grows	/g/	rows	froze	/f/	rose	drake	/d/	rake	grade	/g/	raid	flute	/f/	lute
Ex. T: brain S: brain	trade	/t/	raid	trap	/t/	rap	grin	/g/	rin	prize	/p/	rise	clean	/c/	lean
T: Without /b/ and what is left?	troll	/t/	roll	grate	/g/	rate	pray	/p/	ray	fright	/f/	right	play	/p/	lay
S: rain	price	/p/	rice	brat	/b/	rat	freeze	/f/	reeze	crude	/c/	rude	flight	/f/	light
	trash	/t/	rash	grade	/g/	raid	bride	/b/	ride	broom	/b/	room	slime	/s/	lime
	grip	/g/	rip	brainy	/b/	rainy	trail	/t/	rail	fried	/f/	ride	globe	/g/	lobe
	brim	/b/	rim	dreams	/d/	reams	drill	/d/	rill	drive	/d/	rive	block	/b/	lock
	gramp	/c/	ramp	bright	/b/	right	treats	/t/	reats	train	/t/	rain	trade	/t/	raid
	brick	/b/	Rick	grunt	/g/	runt	crow	/c/	row	gripe	/g/	ripe	bleed	/b/	lead
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards, "Letter(s) is/are ____; "Sound is ____;		Card pack: Blend, digraph, and vowel flashcards, "Letter(s) is/are ____; "Sound is ____;		Card pack: Blend, digraph, and vowel flashcards, "Letter(s) is/are ____; "Sound is ____;		Card pack: Blend, digraph, and vowel flashcards, 1. Letter names only 2. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Recognition Instructions vary by day. Mon, Wed & Fri: Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Tues & Thurs: Teacher reads the word set. Students repeat only the two rhyming words. *Answers in bold	Thumbs Up / Thumbs Down hand, sand tent, went jump, cup belt, bell milk, silk help, tell lift, sift land, send lamp, camp colt, bolt		Repeat the two that rhyme. best , last, west runt , hunt, cub hand , land, had went , wet, bent vet, vest , best pat, cost , lost cat, cast , past milk , mile, silk risk , fit, wisk left , bet, theft		Thumbs Up / Thumbs Down fond, pond clamp, stamp hunt, hurt wilt, fill loft, soft wind, grind help, yelp sulk, seek hint, don't bend, mend		Repeat the two that rhyme. bed, bend , send fill, tilt , wilt band , bed, hand lump , pump, pup camp , tramp, cap miss, mist , list tend , lend, led not, most , post at , can't, hat fat, fast , blast		Thumbs Up / Thumbs Down best, west risk, desk vest, bent wisp, wasp pest, rest last, lost fast, cast dust, must pest, post cost, lost	
Onset Fluency Teacher reads the word pair. Students repeat the word and do "Eyes Open" if the words start with the same blend, or "Eyes Closed" if they don't.	print, price crab, crib bride, brick free, from grab, frog	drip, trap tree, try blue, place clip, clock glass, glow	flag, fly glue, clue play, plane slide, slow blame, cloud	class, clothes flip, plump gleam, clean please, pliers sleek, slim	scab, scar slide, clap snow, sneeze smell, smile snip, small	space, spell stick, stairs swing, swim ski, snap skin, skate	swan, swell state, steam speak, croak snore, sniff smoke, smart	slow, flow skunk, sky scarf, scout sweep, stale stop, stand	scar, scarf sleep, sleeve small, start snail, snake space, twist	storm, story sweet, swish sleet, speak sneak, spoke stick, star
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /b-r-ă-g/ S: brag	s-k-ă-b s-l-ă-p s-m-î-l s-n-ô s-p-ê-k	s-t-ă-t-z s-w-ô-n s-t-ă-k s-p-ê-l-er s-w-î-m-er	s-k-ă-t s-l-ê-d s-m-ă-sh s-n-ÿ-p s-p-î-d-er	s-t-ê-m s-w-ê-t-er s-l-ÿ-p-er-z s-p-ÿ-n s-l-î-d-z	s-k-ê s-l-ÿ-p s-m-ă-k s-n-ă-l s-p-ê-l	s-t-ÿ-k-er-z s-w-ê-p-er s-m-ô-k-ê (smoky) s-t-ă-p-l-er s-p-ÿ-n-j	s-k-î-n s-l-ô s-m-ê-l s-n-ă-k-s s-p-ă-s	s-t-ă-k s-w-ê-t-er s-k-ÿ-n-k s-w-ÿ-m-er s-k-ÿ-p	s-k-î s-l-î-d s-m-ô-k s-n-ă-k s-p-ÿ-n	s-t-ă-m-p s-w-ÿ-sh s-k-ă-t-er s-l-ô-p s-l-ê-p
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday				Tuesday				Wednesday				Thursday				Friday			
Identifying Medial or Final Sounds	Identify Medial Sound Is the vowel short or long?				Identify Medial Sound Is the vowel short or long?				Identify Medial Sound Is the vowel short or long?				Identify the blend at the end:				Identify the blend at the end:			
Teacher says the word. Students isolate the medial sound and then say if it is a short or long vowel. Ex. T: hot S: ɔ, short vowel	map	/ă/	lip	/ī/	bake	/ā/	pole	/ō/	tame	/ā/	seed	/ē/	ask	/sk/	chest	/st/	wrist	/st/	grasp	/sp/
	get	/ĕ/	gum	/ū/	weed	/ē/	tube	/ū/	fell	/ĕ/	pot	/ŏ/	gasp	/sp/	clasp	/sp/	wasp	/sp/	task	/sk/
	him	/ī/	bed	/ĕ/	kite	/ī/	came	/ā/	sit	/ī/	hat	/ă/	dust	/st/	mask	/sk/	dusk	/sk/	lisp	/sp/
	hot	/ŏ/	sad	/ă/	toad	/ō/	meat	/ē/	coat	/ō/	pile	/ī/	desk	/sk/	crisp	/sp/	test	/st/	toast	/st/
	pup	/ū/	mom	/ŏ/	mule	/ū/	ride	/ī/	cute	/ū/	nut	/ū/	mist	/st/	past	/st/	tusk	/sk/	wisp	/sp/
Segmenting Phonemes	ski (3)	stickers (6)	skin (4)	stack (4)	sky (3)	stamp (5)	scab (4)	states (5)	skate (4)	steam (4)										
Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: smoky S: smoky; /s-m-ŏ-k-ē/	slip (4)	sweepers (6)	slow (3)	sweeter (5)	slide (4)	swish (4)	slap (4)	swan (4)	sled (4)	sweater (5)										
	smash (4)	smoky (5)	smell (4)	skunk (5)	smoke (4)	skater (5)	smile (4)	stable (5)	smash (4)	slippers (6)										
	snail (4)	stapler (6)	smacks (5)	swim (4)	snake (4)	slop (4)	snow (3)	speller (5)	snip (4)	spin (4)										
	spell (4)	sponge (5)	space (4)	skip (4)	spine (4)	sleep (4)	speak (4)	swimmer (5)	spider (5)	slides (5)										
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																				
Substituting Phonemes	Word	Change to	Response	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 the /s/ to /t/ and the word is?	price	/sl/	slice	blow	/sn/	snow	grew	/st/	stew	cheat	/str/	street	grin	/sk/	skin					
*Use sounds	blade	/sp/	spade	sleep	/st/	steep	crow	/sn/	snow	plate	/sk/	skate	still	/sp/	spill					
Ex. T: break S: break	flake	/sn/	snake	grain	/st/	stain	pro	/sl/	slow	phone	/st/	stone	gruff	/sn/	snuff					
T: Change the /br/ to /st/ and the word is? S: steak	break	/st/	steak	plate	/sl/	slate	twine	/sw/	swine	flap	/sl/	slap	frog	/sm/	smog					
	creep	/sl/	sleep	shout	/sc/	scout	steep	/sw/	sweep	freak	/sp/	speak	strap	/scr/	scrap					
	greet	/sw/	sweet	play	/str/	stray	pride	/sl/	slide	grand	/st/	stand	clamp	/st/	stamp					
	bride	/sl/	slide	twice	/sp/	spice	free	/spr/	spree	slept	/sw/	swept	trim	/sw/	swim					
	blown	/st/	stone	grate	/sk/	skate	plate	/str/	straight	crush	/sl/	slush	trash	/sm/	smash					
	flew	/sp/	spew	tray	/sw/	sway	plane	/spr/	sprain	drill	/sk/	skill	small	/st/	stall					
	stain	/str/	strain	clay	/sl/	slay	crate	/sk/	skate	smell	/sp/	spell	plant	/sl/	slant					
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.																				

Phonemic Awareness Training Lesson Plan for Week 17

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Adding 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.	-kate	/s/	skate	-key	/s/	ski	-kin	/s/	skin	-key	/s/	ski	-cab	/s/	scab
Teacher says, "Add /s/ at the beginning and the word is?"	-led	/s/	sled	-lip	/s/	slip	-low	/s/	slow	-lide	/s/	slide	-lap	/s/	slap
*Use sounds	-mash	/s/	smash	-mokey	/s/	smokey	-mell	/s/	smell	-moke	/s/	smoke	-mile	/s/	smile
Ex. T: pider S: pider	-nap	/s/	snap	-tapler	/s/	stapler	-nacks	/s/	snacks	-nake	/s/	snake	-peak	/s/	speak
T: Add /s/ at the beginning and the word is? S: spider	-pider	/s/	spider	-pñnj	/s/	sponge	-pace	/s/	space	-pñne	/s/	spine	-wñn	/s/	swan
	-team	/s/	steam	-tickers	/s/	stickers	-tack	/s/	stack	-tamp	/s/	stamp	-tates	/s/	states
	-wēater	/s/	sweater	-weeper	/s/	sweeper	-wēeter	/s/	sweeter	-wish	/s/	swish	-table	/s/	stable
	-lippers	/s/	slippers	-mack	/s/	smack	-kunk	/s/	skunk	-kater	/s/	skater	-peller	/s/	speller
	-pin	/s/	spin	-nail	/s/	snail	-wim	/s/	swim	-lope	/s/	slope	-no	/s/	snow
	-lides	/s/	slides	-pell	/s/	spell	-kip	/s/	skip	-leep	/s/	sleep	-wimmer	/s/	swimmer
Adding hand motion: Teacher holds left palm out in front to show the word part. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /s/ and what is left?"	skin	/s/	kin	scamp	/s/	camp	scab	/s/	cab	skate	/s/	Kate	ski	/s/	key
*Use sounds	slow	/s/	low	slide	/s/	lied	slap	/s/	lap	sled	/s/	led	slip	/s/	lip
Ex. T: sleep S: sleep	small	/s/	mall	smart	/s/	mart	smile	/s/	mile	smash	/s/	mash	spy	/s/	pie
T: Without /s/ and what is left?	sneeze	/s/	knees	snake	/s/	nake	snow	/s/	no	snap	/s/	nap	style	/s/	tile
S: leap	space	/s/	pace	spine	/s/	pine	speak	/s/	peak	speech	/s/	peach	sport	/s/	port
	stack	/s/	tack	stone	/s/	tone	store	/s/	tore	steam	/s/	team	stool	/s/	tool
	sweet	/s/	wheat	swish	/s/	wish	swing	/s/	wing	sweater	/s/	wētter	swarm	/s/	warm
	scale	/s/	kale	skid	/s/	kid	stable	/s/	table	slippers	/s/	lippers	spoke	/s/	poke
	swim	/s/	whim	slope	/s/	lope	spark	/s/	park	spin	/s/	pin	snail	/s/	nail
	skip	/s/	kip	sleep	/s/	leap	switch	/s/	witch	slides	/s/	lides	smack	/s/	mack
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, and vowel flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, and vowel flashcards 1. Letter names only 2. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Recognition Instructions vary by day. Mon, Thurs & Fri: Teacher reads the word pair. Students show "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Tues & Wed: Teacher reads the word set. Students repeat only the two rhyming words. *Answers in bold	Thumbs Up / Thumbs Down elf, shelf milk, silk self, golf halt, salt fact, gift soft, lift sold, told elm, held bank, tank bend, land		Repeat the word that doesn't rhyme. blew, stew, snow clay, drop , play sky, try, slow tree, slip , ski plus , plum, drum skin , skip, snip dry , draw, claw say , snow, slow sly , Fred, sled slow, glow, glee		Repeat the word that doesn't rhyme. sniff, cliff, blue slip , slide, bride step , scar, star crow, crib , slow brick, brow , stick small , smile, style trust , snail, trail plate , sleigh, play gray, tray, try black , block, flock		Thumbs Up / Thumbs Down damp, lamp held, jump gulp, help sulk, hulk pounce, bounce quilt, tilt belt, melt sink, junk find, kind left, raft		Thumbs Up / Thumbs Down flash, crash true, treat pride, stride crew, crumb fruit, free climb, rhyme stone, prone snow, sleep crib, cram sky, fly	
Onset Fluency Teacher reads the word pair. Students repeat the words and show "Palms up" if the words start with the same blend, or "Palms down" if they don't.	smog, frog snooze, slice scout, scarf dream, scream blonde, blank	crash, crib drive, drink glove, slim pliers, plum flee, flu	truck, try dress, press sleet, slant swamp, swing trail, dwell	twig, prey float, fly frown, clown smash, small store, stove	grip, grab spin, click scrap, scroll strip, stripe split, splash	spray, stub prop, stop gripe, grow clap, clam stuff, stiff	skill, skip slam, trim string, splash spread, flat gruff, club	trick, trap smug, smoke tried, frame plate, plead bright, bring	flash, crash true, treat pride, proud crew, crumb fruit, free	climb, class stone, stay snow, sleep crib, cram sky, skip
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: h-ă-n-d S: hand	l-ĭ-f-t m-ĭ-l-k h-ă-n-d h-ĕ-l-p f-ĭ-l-m r-ă-f-t w-ĕ-n-t d-ŭ-m-p l-ă-m-p s-ŏ-f-t	lift milk hand help film raft went dump lamp soft	r-ă-m-p p-ŏ-n-d h-ŭ-m-p f-ĕ-l-t s-ĭ-l-k f-ŏ-n-d b-ĕ-l-t l-ŏ-f-t s-ă-n-d l-ĕ-f-t	ramp pond hump felt silk fond belt loft sand left	l-ŭ-m-p h-ŭ-n-t b-ă-n-d t-ĭ-l-t t-ĕ-n-t j-ŭ-m-p s-ĭ-f-t r-ŭ-n-t k-ă-m-p s-ĕ-n-d	lump hunt band tilt tent jump sift runt camp send	m-ĕ-l-t w-ĭ-l-t g-ă-s-p l-ĕ-n-d l-ĭ-n-t p-ĭ-n-k b-ŏ-n-d b-ŭ-n-k r-ŏ-m-p s-ĭ-n-k	melt wilt gasp lend lint pink bond bunk romp sink	s-ŏ-f-t g-ĭ-f-t h-ĕ-l-d d-ă-m-p p-ŭ-m-p l-ă-n-d b-ŭ-m-p h-ŭ-n-t r-ĕ-n-t f-ĕ-l-t	soft gift held damp pump land bump hunt rent felt

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Phoneme Location	Isolate the Blend		Isolate the Blend		Isolate the Blend		Isolate the Blend		Isolate the Blend			
Teacher says the word. Students repeat the word and say whether the blend is at the beginning, middle, or end of the word.	<u>s</u> kill	f <u>a</u> ster	<u>s</u> weater	to <u>a</u> ster	<u>s</u> trawberry	wri <u>s</u> t	<u>p</u> lease	wri <u>s</u> twatch	<u>s</u> tanding	du <u>s</u> t		
	to <u>a</u> st	<u>s</u> ticker	<u>s</u> prained	di <u>s</u> k	du <u>s</u> ter	<u>s</u> tormy	<u>m</u> ask	<u>g</u> rapes	wi <u>n</u> d <u>s</u> torm	<u>s</u> nowball		
	<u>g</u> randpa	<u>s</u> ister	re <u>s</u> taurant	ga <u>s</u> p	<u>p</u> lanet	wa <u>s</u> p	rai <u>n</u> storm	em <u>b</u> lem	<u>d</u> ream	hai <u>r</u> brush		
	<u>t</u> ask	<u>t</u> raveler	<u>c</u> radle	li <u>s</u> ted	<u>s</u> paghetti	te <u>s</u> ting	<u>f</u> riendly	de <u>s</u> k	ba <u>c</u> k <u>f</u> lip	<u>s</u> liding		
	<u>e</u> xplain	<u>d</u> rinks	<u>p</u> ast	<u>p</u> lus	<u>a</u> sk	<u>g</u> reen	<u>g</u> litter	<u>s</u> lender	be <u>s</u> t	<u>t</u> rust **		
Segmenting Phonemes	lump	l-ŭ-m-p	melt	m-ĕ-l-t	soft	s-ŏ-f-t	lift	l-ĭ-f-t	ramp	r-ă-m-p		
Teacher says the word. Students repeat the word and segment the word into phonemes.	hunt	h-ŭ-n-t	wilt	w-ĭ-l-t	gift	g-ĭ-f-t	milk	m-ĭ-l-k	pond	p-ŏ-n-d		
Ex. T: lump S: lump, l-ŭ-m-p	band	b-ă-n-d	grape	g-r-ă-p	held	h-ĕ-l-d	hand	h-ă-n-d	hump	h-ŭ-m-p		
	tilt	t-ĭ-l-t	lend	l-ĕ-n-d	damp	d-ă-m-p	help	h-ĕ-l-p	felt	f-ĕ-l-t		
	tent	t-ĕ-n-t	lint	l-ĭ-n-t	pump	p-ŭ-m-p	film	f-ĭ-l-m	silk	s-ĭ-l-k		
	jump	j-ŭ-m-p	pink	p-ĭ-n-k	land	l-ă-n-d	raft	r-ă-f-t	fond	f-ŏ-n-d		
	sift	s-ĭ-f-t	bond	b-ŏ-n-d	bump	b-ŭ-m-p	went	w-ĕ-n-t	belt	b-ĕ-l-t		
	sent	s-ĕ-n-t	bunk	b-ŭ-n-k	sunk	s-ŭ-n-k	dump	d-ŭ-m-p	loft	l-ŏ-f-t		
	camp	k-ă-m-p	ramp	r-ă-m-p	rent	r-ĕ-n-t	lamp	l-ă-m-p	sand	s-ă-n-d		
	send	s-ĕ-n-d	sink	s-ĭ-n-k	felt	f-ĕ-l-t	sift	s-ĭ-f-t	left	l-ĕ-f-t		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.												
Substituting Rimes	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?"	h <u>a</u> m	/at/	hat	b <u>u</u> s	/un/	bun	m <u>a</u> p	/an/	man	g <u>o</u> t	/et/	get
*Use sounds	h <u>a</u> t	/it/	hit	b <u>u</u> n	/ud/	bud	m <u>a</u> n	/ap/	map	b <u>i</u> g	/ag/	bag
	h <u>i</u> t	/ad/	had	b <u>u</u> d	/ed/	bed	m <u>a</u> p	/ade/	made	p <u>e</u> n	/ot/	pot
	h <u>a</u> d	/ed/	head	b <u>e</u> d	/ad/	bad	m <u>a</u> d <u>e</u>	/et/	met	c <u>a</u> p	/up/	cup
	h <u>e</u> ad	/en/	hen	b <u>a</u> d	/et/	bet	m <u>e</u> t	/iss/	miss	f <u>i</u> sh	/ine/	fine
Ex. T: ham S: ham	h <u>e</u> n	/ot/	hot	b <u>e</u> t	/it/	bit	m <u>i</u> ss	/eat/	meat	n <u>e</u> ck	/eat/	neat
T: Change /am/ to /at/	h <u>o</u> t	/id/	hid	b <u>i</u> t	/in/	bin	m <u>e</u> at	/ake/	make	t <u>i</u> le	/ent/	tent
and the word is? S: hat	h <u>i</u> d	/op/	hop	b <u>i</u> n	/ell/	bell	m <u>a</u> k <u>e</u>	/ight/	might	j <u>o</u> g	/oke/	joke
	h <u>o</u> p	/ide/	hide	b <u>e</u> ll	/all/	ball	m <u>i</u> gh <u>t</u>	/oon/	moon	r <u>e</u> st	/ight/	right
	h <u>i</u> d <u>e</u>	/ope/	hope	b <u>a</u> ll	/ake/	bake	m <u>o</u> on	/ess/	mess	w <u>h</u> ile	/ood/	wood
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the first sound, left hand is the rime. Shake left fist when saying the rime to be substituted, and lightly pound fists together when saying the new word.												

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the word or word part. Students repeat the word. Teacher says, "Add / <u>/</u> at the beginning and the word is?" *Use sounds Ex. T: rail S: rail T: Add /t/ at the beginning and the word is? S: trail	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	-lack	/b/	black	-lane	/p/	plane	-lend	/b/	blend	-lash	/f/	flash	-link	/b/	blink
	-lap	/c/	clap	-rack	/c/	crack	-lake	/f/	flake	-rum	/d/	drum	-lean	/c/	clean
	-ream	/d/	dream	-rize	/p/	prize	-resident	/p/	president	-led	/s/	sled	-leep	/s/	sleep
	-raise	/p/	praise	-lap	/s/	slap	-late	/p/	plate	-ray	/t/	tray	-rip	/t/	trip
	-pace	/s/	space	-rib	/c/	crib	-kin	/s/	skin	-rade	/g/	grade	-wallow	/s/	swallow
	-well	/s/	swell	-rink	/b/	brink	-raw	/d/	draw	-low	/s/	slow	-mash	/s/	smash
	-rail	/t/	trail	-mile	/s/	smile	-ray	/g/	grey	-lass	/c/	class	-tar	/s/	star
	-lay	/p/	play	-rap	/t/	trap	-lay	/c/	clay	-cab	/s/	scab	-room	/g/	groom
	-weep	/s/	sweep	-ravel	/t/	travel	-rash	/t/	trash	-car	/s/	scar	-cream	/s/	scream
	-rick	/b/	brick	-lock	/b/	block	-ride	/b/	bride	-low	/b/	blow	-trap	/s/	strap

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

Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>/</u> and what is left?" *Use sounds Ex. T: groom S: groom T: Without /g/ and what is left? S: room	flash	/f/	lash	blink	/b/	link	black	/b/	lack	plane	/p/	lane	blend	/b/	lend
	bread	/b/	read	clean	/c/	lean	clap	/c/	lap	crack	/c/	rack	flake	/f/	lake
	sled	/s/	led	sleep	/s/	leap	dream	/d/	ream	prize	/p/	rise	president	/p/	resident
	tray	/t/	ray	trip	/t/	rip	praise	/p/	raise	slap	/s/	lap	slate	/s/	late
	grade	/g/	raid	swallow	/s/	wallow	space	/s/	pace	crib	/c/	rib	skin	/s/	kin
	slow	/s/	low	smash	/s/	mash	swell	/s/	well	drink	/d/	rink	draw	/d/	raw
	cloud	/c/	loud	star	/s/	tar	trail	/t/	rail	smile	/s/	mile	gray	/g/	ray
	scab	/s/	cab	groom	/g/	room	play	/p/	lay	trap	/t/	rap	clay	/c/	lay
	scar	/s/	car	scream	/s/	cream	sweep	/s/	weep	travel	/t/	ravel	trash	/t/	rash
	blow	/b/	low	strap	/s/	trap	trick	/t/	Rick	block	/b/	lock	bride	/b/	ride

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

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday			Friday		
Letter Naming Teacher holds up flashcards one at a time in random order and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are _____;" "Sound is _____;"		Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are _____;" "Sound is _____;"			Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.		
Rhyming & Onset Fluency Teacher says the rime and asks students to add a sound at the beginning to make a rhyming word. Other students listen to the rhyming word, repeat the rhyming word and isolate the onset (first sound). Ex. T: -ake S: bake All: bake, /b/ Word lists under each rime are examples that students may produce.	-ake Ex: <u>b</u> ake bake cake fake make rake sake stake brake flake snake	-ale/-ail Ex: <u>b</u> ale bale/bail Dale fail hale/hail male/mail pale/pail scale whale snail stale	-ame Ex: <u>c</u> ame came fame game lame name shame blame flame frame	-ate/-ait Ex: <u>b</u> ait bait date gate mate late state wait plate slate skate	-eed /-ead Ex: <u>l</u> ead lead read feed need seed weed bleed plead speed tweed	-eep/-eap Ex: <u>d</u> eep jeep keep weep leap cheap reap sweep sheep creep sleep	-ine Ex: <u>d</u> ine dine fine line mine nine pine vine whine spine swine	-ide/-ied Ex: <u>h</u> ide hide lied ride side tide wide bride cried fried tried	-ice Ex: <u>d</u> ice dice lice mice nice rice slice price spice twice splice	-oke/-oak Ex: <u>c</u> oke joke poke soak woke broke croak smoke spoke choke stroke	-ore/-oor/-our Ex: <u>d</u> oor door four more pour sore tore wore floor score snore	
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: d-ē-n-d-r-ī-t-s S: dendrites	ā-p-r-ī-l d-ē-n-t-ī-s-t f-ā-n-t-ā-s-t-ī-k g-ā-s-ō-l-ē-n w-ū-n-d-er-f-ū-l ā-n-t-ē-t-er s-ē-p-ū-r-ā-t p-r-ō-m-ī-s t-ī-t-ā-n-ī-k	April dentist fantastic gasoline wonderful anteater separate promise Titanic	ī-d-ē-n-t-ī-f-ī ē-v-er-ē-d-ā n-ī-t-s-t-ā-n-d l-m-p-or-t-ē-n-t d-ī-s-k-ū-v-er-ē s-ū-n-l-ī-t ī-n-t-er-ē-s-t-ē-d y-ē-s-t-er-d-ā d-ē-l-ī-v-er	Identify everyday nightstand important discovery sunlight interested yesterday deliver	ē-v-er-ē-w-ū-n l-ū-n-ch-r-oo-m t-r-ā-m-p-ō-l-ē-n g-r-ā-n-d-f-ū-th-er s-l-ē-p-ē p-r-ī-n-s-ī-p-ū-l s-ū-m-b-ō-d-ē d-ī-n-er-t-ī-m r-ē-s-p-ō-n-s-ī-b-l	everyone lunchroom trampoline grandfather sleepy principal somebody dinnertime responsible	j-ū-l-ī v-ī-d-ē-ō r-ā-n-b-ō s-ū-m-w-ū-n l-ē-f-t-ō-v-er-s f-ō-t-ō-g-r-ā-f p-r-ē-z-ī-d-ē-n-t s-k-r-ā-p-s s-k-ī-s-k-r-ā-p-er	July video rainbow someone leftovers photograph president scraps skyscraper	b-ē-d-t-ī-m p-ā-p-er-z s-n-ō-f-l-ā-k p-ā-n-k-ā-k-s w-ī-n-d-sh-ē-l-d s-ē-p-t-ē-m-b-er ī-n-t-ē-l-ī-j-ē-n-t p-ī-l-ō-k-ā-s k-ō-n-t-ī-n-ē-n-t	bedtime papers snowflake pancakes windshield September intelligent pillowcase continent		
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.												

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Medial Sounds Teacher says the word. Students isolate the medial sound and then say if it is a short or long vowel. Ex. T: cute S: ū, long vowel	can /ă/	cane /ā/	hug /ŭ/	seat /ē/	ran /ă/	pane /ā/	made /ā/	fin /ī/	fuse /ū/	note /ō/		
	pet /ĕ/	Pete /ē/	rat /ă/	hide /ī/	set /ĕ/	seat /ē/	cub /ū/	road /ō/	pan /ă/	vane /ā/		
	bit /ī/	bite /ī/	hid /ī/	huge /ū/	rip /ī/	ripe /ī/	fine /ī/	mad /ă/	kite /ī/	kit /ī/		
	Rob /ō/	robe /ō/	hop /ō/	rope /ō/	cot /ō/	coat /ō/	rod /ō/	cube /ū/	seal /ē/	sell /ĕ/		
	cut /ŭ/	cute /ū/	set /ĕ/	late /ā/	but /ŭ/	mule /ū/	wheat /ē/	wet /ĕ/	not /ō/	fuss /ū/		
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: somebody S: somebody, s-ŭ-m-b-ŏ-d-ĕ	bedtime b-ĕ-d-t-ī-m	July j-ŭ-l-ī	every ĕ-v-er-ē	April ā-p-r-ŷ-l	nightstand n-ī-t-s-t-ă-n-d							
	papers p-ā-p-er-z	video v-ī-d-ē-ŏ	grandmother g-r-ă-n-d-m-ŭ-th-er	dentist d-ĕ-n-t-ī-s-t	sunlight s-ŭ-n-l-ī-t							
	snowflakes s-n-ŏ-f-l-ā-k-s	rainbow r-ā-n-b-ŏ	sleeps s-l-ē-p-s	fantastic f-ă-n-t-ă-s-t-ī-k	deliver d-ē-l-ī-v-er							
	pancakes p-ă-n-c-ā-k-s	someone s-ŭ-m-w-ŭ-n	somebody s-ŭ-m-b-ŏ-d-ĕ	gasoline g-ă-s-ŏ-l-ē-n	everyday ĕ-v-er-ē-d-ā							
	windshield w-ī-n-d-sh-ē-l-d	leftovers l-ĕ-f-t-ŏ-v-er-s	lunchtime l-ŭ-n-ch-t-ī-m	wonderful w-ŭ-n-d-er-f-ŭ-l	yesterday y-ĕ-s-t-er-d-ā							
	September s-ĕ-p-t-ĕ-m-b-er	photograph f-ŏ-t-ŏ-g-r-ă-f	speedy s-p-ē-d-ĕ	anteater ā-n-t-ĕ-t-er	vacation v-ā-k-ā-sh-ŭ-n							
	intelligent ĭ-n-t-ĕ-l-ĭ-j-ĕ-n-t	president p-r-ĕ-z-ĭ-d-ĕ-n-t	trampoline t-r-ă-m-p-ŏ-l-ē-n	separate s-ĕ-p-ŭ-r-ā-t	Identify ĭ-d-ĕ-n-t-ī-f-ī							
	pillowcase p-ī-l-ŏ-k-ā-s	scraps s-c-r-ă-p-s	bedroom b-ĕ-d-r-oo-m	promise p-r-ŏ-m-ī-s	Interested ĭ-n-t-er-ĕ-s-t-ĕ-d							
	continent k-ŏ-n-t-ĭ-n-ĕ-n-t	skyscraper s-k-ī-s-k-r-ā-p-er	discovery d-ī-s-k-ŭ-v-er-ē	Titanic t-ī-t-ă-n-ī-k	hippopotamus h-ī-p-ŏ-p-ŏ-t-ŭ-m-ŭ-s							
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.												
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" *Use sounds	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	căp /ă/	cape	făte /ă/	fat	sĕat /ĕ/	set	căne /ă/	can	grăd /ă/	grade		
	sĭt /ī/	sight	Pĕte /ĕ/	pet	rĭpe /ī/	rip	sĕt /ē/	seat	quĭte /ī/	quit		
	fĕll /ĕ/	feel	rĭde /ī/	rid	cŏat /ō/	cot	Tĭm /ī/	time	stĕam /ĕ/	stem		
	glŏb /ō/	globe	rŏbe /ō/	rob	Brăd /ā/	braid	pŏpe /ō/	pop	slŏp /ō/	slope		
	hĭd /ī/	hide	fŭse /ū/	fuzz	kĭt /ī/	kite	tŭb /ū/	tube	plŭme /ū/	plum		
	slĭm /ī/	slime	săme /ă/	Sam	mĕt /ē/	meet	rŏd /ō/	road	hŭge /ū/	hug		
	cŭb /ū/	cube	hĕed /ĕ/	head	păln /ă/	pan	măd /ā/	made	glŏbe /ō/	glob		
	măn /ā/	mane	pĭne /ī/	pin	dŭne /ū/	done	mĭle /ī/	mill	slĭd /ī/	slide		
	sĕt /ē/	seat	mŏpe /ō/	mop	gŏt /ō/	goat	fĕel /ĕ/	fell	brĕad /ē/	breed		
	cŭt /ū/	cute	mŭte /ū/	mutt	rĭd /ī/	ride	dŭke /ū/	duck	plăne /ă/	plan		

Phonemic Awareness Training Lesson Plan for Week 19

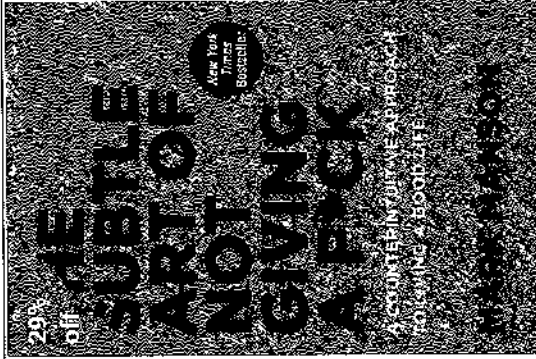
Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word. Teacher says, "Add /r/ after /t/ and the word is?" *Use sounds	tuck	/r/	truck	sight	/l/	slight	said	/l/	sled	tie	/r/	try	bake	/r/	brake
Ex. T: tick S: tick	sock	/t/	stock	tot	/r/	trot	gab	/r/	grab	state	/r/	straight	say	/w/	sway
T: Add /r/ after /t/ the word is?	tip	/r/	trip	sore	/t/	store	seize	/n/	sneeze	few	/l/	flew	cash	/r/	crash
S: trick	sigh	/p/	spy	brook	/r/	brook	sip	/l/	slip	pay	/r/	pray	sick	/t/	stick
	bite	/r/	bright	seed	/p/	speed	cane	/r/	crane	soon	/p/	spoon	found	/r/	frowned
	fee	/r/	free	tick	/r/	trick	box	/l/	blocks	pot	/l/	plot	bank	/l/	blank
	sash	/m/	smash	cider	/p/	spider	tee	/r/	tree	sell	/m/	smell	bend	/l/	blend
	bees	/r/	breeze	back	/l/	black	gap	/n/	snap	sand	/t/	stand	soil	/p/	spoil
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /r/ and what is left?" *Use sounds	sled	/l/	said	try	/r/	tie	brake	/r/	bake	truck	/r/	tuck	slight	/l/	sight
Ex. T: spoon S: spoon	grab	/r/	gab	stand	/t/	sand	blend	/l/	bend	stock	/t/	sock	trot	/r/	tot
T: Without /p/ and what is left?	tree	/r/	tee	straight	/r/	state	sway	/w/	say	bright	/r/	bite	black	/l/	back
S: soon	sneeze	/n/	seize	spoon	/p/	soon	frowned	/r/	found	smash	/m/	sash	store	/t/	sore
	slip	/l/	sip	plot	/l/	pot	stick	/t/	sick	free	/r/	fee	spider	/p/	cider
	crane	/r/	cane	smell	/m/	sell	crash	/r/	cash	spy	/p/	sigh	trick	/r/	tick
	blocks	/l/	box	flew	/l/	few	spoil	/p/	soil	breeze	/r/	bees	speed	/p/	seed
	snap	/n/	sap	pray	/r/	pay	blank	/l/	bank	trip	/r/	tip	brook	/r/	book

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday		
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Blend, digraph, vowel, and R-controlled vowel (ar, er, ir, or, ur) flashcards 1. Letter names only 2. Sounds only	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.		
Rhyming Instructions vary by day. Mon & Wed: "Thumbs Up" when word pair rhymes; "Thumbs Down" when word pair doesn't rhyme. Tues: Students repeat only the two rhyming words. Thurs: Students repeat only the word that doesn't rhyme. Fri: Students produce 3-5 rhyming words for each word provided.	Rhyme Recognition: Thumbs Up / Thumbs Down hi, my me, he she, shop go, no try, fly sky, ski you, shoe we, tree may, day my, by	Rhyme Recognition: Repeat the two that rhyme. go, so, not get, he, be say, sat, may blue, you, now she, knee, so be, bed, see we, wet, free key, ski, sit sky, fly, for by, cry, sit	Rhyme Recognition: Thumbs Up / Thumbs Down toe, know we, went bee, see show, now buy, cry slow, tow flu, you play, pay zoo, they free, fast	Rhyme Recognition: Repeat the word that doesn't rhyme. go, so, get he, high , we you, too, yes sigh, but , buy my, knee , fly may, say, that toe, tot , sew keep , key, fee bay, pay, put knee , know, toe	Rhyme Production: be (Ex: she, he, me, tree) my (Ex: why, sky, fly, try) no (Ex: snow, show, slow, go) day (Ex: stay, play, tray, hay) do (Ex: shoe, flu, blue, new) boy (Ex: toy, play, Roy, joy) cow (Ex: how, plow, now, bow) saw (Ex: paw, flaw, thaw, raw)		
Onset Fluency Teacher says the word, students repeat word, and then isolate the beginning sound. Ex. T: crust S: crust /cr/ OR /k/. Teacher decides if onset is first sound or blend.	sneeze /sn/ clock /cl/ flag /fl/ stomach /st/ brick /br/ treat /tr/ drive /dr/ great /gr/ prize /pr/ brain /br/	floor /fl/ green /gr/ plum /pl/ block /bl/ school /sk/ crazy /cr/ dream /dr/ friend /fr/ trains /tr/ sliver /sl/	checkers /ch/ think /th/ shake /sh/ wheel /wh/ these /th/ shoulder /sh/ whiskers /wh/ children /ch/ thumb /th/ this /th/	bread /br/ sleeve /sl/ crayon /cr/ dress /dr/ freezing /fr/ grapes /gr/ pretty /pr/ small /sm/ trouble /tr/ blister /bl/	cheese /ch/ chance /ch/ thank /th/ thought /th/ shapes /sh/ them /th/ then /th/ where /wh/ whistle /wh/ shower /sh/		
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /t-w-i-s/ S: twice	s-t-ŭ-m-p ch-oo-z p-l-ā-n-k c-r-ŷ-s-p sh-r-ŷ-m-p	f-l-ō-p-ē s-p-l-ā-sh b-l-ī-n-d ch-ā-n-s s-l-ē-p-t	p-l-ā-n-t ch-ŷ-m-p g-r-ā-p-s f-r-ō-z-ē-n b-l-ē-n-d	t-r-ē-t-s f-l-ū-t s-t-ā-n-d t-w-ŷ-s-t s-m-ā-sh	s-n-ā-ck c-r-ē-k-ē p-l-ŷ-m-p f-l-ŷ-n-g s-t-r-ē-t t-r-ā-sh d-r-ā-n-k sh-ō-ck g-l-ŷ-t-ch t-w-ŷ-s (twice)	s-t-r-ā-n-d b-l-ŷ-m-p f-r-ē-sh ŭ-n-d-r s-n-ē-z-d t-r-ŷ-ck c-l-ā-sh s-l-ā-n-t d-r-ŷ-v	b-r-ē-th c-l-ō-m-p s-t-ā-m-p f-l-ā-sh t-r-ŷ-s-t g-r-ē-n sh-r-ŷ-n-k s-l-ŷ-m-p F-r-ā-n-k c-l-ā-s-p
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.							

Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday				Tuesday				Wednesday				Thursday				Friday			
Identifying Medial or Final Sounds	Identify the Final Sound				Identify the Medial Sound				Identify the Final Sound				Identify the Medial Sound				Identify the Final Sound			
Teacher says the word. Students repeat the word and then isolate the specified sound. Tues & Thurs: Students also identify short or long vowel.	date	/t/	dip	/p/	late	/ā/	chap	/ă/	pop	/p/	have	/v/	bet	/ĕ/	fill	/ī/	last	/t/	spend	/d/
	pin	/n/	slow	/ō/	seat	/ē/	bet	/ĕ/	here	/r/	bowl	/l/	home	/ō/	gate	/ā/	gasp	/p/	lift	/t/
	gum	/m/	tail	/l/	kite	/ī/	tip	/ī/	miss	/s/	fox	/ks/	cup	/ŭ/	jam	/ă/	west	/t/	help	/p/
	side	/d/	bus	/s/	boat	/ō/	not	/ŏ/	feet	/t/	day	/ā/	keep	/ĕ/	line	/ī/	milk	/k/	bend	/d/
	bag	/g/	buzz	/z/	rude	/ū/	cuff	/ŭ/	you	/oo/	fuzz	/z/	lock	/ŏ/	tube	/ū/	shift	/t/	talk	/k/
Segmenting Phonemes	chimp (4) frozen (6)				breathe (4) stamp (5)				choose (3) crisp (5)				fling (5) creek (5)				strand (6) slant (5)			
Teacher says the word. Students repeat the word and chop it into phonemes.	flute (4) blend (5)				clomp (5) shrink (5)				plank (5) blind (5)				snack (4) plump (5)				sneezed (5) trick (4)			
Ex. T: blend S: blend; /b-l-ē-n-d/	grapes (5) twist (5)				slump (5) clasp (5)				floppy (5) shrimp (5)				street (5) drank (5)				drive (4) fresh (4)			
	smash (4) stand (5)				Frank (5) green (4)				stump (5) splash (5)				glitch (5) shock (4)				under (4) clash (4)			
	plant (5) treats (5)				trust (5) flash (4)				slept (5) chance (4)				twice (4) trash (4)				throne (4) blimp (5)			
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																				
Substituting Phonemes	Word	Change to	Response	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 the /#/ to /#/ and the word is?	ăt	/ā/	ate	tŭne	/ŭ/	ton	bĭt	/ă/	bat	brĕad	/ī/	bride	fĭll	/ĕ/	feli					
*Use sounds	sĕt	/ē/	seat	slŏpe	/ŏ/	slop	nŏt	/ĕ/	net	snăck	/ē/	sneak	shŏw	/ī/	shy					
	kĭt	/ī/	kite	lĭke	/ī/	lick	hŏp	/ī/	hip	mĕ	/ā/	may	thŏse	/ē/	these					
	nŏt	/ō/	note	brĕed	/ĕ/	bread	gĕt	/ŏ/	got	flĭght	/ū/	flute	căt	/ŭ/	cut					
	tŭb	/ū/	tube	māne	/ă/	man	băss	/ŭ/	bus	crĕek	/ō/	croak	bŭck	/ă/	back					
Ex. T: pan S: pan	păn	/ā/	pain	bŭtte	/ŭ/	but	cŏpe	/ā/	cape	slăb	/ŏ/	slob	frĕeze	/ō/	froze					
T: Change the /ă/ to /ā/ and the word is? S: pain	pĕt	/ē/	Pete	mŏpe	/ŏ/	mop	rĭde	/ē/	read	trĭp	/ă/	trap	slăp	/ī/	slip					
	dĭm	/ī/	dime	fĭle	/ī/	fill	sĕed	/ī/	side	crăb	/ĭ/	crib	chĭp	/ŏ/	chop					
	Rŏb	/ō/	robe	hĕed	/ĕ/	head	bĕet	/ŏ/	boat	Brăd	/ĕ/	bread	cŏne	/ā/	cane					
	cŭt	/ū/	cute	săme	/ă/	Sam	kĭte	/ŭ/	cute	crĕam	/ŭ/	crumb	mĭle	/ū/	mule					



The Subtle Art of Not Giving a F*ck : A Counterintuitive Approach to Living a Good Life

4.01 (115,903 ratings by Goodreads)

Hardback | English

By (author) Mark Manson

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#1 New York Times Bestseller

Over 3 million copies sold

In this generation-defining self-help guide, a superstar blogger cuts through the crap to show us how to stop trying to be "positive" all the time so that we can truly become better, happier people.

For decades, we've been told that positive thinking is the key to a happy, rich life. "F---k positivity," Mark Manson says. "Let's be honest, shit is f---ked and we have to live with it." In his wildly popular Internet blog, Manson doesn't sugarcoat or equivocate. He tells it like it is—a dose of raw, refreshing, honest truth that is sorely lacking today. The Subtle Art of Not Giving a F---k is his antidote to the coddling, let's-all-feel-good mindset that has infected modern society and spoiled a generation, rewarding them with gold medals just for showing up.

Manson makes the argument, backed both by academic research and well-timed poop jokes, that improving our lives hinges not on our ability to turn lemons into lemonade, but on learning to stomach lemons better. Human beings are flawed and limited—"not everybody can be extraordinary, there are winners and losers in society, and some of it is not fair or your fault," Manson advises us to get to know our limitations and accept them. Once we embrace our fears, faults, and uncertainties, once we stop running and avoiding and start confronting painful truths, we can begin to find the courage, perseverance, honesty, responsibility, curiosity, and forgiveness we seek.

There are only so many things we can give a f---k about so we need to figure out which ones really matter, Manson makes clear. While money is nice, caring about what you do with your life is better, because true wealth is about experience. A much-needed grab-you-by-the-shoulders-and-look-you-in-the-eye moment of real-talk, filled with entertaining stories and profane, ruthless humor, The Subtle Art of Not Giving a F---k is a refreshing slap for a generation to help them lead contented, grounded lives.

[Show more](#)

Phonemic Awareness Training Lesson Plan for Week 20

Skills				Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes				Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word. Teacher says add /*/ after the /*/ and the word is? *Use sounds Ex. T: peas S: peas T: Add /l/ after the /p/ the word is? S: please				dive	/r/	drive	tide	/r/	tried	say	/t/	stay	feet	/l/	fleet	side	/p/	spied
				peas	/l/	please	pace	/l/	place	died	/r/	dried	shine	/r/	shrine	bow	/l/	blow
				sole	/t/	stole	soak	/m/	smoke	go	/l/	glow	state	/r/	straight	fame	/r/	frame
				fame	/l/	flame	soap	/l/	slope	dip	/r/	drip	sale	/k/	scale	bake	/r/	brake
				gate	/r/	great	dove	/r/	drove	tail	/r/	trail	save	/l/	slave	so	/l/	slow
				seat	/l/	sleet	seep	/l/	sleep	seed	/p/	speed	keep	/r/	creep	deem	/r/	dream
				side	/l/	slide	sake	/n/	snake	bed	/r/	bread	sash	/l/	slash	pay	/l/	play
				pane	/l/	plane	cave	/r/	crave	gain	/r/	grain	Kate	/r/	crate	peas	/l/	please
Deleting Phonemes				Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left? *Use sounds Ex. T: grow S: grow T: Without the /t/ and what is left? S: go				spied	/p/	side	fleet	/l/	feet	grow	/r/	go	drive	/r/	dive	tried	/r/	tied
				blow	/l/	bōw	shrine	/r/	shine	steam	/t/	seem	pleat	/l/	Pete	place	/l/	pace
				frame	/r/	fame	straight	/r/	state	bleed	/l/	bead	stole	/t/	sole	smoke	/m/	soak
				slow	/l/	so	scale	/c/	sale	stay	/t/	say	flame	/l/	fame	sleep	/l/	seep
				please	/l/	peas	slave	/l/	save	brow	/r/	bōw	great	/r/	gate	snake	/n/	sake
				dream	/r/	deem	plain	/l/	pain	fright	/r/	fight	slide	/l/	side	crave	/r/	cave
				brake	/r/	bake	crate	/r/	Kate	claim	/l/	came	sleet	/l/	seat	slope	/l/	soap
				play	/l/	pay	slash	/l/	sash	bread	/r/	bed	plane	/l/	pain	drove	/r/	dove
Other Activities																		

Phonemic Awareness Training Lesson Plan for Week 21

Skills	Monday	Tuesday	Wednesday	Thursday	Friday			
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowels 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.			
Rhyming & Onset Fluency Teacher identifies the category for the day. Teacher says the nonsense word. Students say "Not (nonsense word), (real rhyming word)!" Ex. T: "Fafrika" S: "NOT Fafrika; Africa!"	Nonsense Words! Category: Places in the world. Imerica (America) Bafrika (Africa) Dorth Damerica (North America) Europe (Europe) Lexico (Mexico) Fanada (Canada) Laysia (Asia) Paustralia (Australia) Fantartica (Antartica) Mouth Mamerica (South America)	Nonsense Words! Category: Things found in water. fales (whales) deals (seals) calruses (walruses) tish (fish) roctopuses (octopuses) slabs (crabs) ponges (sponges) carfish (starfish) bellis (shells) starks (sharks)	Nonsense Words! Category: Things in the sky. slanets (planets) glouds (clouds) bun (sun) chars (stars) goon (moon) dairplanes (airplanes) zlrds (birds) fatellites (satellites) traceships (spaceships) tireworks (fireworks)	Nonsense Words! Category: Things found in water. heweed (seaweed) blubmarines (submarine) ding days (sting rays) teels (eels) mehorses (seahorses) pea pells (sea shells) moldfish (goldfish) nails (snails) jivers (divers) Ditanic (Titanic)	Nonsense Words! Category: Things one wears in winter. fittens (mittens) glarf (scarf) blow blult (snow suit) spat (hat) tacket (jacket) coots (boots) froves (gloves) fo fants (snow pants) getter (sweater) tearmuffs (earmuffs)			
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /d-r-ä-f-t/ S: draft	b-l-ä-n-k c-r-ö-k t-w-ë-l-v f-r-ÿ-n-j (fringe) c-l-ö-th	g-r-ë-t t-r-ÿ-n-k s-l-ë-p-t d-r-ä-f-t f-l-ü-k	f-r-ö-s-t th-ä-m b-l-ä-s-t wh-ÿ-s-k s-l-ë-p-ë	c-r-ÿ-n-ch t-w-ë-t g-r-ä-n-d qu-ë-s-t p-r-i-z	g-r-ä-n-t d-r-ä-g th-r-ö-n b-l-ë-ch f-ÿ-f-th s-l-i-m-ë sh-ä-d-ö	c-r-ä-z-ë p-i-n-ch f-r-ë-z t-w-i-n-s c-l-ü-ck th-r-i-ll s-l-ë-v b-l-ö-n-d	c-l-ä-s-p t-w-ë-n-t-ë g-r-ä-z wh-ÿ-s-p-r b-l-ü-ff	s-l-ÿ-p-r th-ä-n-k n-ö-t-ch c-r-ä-f-t ch-ÿ-l-ë
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.								

Phonemic Awareness Training Lesson Plan for Week 21

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Identifying Medial Sounds Teacher says the word. Students isolate the medial sound and then say if it is a short or long vowel.	same /ā/	heel /ē/		jab /ă/	beg /ĕ/		dome /ō/	lime /ī/		slam /ă/	bend /ĕ/		fast /ă/	shade /ā/	
	bike /ī/	bone /ō/		bid /ī/	nod /ō/		pave /ā/	huge /ū/		chop /ō/	crust /ū/		slice /ī/	skunk /ū/	
	cube /ū/	wake /ā/		sob /ō/	mad /ă/		beef /ē/	hope /ō/		dent /ĕ/	fond /ō/		soft /ō/	team /ē/	
	beak /ē/	dime /ī/		rug /ū/	hum /ū/		file /ī/	race /ā/		shut /ū/	blast /ă/		flute /ū/	pink /ī/	
	cone /ō/	cute /ū/		red /ĕ/	lip /ī/		dude /ū/	jeep /ĕ/		flip /ī/	shrimp /ī/		kept /ĕ/	boat /ō/	
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: notch S: notch; /n-ō-t-ch/	grant (5)	throne (4)		croak (4)	greet (4)		slipper (5)	graze (4)		frost (5)	whisk (4)		freeze (4)	thrill (4)	
	drag (4)	crust (5)		twelve (5)	blank (5)		chilly (4)	notch (4)		crunch (5)	theme (3)		crazy (5)	blonde (5)	
	fifth (4)	flight (4)		cloth (4)	fringe (5)		clasp (5)	thank (4)		blast (5)	quest (4)		twins (5)	sleeve (4)	
	shadow (4)	bleach (4)		fluke (4)	slept (5)		bluff (4)	whisper (5)		prize (4)	sleepy (5)		drape (4)	cluck (4)	
	quench (4)	slimy (5)		trunk (5)	draft (5)		twenty (6)	craft (5)		tweet (4)	grand (5)		pinch (4)	shelf (4)	
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.															
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /*/ to /*/ and the word is? *Use sounds Mon, Wed, Fri: Vowels Tues, Thurs: Consonant digraphs and blends Ex. T: seal S: seal T: Change the /ē/ to /ā/ and the word is? S: sale	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	ăt	/ā/	ate	thrill	/ch/	chill	rāte	/ă/	rat	brag	/dr/	drag	bēat	/ō/	boat
	sēt	/ē/	seat	shine	/wh/	whine	slōpe	/ō/	slop	fleck	/sp/	speck	māil	/ē/	meal
	pīl	/ī/	pile	chick	/th/	thick	cūte	/ū/	cut	drill	/gr/	grill	sēal	/ā/	sale
	mōp	/ō/	mope	week	/ch/	cheek	Dēan	/ĕ/	den	flock	/bl/	block	pāl	/ē/	peel
	cūb	/ū/	cube	thistle	/wh/	whistle	jūte	/ū/	jut	flub	/cl/	club	tēal	/ā/	tail
	mūt	/ū/	mute	chock	/sh/	shock	rīde	/ī/	rid	bluff	/gr/	gruff	rāid	/ē/	read
	hōp	/ō/	hope	shrank	/th/	thank	nōte	/ō/	not	bread	/Fr/	Fred	rēai	/ā/	rail
	pēt	/ē/	Pete	chin	/th/	thin	plāne	/ă/	plan	snag	/fl/	flag	lēaf	/ō/	loaf
	pāl	/ā/	pale	those	/ch/	chose	mēan	/ĕ/	men	plop	/dr/	drop	crōak	/ē/	creek
	quīt	/ī/	quite	chip	/sh/	ship	rīpe	/ī/	rip	trick	/st/	stick	lēan	/ō/	loan

Phonemic Awareness Training Lesson Plan for Week 21

Skills

Monday

Tuesday

Wednesday

Thursday

Friday

Adding Phonemes	Adding a phoneme after the onset to make a blend.						Adding a phoneme before the final sound to make an ending consonant cluster.								
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word. Teacher says add /f/ after the /s/ and the word is? *Use sounds Ex. T: seam S: seam T: Add /t/ after the /s/ the word is? S: steam Ex. T: stop S: stop T: Add /m/ after the /s/ the word is? S: stomp	fake	/f/	flake	boom	/r/	broom	hut	/n/	hunt	Brad	/n/	brand	mitt	/s/	mist
	side	/p/	spied	seek	/l/	sleek	sad	/n/	sand	lit	/s/	list	chop	/m/	chomp
	bow	/l/	blow	sail	/n/	snail	fit	/s/	fist	stop	/m/	stomp	hit	/n/	hint
	seam	/t/	steam	pays	/r/	praise	bed	/n/	bend	brick	/s/	brisk	feed	/l/	field
	two	/r/	true	seat	/w/	sweet	toad	/l/	told	head	/l/	held	lap	/m/	lamp
	feet	/l/	fleet	pant	/l/	plant	lad	/n/	land	clap	/s/	clasp	rote	/s/	roast
	hide	/r/	tried	tail	/r/	trail	code	/l/	cold	lip	/m/	limp	cat	/s/	cast
	lake	/t/	stake	soap	/l/	slope	sit	/f/	sift	net	/s/	nest	pat	/n/	pant
	soak	/p/	spoke	pie	/r/	pry	deck	/s/	desk	chat	/n/	chant	let	/f/	left
	boo	/l/	blue	sore	/t/	store	truck	/n/	trunk	boat	/s/	boast	duck	/n/	dunk
Deleting Phonemes	Without						Without								
	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 the /f/ and what is left? *Use sounds Ex. T: brisk S: brisk T: Without the /s/ and the word is? left? S: brick	broom	/r/	boom	flake	/l/	fake	list	/s/	lit	mist	/s/	mitt	hunt	/n/	hut
	snail	/n/	sail	blow	/l/	bow	stomp	/m/	stop	hint	/n/	hit	land	/n/	lad
	praise	/r/	pays	true	/r/	two	brisk	/s/	brick	lamp	/m/	lap	cold	/l/	code
	plant	/l/	pant	stake	/t/	sake	brand	/n/	Brad	roast	/s/	rote	sift	/f/	sit
	slope	/l/	soap	spoke	/p/	soak	limp	/m/	lip	pant	/n/	pat	desk	/s/	deck
	store	/t/	sore	blue	/l/	boo	boast	/s/	boat	cast	/s/	cat	trunk	/n/	truck
	sleek	/l/	seek	tried	/r/	tide	chant	/n/	chat	left	/f/	let	sand	/n/	sad
	trail	/r/	tail	fleet	/l/	feet	nest	/s/	net	dunk	/n/	duck	fit	/s/	fit
	sweet	/w/	seat	spied	/p/	side	held	/l/	head	chomp	/m/	chop	bend	/n/	bed
	pry	/r/	pie	steam	/t/	seam	clasp	/s/	clap	field	/l/	feed	told	/l/	toad
Other Activities															

Phonemic Awareness Training Lesson Plan for Week 22

Skills	Monday	Tuesday	Wednesday	Thursday	Friday					
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards (Blends and digraphs if needed) "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowels 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.					
Rhyme Production Teacher says a real word. Students make nonsense rhyming words from it. ENJOY, LAUGH, BE CREATIVE!	funny shopping fairy lunch	train sleepy tooth snow	drive swimming lizard freeze	school bike chomp scissors	runner spaghetti study hamburger	shoulder clean laugh pizza	coat car brother paper	shoes sister money pajamas	reading shower dinosaur sink	pencil water television bus
Onset Fluency Teacher says the word. Students repeat the word, and then isolate the beginning onset. Ex. T: kite S: /k/	ball /b/ dime /d/ girls /g/ jelly /j/ money /m/	catch /k/ finger /f/ house /h/ kitten /k/ night /n/	piano /p/ rooster /r/ teacher /t/ watch /w/ zebra /z/	queen /kw/ singer /s/ violin /v/ yo-yo /y/ apple /a/	elbow /ē/ inch /ī/ under /ū/ ostrich /ō/ asking /ă/	ape /ā/ oak /ō/ aisle /ī/ use /ū/ eel /ē/	blast /b/ fly /f/ plane /p/ broom /b/ dream /d/	clock /k/ glasses /g/ slice /s/ cracker /k/ free /f/	grapes /g/ trap /t/ smile /s/ whistle /wh/ think /th/	prize /p/ scale /s/ chick /ch/ them /th/ shout /sh/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /f-r-ū-n-t/ S: front	p-l-ē-n-t-ē s-l-ē-k d-r-ī-f-t t-w-ī-n-k-l b-r-ā-n-ch	ch-ā-n-j th-r-ō-t c-r-ū-s-t f-r-ō-s-t-ē b-l-ā-s-t	wh-ī-s-k-er f-l-ū-sh b-r-ē-z r-ā-n-ch f-r-ū-n-t (front)	p-l-ī-n-k l-ē-n-g-th s-w-ī-p c-r-ā-n c-l-ō-s-e-t	g-l-ā-n-ce b-r-ō-n-z t-w-ī-n p-l-ū-m-p d-r-ē-ss	c-l-ā-m-p sh-ī-f-t p-r-ā-n-k f-l-ē-t ch-ū-ck-l	qu-ī-ck wh-ī-s-l (whistle) g-r-ē-s-ē s-k-ē-t-ch b-r-ī-s-k	c-l-ā-m s-l-ō-l-ē (slowly) d-r-ū-m-r c-r-ā-d-l f-l-ō-ss	p-ū-n-ch g-l-ō-b th-ī-m-b-l c-r-ī-ck-ē-t t-r-ū-m-p-ē-t	s-l-ē-p-t p-l-ā-n-ē-t g-r-ā-v-ī-t-ē p-r-ō-b-l-ē-m b-l-ā-n-k-ē-t
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 22

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Medial or Final Sounds Instructions vary by day. Mon, Tues & Wed: Teacher reads the word series. Students say the final sound. Thurs & Fri: Teacher reads the word series. Students say the medial vowel sound and then say if it's a long or short vowel.	Identify the Final Sound let, kit, get /t/ moon, hen, cane /n/ much, touch, punch /ch/ same, time, room /m/ rough, laugh, cuff /f/ crib, job, tub /b/ head, feed, lid /d/ beg, big, sag /g/ huge, age, page /j/ trick, rake, bike /k/	Identify the Final Sound hill, pull, wheel /l/ top, slap, stop /p/ nice, race, slice /s/ fix, wax, sticks /ks/ (x) save, give, leave /v/ was, is, buzz /z/ dish, wash, wish /sh/ math, moth, with /th/ so, go, know /o/ we, tree, she /e/	Identify the Final Sound sleeve, have live /v/ rich, such, lunch /ch/ team, rhyme, came /m/ miss, pass, cups /s/ drop, lap, slip /p/ if, off, tough /f/ lick, sack, make /k/ cloth, path, both /th/ swish, push, cash /sh/ is, please, has /z/	Identify the Medial Sound Is the vowel short or long? ran, cap, path /ă/ love, run, tough /û/ mom, top, got /ô/ bed, hen, when /ê/ kit, him, zip /î/ take, race, rain /ă/ home, comb, cone /ô/ June, tune, rule /û/ mine, file, pine /î/ reed, feel, seal /ē/	Identify the Medial Sound Is the vowel short or long? fake, mail, quake /ă/ cob, hot, mop /ô/ seem, team, deal /ē/ rug, hut, luck /û/ side, dive, pile /î/ tone, rose, hole /ô/ said, ten, led /ê/ fit, pin, sip /î/ lamb, zap, rag /ă/ mule, tube, cute /û/
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: flush S: flush; /f-l-û-sh/	plink (5) breeze (4) flush (4) ranch (4) whisker (5) crane (4) front (5) swipe (4) closet (6) length (5)	slept (5) gravity (7) globe (4) thimble (5) cricket (6) problem (7) punch (4) planet (6) blanket (7) trumpet (7)	plenty (6) drift (5) change (4) branch (5) crust (5) twinkle (6) throat (4) frosty (6) sleek (4) blast (5)	bronze (5) glance (5) shift (4) dress (4) clamp (5) plump (5) fleet (4) prank (5) twine (4) chuckle (4)	claim (4) cradle (5) floss (4) greasy (5) quick (3) sketch (5) brisk (5) drummer (5) slowly (5) whistle (4)
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /s/ to /t/ and the word is? *Use sounds Mon, Wed & Fri: Students also say if response word has a short or long vowel sound. Ex. T: fell S: fell T: Change the /ē/ to /ē/ and the word is? S: feel, long e	Word Change to Response fin /î/ fine tap /ă/ tape rod /ô/ rode mutt /û/ mute fell /ê/ feel pick /î/ pike red /ē/ read back /ă/ bake glob /ô/ globe spit /î/ spite	Word Change to Response plain /tr/ train twice /pr/ price should /k/ could broken /sp/ spoken growing /bl/ blowing travel /g/ gavel throat /fl/ float pheasant /pl/ pleasant sketch /str/ stretch flower /sh/ shower	Word Change to Response hat /î/ height spice /ă/ space tone /û/ tune mole /ē/ meal brake /ô/ broke wax /ē/ weeks gate /ô/ goat sled /î/ slide shut /ê/ sheet quit /ô/ quote	Word Change to Response gider /sp/ spider please /ch/ cheese throw /fl/ flow splinter /pr/ printer pleasure /tr/ treasure twinkle /spr/ sprinkle screams /dr/ dreams brown /cr/ crown mitten /sm/ smitten squish /sw/ swish	Word Change to Response chose /ê/ cheese sneak /ă/ snake spike /ô/ spoke swim /ă/ swam past /ô/ post green /î/ grin shape /ê/ sheep trick /û/ truck braïd /î/ bride band /ê/ bend
Substituting hand motion: (Tuesday and Thursday only) Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.					

Phonemic Awareness Training Lesson Plan for Week 22

Skills

Monday

Tuesday

Wednesday

Thursday

Friday

Adding Phonemes

Teacher says the word or word part. Students repeat the word. Teacher says add /*/ at the beginning and the word is? *Use sounds

Ex. T: ack S: ack
T: Add /tr/ at the beginning and the word is? S: track

Adding to the beginning:

Word	Add	Response
-ack	/tr/	track
-ain	/spr/	sprain
-ale	/wh/	whale
-an	/th/	than
-ap	/cl/	clap
-ail	/sn/	snail
-ake	/sh/	shake
-ame	/fl/	flame
-ank	/th/	thank
-ash	/spl/	splash

Adding to the beginning:

Word	Add	Response
-at	/ch/	chat
-aw	/cl/	claw
-eat	/wh/	wheat
-est	/ch/	chest
-ick	/th/	thick
-ate	/sk/	skate
-ay	/pl/	play
-ell	/sp/	spell
-ice	/sp/	spice
-ide	/br/	bride

Adding to the beginning:

Word	Add	Response
-ight	/fl/	flight
-in	/ch/	chin
-ing	/th/	thing
-ip	/sh/	ship
-ock	/cl/	clock
-ill	/thr/	thrill
-ine	/sh/	shine
-ink	/dr/	drink
-ir	/st/	stir
-oke	/ch/	choke

Adding to the beginning:

Word	Add	Response
-op	/sh/	shop
-uck	/tr/	truck
-ump	/th/	thump
-ack	/sh/	shack
-ain	/br/	brain
-ore	/sn/	snore
-ug	/ch/	chug
-unk	/sk/	skunk
-ail	/tr/	trail
-ake	/fl/	flake

Adding to the beginning:

Word	Add	Response
-ale	/st/	stale
-an	/sp/	span
-ash	/cr/	crash
-aw	/dr/	draw
-eat	/pl/	pleat
-ame	/sh/	shame
-ank	/dr/	drank
-ate	/pl/	plate
-ay	/cl/	clay
-ell	/sm/	smell

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

Deleting Phonemes

Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left? *Use sounds

Ex. T: thump S: thump
T: Without the /th/ and what is left?
S: ump

Word	Without	Response
shop	/sh/	op
truck	/tr/	uck
thump	/th/	ump
shack	/sh/	ack
snore	/sn/	ore
brain	/br/	ain
chug	/ch/	ug
skunk	/sk/	unk
trail	/tr/	ail
flake	/fl/	ake

Word	Without	Response
stale	/st/	ale
span	/sp/	an
crash	/cr/	ash
draw	/dr/	aw
pleat	/pl/	eat
shame	/sh/	aim
drank	/dr/	ank
plate	/pl/	ate
clay	/cl/	ay
smell	/sm/	ell

Word	Without	Response
track	/tr/	ack
sprain	/spr/	ain
whale	/wh/	ale
than	/th/	an
clap	/cl/	ap
snail	/sn/	ail
shake	/sh/	ache
flame	/fl/	aim
thank	/th/	ank
splash	/spl/	ash

Word	Without	Response
chat	/ch/	at
claw	/cl/	aw
wheat	/wh/	eat
chest	/ch/	est
thick	/th/	ick
skate	/sk/	ate
play	/pl/	ay
spell	/sp/	ell
spice	/sp/	ice
bride	/br/	ide

Word	Without	Response
flight	/fl/	ight
chin	/ch/	in
thing	/th/	ing
ship	/sh/	ip
clock	/cl/	ock
thrill	/thr/	ill
shine	/sh/	ine
drink	/dr/	ink
stir	/st/	ir
choke	/ch/	oak

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

Other Activities

Phonemic Awareness Training Lesson Plan for Week 23

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowels 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon - Thurs: Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Fri: Teacher reads the word. Students produce rhyming words. May be real or nonsense words.	Rhyme Recognition: Thumbs Up / Thumbs Down car, far star, store far, for hard, card farm, arm start, cart art, are mark, dark harm, hard part, start	Rhyme Recognition: Thumbs Up / Thumbs Down for, or fork, first horn, corn port, short born, barn short, sharp tore, store born, corn form, farm worn, horn	Rhyme Recognition: Thumbs Up / Thumbs Down girl, swirl her, for fir, stir firm, farm hurt, dirt her, fur turn, burn burst, first stir, star pearl, girl	Rhyme Recognition: Thumbs Up / Thumbs Down far, jar store, fur fort, short fork, bark hurt, shirt first, farm girl, swirl barn, dart her, purr hurl, girl	Rhyme Production: more car dear first yarn
Onset Fluency Teacher says word. Students repeat the word and then isolate the onset. Teacher choice on blends. Ex. T: crack S: crack /cr/ or /k/	scar /sc/ harm /h/ yarn /y/ mark /m/ park /p/ guard /g/ jar /j/ sharp /sh/ dart /d/ charm /ch/	score /sc/ north /n/ pork /p/ horse /h/ fork /f/ morning /m/ wore /w/ snore /sn/ torn /t/ thorn /th/	birth /b/ nurse /n/ curl /k/ purple /p/ dirt /d/ turtle /t/ germ /j/ skirt /sk/ heard /h/ shirt /sh/	floor /fl/ twirl /tw/ story /st/ clerk /cl/ shark /sh/ sport /sp/ third /th/ swirl /sw/ charge /ch/ church /ch/	park /p/ north /n/ thorn /th/ yarn /y/ firmer /f/ harder /h/ church /ch/ verb /v/ storm /st/ cube /k/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /ŭ-l-ar-m/ S: alarm	j-ar f-ar-m f-ar ch-ar-m b-ar ch-ar-t b-ar-k s-t-ar-t d-ar-k ŭ-l-ar-m	f-or th-or-n f-or-k s-t-or-m p-or-k s-p-or-t-s sh-or-t s-t-or-ē b-or-n s-k-or	f-ur sh-ir-t b-ur-n f-ir-m t-ur-n s-qu-ir-m s-t-ir j-er-m-z h-ur-t p-er-s-ŭ-n	c-or m-or b-ar-n sh-or-t-er f-ar-m-er n-ur-s p-ar-k w-er-k-er p-or-ch f-ur-th-er	h-er t-ar-g-ē-t b-ur-s-t b-ir-th-d-ā t-w-ir-l f-or-g-ŷ-v n-or-th g-ar-l-ŷ-k s-t-ar-t-er g-ar-d-ē-n

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 23

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Medial or Final Sounds Teacher says the word. Students isolate the medial sound and then say if it is a short or long vowel. Ex. T: hot S: ð, short vowel	Identify the Final Sound arch, starch, march /ch/ hard, card, yard /d/ barge, large, charge /j/ spark, mark, lark /k/ charm, harm, farm /m/ harp, carp, sharp /p/ part, mart, smart /t/ barn, yarn, darn /n/	Identify the Final Sound cord, ford, sword /d/ stork, fork, cork /k/ dorm, norm, storm /m/ torn, horn, thorn /n/ force, horse, course /s/ court, sort, short /t/ story, gory, glory /e/ porch, torch, scorch /ch/	Identify the Final Sound perch, church, search /ch/ bird, heard, third /d/ jerk, clerk, smirk /k/ girl, swirl, pearl /l/ earn, learn, turn /n/ germ, firm, squirm /m/ dirt, hurt, squirt /t/ cover, flower, paper /er/	Identify the Medial Sound f ARM p EAR I (er) d AR t ch UR ch sh OR t th IR d f OR k h OR se g IR I ch IR p	Identify the Medial Sound y AR n f IR m f ER n b UR n b IR th h OR n s OR t ch AR t c UR ve v ER se
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: marker S: marker /m-ar-k-er/	arm (2) large (3) car (2) darker (4) hard (3) marker (4) mark (3) farther (4) start (4) darkness (6)	for (2) north (3) more (2) shorter (4) torn (3) border (4) horse (3) reporter (6) floor (3) organize (6)	her (2) burst (4) fur (2) letter (4) dirt (3) swirl (4) curl (3) squirt (5) third (3) thirsty (5)	charge (3) birthday (5) shark (3) smarter (5) baker (4) number (5) mother (4) circus (5) thirty (4) energy (5)	sir (2) purse (3) first (4) squirm (5) swirl (4) thirst (4) garden (5) sharpen (5) market (5) Thursday (5)
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /f/ to /t/ and the word is? *Use sounds Ex. T: star S: star T: Change the /st/ to /sk/ and the word is? S: scar	Word Change to Response bar /f/ far far /j/ jar jar /p/ par par /st/ star star /sc/ scar dart /k/ cart cart /p/ part part /st/ start start /sm/ smart smart /ch/ chart	Word Change to Response bore /k/ core core /d/ door door /fl/ floor floor /sh/ shore shore /st/ store born /k/ corn corn /h/ horn horn /w/ worn worn /sc/ scorn scorn /th/ thorn	Word Change to Response her /f/ fir fir /s/ sir sir /st/ stir stir /p/ purr purr /f/ fur Curt /h/ hurt hurt /sp/ spurt spurt /d/ dirt dirt /sk/ skirt skirt /sh/ shirt	Word Change to Response cord /b/ board form /st/ storm hard /y/ yard sharp /h/ harp horse /f/ force burn /ch/ churn term /j/ germ jerk /cl/ clerk swirl /tw/ twirl bird /th/ third	Word Change to Response bark /n/ barn fork /t/ fort chart /m/ charm part /k/ park stork /e/ story curve /l/ curl nerve /s/ nurse pork /ch/ porch shark /p/ sharp mark /sh/ marsh
Substituting INITIAL SOUND hand motion: (Monday-Thursday) Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.					
Substituting FINAL SOUND hand motion: (Friday) Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the beginning part of the word, and left hand is the last sound in the word. Shake your left fist when you say the sound to be substituted, and lightly pound your fists together when you say the new word.					

Phonemic Awareness Training Lesson Plan for Week 23

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Phonemes	Adding to the end:			Adding to the end:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning OR end:		
	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.	bar-	/n/	barn	her-	/t/	hurt	-art	/ch/	chart	-ark	/sh/	shark	-irt	/sh/	shirt
Teacher says add /*/ at the beginning/end and the word is?	car-	/d/	card	sir-	/ch/	search	-arm	/f/	farm	-mart	/s/	smart	-or	/f/	floor
*Use sounds	star-	/t/	start	purr-	/s/	purse	-ore	/st/	store	-park	/s/	spark	-arm	/ch/	charm
Ex. T: arm S: arm	arm-	/ē/	army	for-	/k/	fork	-urn	/t/	turn	-ark	/m/	mark	-ore	/sn/	snore
T: Add /ē/ at the end and the word is? S: army	for-	/t/	fort	bor-	/n/	born	-irk	/sh/	shirk	-air	/wh/	where	-arch	/m/	march
	core-	/n/	corn	short-	/s/	shorts	-core	/s/	score	-port	/s/	sport	-ark	/d/	dark
	store-	/ē/	story	her-	/d/	herd	-Kurt	/s/	skirt	-or	/f/	for	por-	/ch/	porch
	fir-	/st/	first	storm-	/ē/	stormy	-ore	/ch/	chore	-tar	/s/	star	car-	/t/	cart
	shore-	/t/	short	farm-	/er/	farmer	-arch	/m/	march	-irst	/th/	thirst	march-	/er/	marcher
	pore-	/k/	pork	mar-	/k/	mark	-turn	/s/	stern	-car	/s/	scar	stor-	/m/	storm
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the word part. Add the first sound(s) with your right hand, and lightly clap hands together for whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	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 the /*/ and what is left?	hurt	/t/	her	barn	/n/	bar	shark	/sh/	ark	chart	/ch/	art	shirt	/sh/	irt
*Use sounds	purse	/s/	purr	start	/t/	star	smart	/s/	mart	store	/st/	or	charm	/ch/	arm
Ex. T: search S: search	born	/n/	bor	corn	/n/	core	for	/f/	or	skirt	/s/	Kurt	snore	/sn/	or
T: Without the /ch/ and what is left? S: sir	farmer	/er/	farm	first	/st/	fir	star	/s/	tar	march	/m/	arch	march	/m/	arch
	mark	/k/	mar	army	/ē/	arm	thirst	/th/	irst	stern	/s/	turn	floor	/f/	or
	stormy	/ē/	storm	fort	/t/	for	scar	/s/	car	shirk	/sh/	irk	dark	/d/	ark
	fork	/k/	for	short	/t/	shore	where	/wh/	air	farm	/f/	arm	storm	/m/	store
	shorts	/s/	short	card	/d/	car	sport	/s/	port	score	/s/	core	marcher	/er/	march
	search	/ch/	sir	story	/ē/	store	mark	/m/	ark	chore	/ch/	or	cart	/t/	car
	herd	/d/	her	pork	/k/	pore	spark	/s/	park	turn	/t/	urn	porch	/ch/	pore
Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the final sound. Pull your left hand away when you delete the final sound, and show what word part remains with your right hand.															
Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															

Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowel and R-controlled vowel (ar, er, ir, or, ur) flashcards "Letter(s) is/are ____; "Sound is ____;	Card pack: Vowels 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon - Thurs: Teacher says, "Which word rhymes with ____?" and then reads the two choices. Students reply with the rhyming word. Fri: Teacher reads the word. Students produce rhyming words. May be real or nonsense words.	Rhyme Recognition: Which word rhymes with ____? dear: dust, ear charm: art, farm nurse: night, purse porch: torch, teach hard: hand, card fork: fast, pork heart: start, her force: first, source	Rhyme Recognition: Which word rhymes with ____? march: stitch, starch corn: torn, course first: fist, cursed car: star, can verse: van, nurse shore: floor, shut large: leg, charge dark: stark, chart	Rhyme Recognition: Which word rhymes with ____? short: sort, shout hurt: shirt, home art: cart, arm thorn: then, worn dear: ear, dirt park: push, shark more: store, must harp: shape, sharp	Rhyme Recognition: Which word rhymes with ____? dirt: hurt, door shark: park, ship course: cost, horse sir: her, sore arm: mark, farm nerve: serve, next bird: word, board fort: form, sort	Rhyme Production: art bird horn fur purse dark
Onset Fluency Teacher says word. Students repeat the word and then isolate the onset. Teacher choice on blends. Ex. T: prune S: prune /pr/ or /p/	prune /pr/ wheat /wh/ chore /ch/ treat /tr/ stare /st/ blurt /bl/ glide /gl/ creek /cr/ smart /sm/ stork /st/	clerk /cl/ true /tr/ chart /ch/ close /cl/ whale /wh/ grain /gr/ stripe /str/ floor /fl/ bread /br/ scare /sc/	charge /ch/ sharing /sh/ proud /pr/ throat /thr/ star /st/ float /fl/ plate /pl/ green /gr/ bride /br/ white /wh/	prove /pr/ cheer /ch/ shirt /sh/ groan /gr/ swerve /sw/ thorny /th/ brave /br/ drive /dr/ spur /sp/ frame /fr/	snore /sn/ please /pl/ grade /gr/ bleed /bl/ cherry /ch/ street /str/ theme /th/ shorts /sh/ crazy /cr/ stern /st/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. ex. T: /s-m-ar-t/ S: smart	s-qu-ir-t b-ir-d-h-ou-s sh-ar-k-s ō-v-er h-ar-p-ī-s-t l-ō-ck-er s-m-ar-t s-w-or-d th-lr-t-ē-n n-ur-s-ē-z	n-or-th-er-n b-ar-n-y-ar-d b-or-d h-ar-t-s c-ur-v s-ū-b-ur-b c-l-er-k sh-or-t-ē-s-t w-er-st b-ar-j	f-or-ē-s-t f-or-s (force) ch-air-ē (cherry) j-ar c-or-d p-er-l ū-l-ar-m-d sh-ar-p-e-n g-ir-l-s f-air-ē	s-c-ar-f d-lr-t-ē v-er-s-ē-z s-p-ur-t ch-ar-m t-ē-ch-er-s m-or-n t-or-ch g-ar-d-ē-n t-ur-t-l	ar-t-ī-s-t d-or-s s-w-er-v f-ar-th-er p-ar-t-y th-air (there) qu-ir-k w-er-k (work) h-ar-d-ē-n b-r-ū-th-er
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Medial or Final Sounds Teacher says the word. Students repeat the word and over enunciate the final/medial sound. Ex. T: sleeve S: sleeVe	punch ouT the finaL sound!		punch ouT the finaL sound!		punch ouT the finaL sound!		punch out the medial sound!		punch out the medial sound!			
	sleeVe	touGH (F)	gift	mooN	wheel	slaP	shORt	lEARN	squIRt	smIRk		
	lunCH	sack	touCH	rooM	sliCe (S)	stickS	tARp	gERM	teRM	hARp		
	rhyMe	cloTH	cuFF	criB	leaVe	buZZ	hURt	smART	pURse	stORM		
	paSS	puSH	feeD	beG	waSH	wITH	cORn	tURN	mARch	scARf		
	droP	pleaSe (Z)	paGe (J)	trick	knOW	shE	fIRst	dORM	stERN	cORD		
punch iT ouT hand motion: (Final Sound) The teacher models punch iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.												
punch iT ouT hand motion: (Medial Sound) Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.												
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: forest S: forest; /f-or-ě-s-t/	forest (5)	cherry (3)	scarf (4)	verses (5)	artist (5)	harden (5)	northern (5)	board (3)	squirt (4)	harpist (6)		
	cord (3)	jar (2)	turtle (4)	torch (3)	there (2)	doors (3)	worst (4)	shortest (6)	sharks (4)	birdhouse (6)		
	sharpen (5)	force (3)	charm (3)	dirty (4)	swerve (4)	work (3)	curve (3)	suburb (5)	nurses (5)	smart (4)		
	girls (4)	fairy (3)	spurt (4)	garden (5)	party (4)	farther (4)	barnyard (6)	barge (3)	sword (4)	over (3)		
	alarmed (5)	pearl (3)	mourn (3)	teachers (5)	quirk (3)	brother (5)	clerk (4)	hearts (4)	locker (4)	thirteen (5)		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.												
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /*/ to /*/ and the word is? *Use sounds Ex. T: hard S: hard T: Change the /h/ to /y/ and the word is? S: yard	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	park	/sh/	shark	port	/s/	sort	girl	/tw/	twirl	fern	/st/	stern
	shark	/d/	dark	sort	/f/	fort	twirl	/sw/	swirl	stern	/b/	burn
	dark	/sp/	spark	fort	/sh/	short	swirl	/k/	curl	burn	/t/	turn
	spark	/m/	mark	short	/sn/	snort	curl	/h/	hurl	turn	/ch/	churn
	mark	/b/	bark	snort	/sp/	sport	hurl	/p/	pearl	churn	/l/	learn
	bark	/h/	hark	fork	/p/	pork	pearl	/g/	girl	learn	/sp/	spurn
	hark	/st/	stark	pork	/st/	stork	nerve	/s/	serve	bird	/th/	third
	hard	/y/	yard	stork	/f/	fork	serve	/sw/	swerve	third	/w/	word
	yard	/k/	card	form	/d/	dorm	germ	/t/	term	word	/st/	stirred
	card	/g/	guard	dorm	/st/	storm	term	/f/	firm	stirred	/h/	heard
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.												

Phonemic Awareness Training Lesson Plan for Week 24

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
	Adding to the beginning:			Adding to the end:			Adding to the beginning:			Adding to the end:			Adding to the beginning OR end:		
Adding 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.	-ark	/b/	bark	stor-	/m/	storm	-or	/fl/	floor	char-	/j/	charge	core-	/t/	court
Teacher says add /s/ at the beginning/end and the word is?	-tart	/s/	start	car-	/t/	cart	-ern	/st/	stern	shir-	/t/	shirt	bir-	/th/	birth
*Use sounds	-air	/th/	there	nor-	/th/	north	-ark	/p/	park	for-	/k/	fork	dor-	/m/	dorm
	-are	/k/	car	her-	/t/	hurt	-air	/f/	fair	bar-	/n/	barn	East-	/er/	Easter
Ex. T: are S: are	-ear	/f/	fear	por-	/ch/	porch	-urge	/spl/	splurge	stor-	/ē/	story	star-	/ch/	starch
T: Add /k/ at the beginning and the word is? S: car	-airy	/ch/	cherry	star-	/k/	stark	-arm	/f/	farm	were-	/st/	worst	-ark	/sh/	shark
	-arch	/m/	march	far-	/m/	farm	-arch	/m/	march	her-	/d/	herd	-ore	/w/	wore
	-ore	/st/	store	snor-	/t/	snort	-urn	/ch/	churn	shor-	/t/	short	-airy	/f/	fairy
	-urn	/t/	turn	fur-	/st/	first	-art	/sm/	smart	clove-	/r/	clover	-earn	/l/	learn
	-erb	/v/	verb	let-	/er/	letter	-erm	/j/	germ	sore-	/s/	source	-ear	/st/	steer

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

Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together

Deleting Phonemes	Monday			Tuesday			Wednesday			Thursday			Friday		
	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 the /s/ and what is left?	floor	/fl/	or	charge	/j/	char	bark	/b/	ark	storm	/m/	store	fairy	/f/	airy
*Use sounds	stern	/st/	earn	worst	/st/	were	there	/th/	air	cart	/t/	car	steer	/st/	ear
	park	/p/	ark	fork	/k/	for	fear	/f/	ear	letter	/er/	let	shark	/sh/	ark
Ex. T: herd S: herd	fair	/f/	air	barn	/n/	bar	cherry	/ch/	airy	first	/st/	fir	wore	/w/	or
T: Without the /d/ and what is left? S: her	march	/m/	arch	burst	/st/	bur	verb	/v/	erb	porch	/ch/	pore	learn	/l/	earn
	germ	/j/	erm	clover	/er/	clove	turn	/t/	urn	stark	/k/	star	birth	/th/	bur
	splurge	/spl/	urge	herd	/d/	her	start	/s/	tart	snort	/t/	snore	Easter	/er/	East
	churn	/ch/	urn	short	/t/	shore	car	/k/	are	farm	/m/	far	dorm	/m/	door
	smart	/sm/	art	story	/ē/	store	parch	/p/	arch	hurt	/t/	her	starch	/ch/	star
	farm	/f/	arm	shirt	/t/	sure	store	/st/	ore	north	/th/	nor	court	/t/	core

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

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

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;		Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;		Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;		Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) 1. Letter names only 2. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Recognition Instructions vary by day. Mon & Wed: Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Tues, Thurs & Fri: Teacher reads the word set, students repeat only the two rhyming words.	Rhyme Recognition: Thumbs Up / Thumbs Down saw, draw bark, shark fault, vault straw, paw port, chart twirl, girl yawn, yarn claw, flaw burn, born pause, hawk		Rhyme Recognition: Repeat the two that rhyme. sauce, thaw, paw drawn, lawn, quack caught, taught, float crawl, drawl, cream haul, tall, walk jaunt, taunt, bent		Rhyme Recognition: Thumbs Up / Thumbs Down yawn, drawn straw, claw burst, far her, fur taught, caught purse, paw law, land crawl, shawl haunt, taunt dawn, torch		Rhyme Recognition: Repeat the two that rhyme. cause, pause, breeze small, tall, feel sauce, raw, saw gawk, hawk, hook branch, launch, staunch dream, yawn, prawn		Rhyme Recognition: Repeat the two that rhyme. chalk, walk, work salt, street, fault freeze, jaws, laws dawn, run, brawn straw, slow, slow shawl, sale, crawl	
Onset Fluency Teachers says word. Students repeat word and then isolate the onset. Teacher choice on blends. Ex. T: claw S: claw; /c/ or /k/	law /l/	saucer /s/	jaw /j/	fawn /f/	faucet /f/	haul /h/	seesaw /s/	laws /l/	autumn /au/	bawl /b/
	claw /c/	yawn /y/	hawk /h/	straw /str/	crawl /cr/	taut /t/	caught /k/	August /au/	yawning /y/	jaunt /j/
	haul /h/	drawn /dr/	vault /v/	pawn /p/	squawk /squ/	auto /au/	drawn /dr/	saw /s/	awkward /aw/	raw /r/
	fault /f/	taught /t/	cause /k/	lawyer /l/	drawer /dr/	bald /b/	jaws /j/	flaw /fl/	haunted /h/	gnaw /n/
	Paul /p/	jaunt /j/	Dawn /d/	gawk /g/	daughter /d/	lawn /l/	pause /p/	sausage /s/	awesome /aw/	caulk /k/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /s-au-s-ĭ-j/ S: sausage	f-au-s-ĕ-t	k-r-aw-l	s-au-s-ĭ-j	l-aw-z	s-au-s-er	d-r-aw-z	j-aw	f-aw-n	au-t-ŭ-m	l-aw-n-ch-ā-r
	s-kw-aw-k	l-aw-n	au-g-ŭ-s-t	c-au-t	j-au-n-t	k-l-aw	h-aw-k	s-t-r-aw	h-au-n-t-ĕ-d	h-au-l-er
	d-r-aw-er	b-au-l-d	s-ĕ-s-aw	s-aw	l-aw	f-au-l-t	v-a-u-l-t	p-aw-n	y-aw-n-er	k-l-aw-z
	t-au-t	d-au-t-er	d-r-aw-n	p-au-z	h-au-l-er	y-aw-n	k-au-z	l-aw-yer	k-r-aw-l	k-r-aw-l-d
	au-t-ō	h-au-l	j-aw-z	f-l-aw	P-au-i	t-au-t	d-aw-n	g-aw-k	h-aw-k-s	d-aw-n-d
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday				Tuesday				Wednesday				Thursday				Friday			
Identifying Medial Sounds Teacher says the word. Students repeat the word and isolate the medial sound. Ex. T: lawn S: lawn /aw/	<u>lawn</u>	/aw/	<u>yawn</u>	/aw/	<u>germ</u>	/er/	<u>firm</u>	/ir/	<u>paws</u>	/aw/	<u>hawk</u>	/aw/	<u>fawn</u>	/aw/	<u>cause</u>	/au/	<u>port</u>	/or/	<u>curl</u>	/ur/
	<u>Paul</u>	/au/	<u>haul</u>	/au/	<u>tart</u>	/ar/	<u>bark</u>	/ar/	<u>fern</u>	/er/	<u>burn</u>	/ur/	<u>yard</u>	/ar/	<u>card</u>	/ar/	<u>pause</u>	/au/	<u>taught</u>	/au/
	<u>fort</u>	/or/	<u>fork</u>	/or/	<u>caught</u>	/au/	<u>taught</u>	/au/	<u>yarn</u>	/ar/	<u>farm</u>	/ar/	<u>gawk</u>	/aw/	<u>laws</u>	/aw/	<u>cork</u>	/or/	<u>pawn</u>	/aw/
	<u>dart</u>	/ar/	<u>mark</u>	/ar/	<u>pawn</u>	/aw/	<u>jaws</u>	/aw/	<u>dawn</u>	/aw/	<u>talk</u>	/au/	<u>porch</u>	/or/	<u>pork</u>	/or/	<u>barn</u>	/ar/	<u>firm</u>	/ir/
	<u>girl</u>	/ir/	<u>hurt</u>	/ur/	<u>born</u>	/or/	<u>cork</u>	/or/	<u>torn</u>	/or/	<u>horn</u>	/or/	<u>turn</u>	/ur/	<u>serve</u>	/er/	<u>lawn</u>	/aw/	<u>sharp</u>	/ar/
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: twirler S: twirler /t-w-ir-l-er/	<u>auto</u>	(3)	<u>before</u>	(4)	<u>law</u>	(2)	<u>explore</u>	(5)	<u>yawn</u>	(3)	<u>harden</u>	(5)	<u>lawn</u>	(3)	<u>pardon</u>	(5)	<u>awesome</u>	(4)	<u>saucer</u>	(4)
	<u>claw</u>	(3)	<u>garden</u>	(5)	<u>paws</u>	(3)	<u>tardy</u>	(4)	<u>jaw</u>	(2)	<u>laundry</u>	(6)	<u>saw</u>	(2)	<u>orders</u>	(4)	<u>haunted</u>	(6)	<u>hauler</u>	(4)
	<u>cause</u>	(3)	<u>hurt</u>	(3)	<u>first</u>	(4)	<u>because</u>	(5)	<u>hawk</u>	(3)	<u>perfect</u>	(6)	<u>dawn</u>	(3)	<u>lurch</u>	(3)	<u>sausage</u>	(5)	<u>crawl</u>	(4)
	<u>taught</u>	(3)	<u>twirler</u>	(5)	<u>crawl</u>	(4)	<u>purse</u>	(3)	<u>fault</u>	(4)	<u>August</u>	(5)	<u>faucet</u>	(5)	<u>porch</u>	(3)	<u>lawnchair</u>	(6)	<u>draw</u>	(3)
	<u>draw</u>	(3)	<u>germs</u>	(4)	<u>false</u>	(4)	<u>daughter</u>	(4)	<u>firmer</u>	(4)	<u>autograph</u>	(7)	<u>automatic</u>	(8)	<u>stir</u>	(3)	<u>taught</u>	(3)	<u>hawks</u>	(4)
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																				
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the / <u> </u> / to / <u> </u> / and the word is? *Use sounds Ex. T: pause S: pause T: Change the /p/ to /k/ and the word is? S: cause	<u>Word</u>	<u>Change to</u>	<u>Response</u>	<u>Word</u>	<u>Change to</u>	<u>Response</u>	<u>Word</u>	<u>Change to</u>	<u>Response</u>	<u>Word</u>	<u>Change to</u>	<u>Response</u>	<u>Word</u>	<u>Change to</u>	<u>Response</u>	<u>Word</u>	<u>Change to</u>	<u>Response</u>		
	<u>mall</u>	/b/	<u>ball</u>	<u>caw</u>	/l/	<u>law</u>	<u>Shawn</u>	/y/	<u>yawn</u>	<u>law</u>	/cl/	<u>claw</u>	<u>law</u>	/j/	<u>jaw</u>	<u>pause</u>	/k/	<u>cause</u>		
	<u>ball</u>	/k/	<u>call</u>	<u>law</u>	/j/	<u>jaw</u>	<u>yawn</u>	/l/	<u>lawn</u>	<u>dawn</u>	/y/	<u>yawn</u>	<u>drawl</u>	/cr/	<u>crawl</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>call</u>	/f/	<u>fall</u>	<u>jaw</u>	/s/	<u>saw</u>	<u>lawn</u>	/f/	<u>fawn</u>	<u>shawl</u>	/cr/	<u>crawl</u>	<u>flaw</u>	/th/	<u>thaw</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>fall</u>	/h/	<u>hall</u>	<u>saw</u>	/p/	<u>paw</u>	<u>fawn</u>	/d/	<u>dawn</u>	<u>squawk</u>	/h/	<u>hawk</u>	<u>flaw</u>	/th/	<u>thaw</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>hall</u>	/t/	<u>tall</u>	<u>paw</u>	/cl/	<u>claw</u>	<u>dawn</u>	/p/	<u>pawn</u>	<u>claw</u>	/th/	<u>thaw</u>	<u>Shawn</u>	/p/	<u>pawn</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>tall</u>	/w/	<u>wall</u>	<u>claw</u>	/dr/	<u>draw</u>	<u>pawn</u>	/dr/	<u>drawn</u>	<u>Paul</u>	/h/	<u>haul</u>	<u>Shawn</u>	/p/	<u>pawn</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>wall</u>	/sm/	<u>small</u>	<u>draw</u>	/fl/	<u>flaw</u>	<u>drawn</u>	/sp/	<u>spawn</u>	<u>yault</u>	/f/	<u>fault</u>	<u>small</u>	/t/	<u>tall</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>small</u>	/st/	<u>stall</u>	<u>flaw</u>	/th/	<u>thaw</u>	<u>spawn</u>	/br/	<u>brawn</u>	<u>gauze</u>	/k/	<u>cause</u>	<u>straw</u>	/dr/	<u>draw</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>stall</u>	/cr/	<u>crawl</u>	<u>thaw</u>	/str/	<u>straw</u>	<u>brawn</u>	/pr/	<u>prawn</u>	<u>clause</u>	/p/	<u>pause</u>	<u>raw</u>	/dr/	<u>draw</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
	<u>crawl</u>	/dr/	<u>drawl</u>	<u>straw</u>	/n/	<u>gnaw</u>	<u>prawn</u>	/sh/	<u>Shawn</u>	<u>halt</u>	/s/	<u>salt</u>	<u>hawk</u>	/skw/	<u>squawk</u>	<u>drawl</u>	/cr/	<u>crawl</u>		
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.																				

Phonemic Awareness Training Lesson Plan for Week 25

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding	Adding to the end:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning OR end:			Adding to the beginning OR end:		
Teacher says the word or word part. Students repeat the word. Teacher says add /*/ at the beginning/end and the word is? *Use sounds	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
	sauce-	/er/	saucer	-ful	/aw/	awful	-awning	/y/	yawning	law-	/n/	lawn	-raw	/st/	straw
	law-	/yer/	lawyer	-ing	/draw/	drawing	-raw	/st/	straw	-crawl	/s/	scrawl	-some	/aw/	awesome
	draw-	/er/	drawer	-gust	/au/	August	-law	/k/	claw	-aught	/k/	caught	yawn-	/ing/	yawning
	see-	/saw/	seesaw	-or	/auth/	author	-aught	/t/	taught	-law	/s/	slaw	-set	/fau/	faucet
	auto-	/matic/	automatic	-graph	/auto/	autograph	-raw	/d/	draw	-rawn	/d/	drawn	-flower	/cauli/	cauliflower
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the word part. Add the first sound(s) with your right hand, and lightly clap hands together for whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left? *Use sounds	lawn	/n/	law	paws	/z/	paw	drawl	/l/	draw	drawn	/n/	draw	awesome	/some/	awe
	taught	/t/	ought	glaw	/s/	law	yawns	/z/	yawn	clause	/k/	laws	saucer	/er/	sauce
	draw	/d/	raw	scrawl	/s/	crawl	caught	/k/	ought	squawk	/k/	squaw	seesaw	/see/	saw
	clause	/z/	claw	fault	/t/	fall	flaw	/f/	law	pawn	/n/	paw	straws	/s/	straw
	auto	/tō/	awe	pawn	/n/	paw	small	/s/	mall	halt	/t/	hall	auto	/tō/	awe
Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the final sound. Pull your left hand away when you delete the final sound, and show what word part remains with your right hand.															
Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															
Other Activities															

Phonemic Awareness Training Lesson Plan for Week 26

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon, Wed & Thurs: "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Tues & Fri: Teacher says the nonsense word and students produce real rhyming words.	Rhyme Recognition: Thumbs Up / Thumbs Down house, mouse loud, load gown, crown couch, pouch scowl, growl cloud, proud month, mouth wow, vow shower, sure pound, owl	Rhyme Production: Students give real rhyming words. flōt (Ex: spot, plot, shot) snēd (Ex: shed, shred, fled) smīp (Ex: flip, snip, trip)	Rhyme Recognition: Thumbs Up / Thumbs Down round, bound cloud, could count, mount power, flower crouch, crowd scout, drought mouth, south bounce, hound town, frown sour, flour	Rhyme Recognition: Thumbs Up / Thumbs Down slouch, vouch found, sound ounce, trounce scour, hour ground, grand shout, pout proud, paid chow, plow brown, brain mouse, blouse	Rhyme Production: Students give real rhyming words. glūb (Ex: tub, shrub, rub) fēt (Ex: get, met, let) dāp (Ex: trap, flap, snap)
Onset Fluency Teacher says the <u>whole</u> word, students repeat the word and then isolate the onset from the rime, as written. Ex. T: pouch S: pouch /p-ouch/	Word couch pounce hound wound now power blouse crown sour ground Onset - Rime c-ouch p-ounce h-ound w-ound n-ow p-ower bl-ouse cr-own s-our gr-ound	Word bounce grouch cloud proud round wow shower house south town Onset - Rime b-ounce gr-ouch cl-oud pr-oud r-ound w-ow sh-ower h-ouse s-outh t-own	Word found pouch crowd tower sound mouse pout spout brown sprout Onset - Rime f-ound p-ouch cr-owd t-ower s-ound m-ouse p-out sp-out br-own spr-out	Word how vouch loud pound spouse shout count towel flower pow Onset - Rime h-ow v-ouch l-oud p-ound sp-ouse sh-out c-ount t-owel fl-ower p-ow	Word dawn gown frown mouth trout cl-own d-oubt br-ow t-own sc-owl Onset - Rime d-awn g-own fr-own m-outh tr-out cl-own doubt brow town scowl
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /ū-b-ou-t/ S: about	f-ou-n-d p-ou-ch k-r-ow-d s-ou-n-d t-ow-er m-ou-n-t-ē-n m-ou-s p-ou-t s-p-ou-t b-r-ow-n s-p-r-ou-t	h-ow v-ouch l-ou-d p-ou-n-d s-p-ou-t ū-r-ou-n-d sh-ou-t k-ou-n-t t-ow-l f-l-ow-er p-ow-d-er	k-ou-ch p-ou-n-s h-ou-n-d w-ou-n-d g-r-ou-n-d k-r-ow-d-ē-d p-ow-er l-ou-s c-r-ow-n s-ou-r g-r-ou-n-d	b-ou-n-s g-r-ou-n-d k-l-ou-d p-r-ou-d r-ou-n-d l-ou-d-ē-s-t w-ow sh-ow-er h-ou-s s-ou-th t-ow-n	m-ou-th b-r-ow g-r-ou-ch-ē ū-b-ou-t ou-t-s-t-d s-k-ow-l g-r-ow-l ou-er (our) k-r-ow-n ou-t-l-ou-d

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 26

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Medial Sounds	punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punch out the medial sound!			
Teacher says the word in regular voice, students repeat the word and "punch out the sound!"	south /ou/	caught /au/	couch /ou/	haul /au/	town /ow/	taught /au/	pouch /ou/	laws /aw/	south /ou/	smirk /ir/		
	town /ow/	jaws /aw/	louse /ou/	pawn /aw/	gown /ow/	paws /aw/	mouse /ou/	hurt /ur/	drawn /aw/	howl /ow/		
	howl /ow/	fork /or/	doubt /ou/	hawk /aw/	house /ou/	port /or/	pout /ou/	jars /ar/	gown /ow/	mount /ou/		
	shout /ou/	germ /er/	mouth /ou/	girl /ir/	Paul /au/	barn /ar/	dawn /aw/	born /or/	shout /ou/	launch /au/		
	yawn /aw/	harp /ar/	lawn /aw/	farm /ar/	fawn /aw/	serve /er/	cause /au/	firm /ir/	gaunt /au/	ground /ou/		
punch iT ouT hand motion: Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.												
Segmenting Phonemes	bounce (4) wow (2)		found (4) mouse (3)		how (2) shout (3)		couch (3) power (3)		brow (3) about (4)			
Teacher says the whole word.	grouch (4) shower (3)		pouch (3) pout (3)		vouch (3) count (4)		pounce (4) louse (3)		scowl (4) outloud (5)			
Students repeat the word	cloud (4) house (3)		crowd (4) spout (4)		loud (3) towel (3)		hound (4) doubt (3)		growl (4) grouchy (5)			
and chop it into phonemes.	proud (4) south (3)		sound (4) brown (4)		pound (4) flower (4)		wound (4) sour (3)		our (2) outside (5)			
Ex. T: found	round (4) town (3)		tower (3) sprout (5)		spouse (4) powder (4)		now (2) ground (5)		crown (4) mouth (3)			
S: found /f-ou-n-d/	crowded (6)		mountain (6)		loudest (6)		around (5)					
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.												
Substituting Phonemes	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 the /*/ to /*/ and the word is?	hound	/f/	found	crouch	/k/	couch	sow	/h/	how	youch	/p/	pouch
*Use sounds	found	/p/	pound	couch	/gr/	grouch	how	/n/	now	south	/m/	mouth
	pound	/r/	round	grouch	/p/	pouch	now	/w/	wow	pound	/f/	found
	round	/s/	sound	pouch	/v/	vouch	wow	/pl/	plow	mouse	/h/	house
	sound	/w/	wound	youch	/cr/	crouch	plow	/br/	brow	now	/b/	bow
Ex. T: douse S: douse	douse	/h/	house	cloud	/cr/	crowd	plow	/br/	brown	growl	/h/	howl
T: Change the /d/ to h/ and the word is? S: house	house	/l/	louse	crowd	/l/	loud	brown	/d/	clown	flounce	/p/	pounce
	louse	/m/	mouse	loud	/pr/	proud	clown	/t/	town	tower	/sh/	shower
	mouse	/sp/	spouse	proud	/b/	bowed	town	/cr/	crown	shower	/fl/	flower
	spouse	/bl/	blouse	bowed	/w/	wowed	crown	/fr/	frown	flower	/t/	tower
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.												

Phonemic Awareness Training Lesson Plan for Week 26

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	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.	-house	/bird/	birdhouse	town-	/house/	townhouse	under-	/ground/	underground	play-	/house/	playhouse	a-	/round/	around
Teacher says add /*/ at the beginning/end and the word is?	-brow	/eye/	eyebrow	down-	/town/	downtown	-house	/dog/	doghouse	-girl	/cow/	cowgirl	out-	/loud/	outloud
*Use sounds	play-	/ground/	playground	house-	/work/	housework	-side	/out/	outside	-doors	/out/	outdoors	-hog	/ground/	groundhog
	pow-	/der/	powder	print-	/out/	printout	brown-	/est/	brownest	count-	/down/	countdown	-less	/count/	countless
	-boy	/cow/	cowboy	shout-	/ing/	shouting	-hill	/down/	downhill	house-	/boat/	houseboat	a-	/loud/	aloud
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the word part. Add the first sound(s) with your right hand, and lightly clap hands together for whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left?	how	/h/	ow	ground	/g/	round	pouch	/p/	ouch	flour	/fl/	our	cow	/k/	ow
*Use sounds	youch	/v/	ouch	cloud	/c/	loud	around	/a/	round	pout	/p/	out	pounce	/p/	ounce
	loudly	/ly/	loud	spout	/s/	pout	bounce	/b/	ounce	south	/th/	sow	proudly	/ly/	proud
	growl	/gr/	owl	howl	/h/	owl	shout	/sh/	out	house	/s/	how	power	/er/	pow
	prouder	/er/	proud	power	/p/	our	brown	/n/	brow	scowl	/sc/	owl	cloudy	/ē/	cloud
Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the final sound. Pull your left hand away when you delete the final sound, and show what word part remains with your right hand.															
Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															
Other Activities															

Phonemic Awareness Training Lesson Plan for Week 27

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon: Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. Tues: Students repeat the word that doesn't rhyme. Wed: Students repeat the two words that rhyme. Fri: Teacher says the nonsense word and students produce real rhyming words.	Rhyme Recognition: Thumbs Up / Thumbs Down toy, joy boy, ball join, coin point, joint joy, jar soil, boil point, pain Roy, toy oil, spoil void, vase	Rhyme Recognition: Repeat the word that doesn't rhyme. see, he, joy no, boy , go can, pan, coin feel, seal, foil join , hi, by spy, spoil , by tree, free, toy cup, up, oil buy, boy , my joy , jar, car	Rhyme Recognition: Repeat the two that rhyme. boy, joy, go coin, can, join tape, toil, coil toy, tar, boy Roy, toy, Ray soil, bake, boil oil, spoil, to join, vote, coin me, hoist, moist soy, say, boy	Rhyme Production: Students give real rhyming words. zoy (Ex: toy, boy, joy) noll (Ex: spoil, boil, foil) loint (Ex: point, joint)	Rhyme Production: Students give real rhyming words. froy (Ex: soy, enjoy, boy) boin (Ex: coin, join) hoice (Ex: voice, choice)
Onset Fluency Teacher says the word, Students repeat the word and then isolate the beginning sound. Ex. T: choice S: choice /ch/	toy /t/ joy /j/ Roy /r/ Troy /tr/ boy /b/ enjoy /ĕ/ annoy /ü/ loyal /l/ destroy /d/ voyage /v/	coil /k/ soil /s/ join /j/ point /p/ moist /m/ void /v/ spoil /sp/ hoist /h/ choice /ch/ foil /f/	tinfoil /t/ poison /p/ sirloin /s/ moisture /m/ invoice /i/ Joyce /j/ voice /v/ broil /br/ soil /s/ toil /t/	royal /r/ coin /k/ groin /g/ joint /j/ appoint /ü/ moist /m/ voiced /v/ soy /s/ enjoy /ĕ/ cowboy /k/	corduroy /k/ boiling /b/ voyage /v/ decoy /d/ joining /j/ pointing /p/ boys /b/ choices /ch/ spoiled /s/ rejoice /r/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /ü-l-ou-d/ S: aloud	t-oy j-oy v-oi-d j-oi-s-t j-oi-s-t b-r-oi-l s-ou-th m-ou-th ü-l-ou-d f-ou-n-d	R-oy T-r-oy m-oi-s-t s-p-oi-l oi-l t-oi-l l-ou-d-er ch-ow-d-er s-ou-er k-l-ow-n	b-oy k-oi-l ch-oi-s s-oi-l l-oy-i g-r-oi-n h-ow-l p-ou-n-d b-r-ow-n k-r-ow-d	s-oi-l j-oi-n f-oi-l p-oi-z-ü-n p-oi-n-t k-ow-b-oy k-ou-n-t h-ou-s g-r-ou-n-d s-ou-n-d	j-oi-n-t p-oi-n-t k-oi-n-z v-oi-s r-ē-j-oi-s m-oi-s-t m-ou-s k-ou-ch f-l-ow-er g-r-ow-l
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 27

Skills	Monday				Tuesday				Wednesday				Thursday				Friday				
Identifying Medial or Final Sounds Teacher says the word. Students repeat the word and over enunciate the final/medial sound. Ex. T: born S: bORn	punch out the medial sound!				punch out the medial sound!				punch ou T the fina L sound!				pun CH ou T the fina L sound!				pun CH ou T the fina L sound!				
	loud	/ou/	south	/ou/	join	/oi/	soil	/oi/	broil	join	point	coin	germ	corn							
	dawn	/aw/	jaws	/aw/	void	/oi/	foil	/oi/	moist	void	soil	Joy Ce /s/	loud	boil							
	hurt	/ur/	dirt	/ir/	toil	/oi/	voice	/oi/	choi Ce /s/	spoil	moist	foil	girl	hurt							
	dart	/ar/	farm	/ar/	loin	/oi/	boil	/oi/	poison	voya Ge /j/	coil	hoist	lar Ge /j/	cork							
	born	/or/	corn	/or/	choice	/oi/	coin	/oi/	loyal	voi Ce /s/	appoint	rejoi Ce /s/	royal	sau Ce /s/							
pun CH i T ou T hand motion: (Final Sound) The teacher models pun CH i T ou T using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.																					
pun CH i T ou T hand motion: (Medial Sound) Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.																					
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: rejoice S: rejoice /r-ē-j-oi-s/	soil	(3)	join	(3)	joint	(4)	point	(4)	toy	(2)	joy	(2)	Roy	(2)	Troy	(3)	boy	(2)	coil	(3)	
	foil	(3)	poison	(5)	coins	(4)	voice	(3)	void	(3)	joist	(4)	moist	(4)	spoil	(4)	choice	(3)	soil	(3)	
	point	(4)	cowboy	(4)	rejoice	(5)	moist	(4)	Joyce	(3)	broil	(4)	oil	(2)	toil	(3)	loyal	(3)	groin	(4)	
	count	(4)	house	(3)	mouse	(3)	couch	(3)	south	(3)	mouth	(3)	louder	(4)	chowder	(4)	howl	(3)	pound	(4)	
	ground	(5)	sound	(4)	flower	(4)	growl	(4)	aloud	(4)	found	(4)	sour	(3)	clown	(4)	brown	(4)	crowd	(4)	
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /t/ to /j/ and the word is? *Use sounds	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	coy	/t/	toy	coil	/b/	boil	voile	/r/	royal	hoist	/m/	moist	coin	/j/	join						
	toy	/j/	joy	boil	/f/	foil	royal	/l/	loyal	moist	/v/	voiced	join	/l/	loin						
	joy	/r/	Roy	foil	/s/	soil	loyal	/br/	broil	voiced	/b/	boist	loin	/gr/	groin						
	Roy	/b/	boy	soil	/t/	toil	broil	/sp/	spoil	boist*	/w/	woist	groin	/sl/	sloin						
	boy	/s/	soy	toil	/k/	coil	spoil	/s/	soil	woist*	/p/	poist	sloin*	/g/*	goin						
* nonsense word																					
* nonsense word																					
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say first the sound to be substituted, and lightly pound your fists together when you say the new word.																					

Phonemic Awareness Training Lesson Plan for Week 27

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	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.	join-	/ing/	joining	spoil-	/ing/	spoiling	choice-	/ěz/	choices	-loin	/sir/	sirloin	in-	/voice/	invoice
Teacher says add /*/ at the beginning/end and the word is?	cow-	/boy/	cowboy	-foil	/tin/	tinfoil	voice-	/ěz/	voices	poise-	/ün/	poison	-oil	/sp/	spoil
*Use sounds	-joy	/ěn/	enjoy	-point	/ü/	appoint	oil-	/ing/	oiling	point-	/ing/	pointing	-point	/disü/	disappoint
	-joice	/rē/	rejoice	broil-	/er/	broiler	point-	/ěd/	pointed	joint-	/ěd/	jointed	poison-	/üs/	poisonous
	boil-	/ing/	boiling	-boy	/cow/	cowboy	-friend	/boy/	boyfriend	-cott	/boy/	boycott	a-	/noy/	annoy
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the word part. Add the first sound(s) with your right hand, and lightly clap hands together for whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap hands together															
Deleting Syllables	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 the /*/ and what is left?	coil	/k/	oil	joining	/ing/	join	sirloin	/sir/	loin	choices	/ěz/	choice	destroying	/ing/	destroy
*Use sounds	appoint	/ü/	point	cowboy	/cow/	boy	poison	/ün/	poise	voices	/ěz/	voice	annoy	/noy/	a
	pointing	/ing/	point	enjoy	/ěn/	joy	pointing	/ing/	point	oiling	/ing/	oil	joyful	/ful/	joy
	tinfoil	/tin/	foil	rejoice	/rē/	Joyce	jointed	/ěd/	joint	pointed	/ěd/	point	hoisting	/ing/	hoist
	broiling	/ing/	broil	spoiler	/er/	spoil	boycott	/cöt/	boy	boyfriend	/friend/	boy	spoller	/er/	spoil
Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the final sound. Pull your left hand away when you delete the final sound, and show what word part remains with your right hand.															
Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.															
Other Activities															

Phonemic Awareness Training Lesson Plan for Week 28

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) flashcards, "Letters are ____; "Sound is ____;	Card pack: R-controlled vowel and advanced vowel sound (au, aw, oi, oy, oo, ou, ow) 1. Letter names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyming Instructions vary by day. Mon: "Stand Tall" if word pair rhymes, "Squat Down" if words don't rhyme. Tues: Repeat the two words that rhyme. Wed: "Thumbs Up" if words rhyme, "Thumbs Down" if words don't rhyme. Thurs: Repeat the word that doesn't rhyme. Fri: Students produce real rhyming words.	Rhyme Recognition: Stand Tall / Squat Down good, wood pool, tool book, took shook, shake boom, bake ooze, loose doom, room root, right mood, food soon, same	Rhyme Recognition: Repeat the two that rhyme. food, mood, fly do, me, to we, wood, good soon, so, goon cook, book, be tool, tie, stool now, roof, goof top, tool, cool boot, toot, by boo, be, too	Rhyme Recognition: Thumbs Up / Thumbs Down booth, tooth pool, pail noon, room loose, moose hoop, loop moo, zoo roof, laugh foot, feet fool, stool boot, hoot	Rhyme Recognition: Repeat the word that doesn't rhyme. woof, roof, rat help , hoop, loop see , spool, pool roost, boost, by too, zoo, tie zoo , zoom, room cry , cook, book mood, food, fly moo, boo, me look, hook, he	Rhyme Production: Students give real rhyming words. book (Ex: look, shook, brook) cool (Ex: school, drool, tool) wood (Ex: could, stood, good) boom (Ex: room, bloom, zoom) soon (Ex: spoon, moon, tune) coop (Ex: scoop, swoop, hoop) hoot (Ex: boot, scoot, root)
Onset Fluency Teacher says the word. Students repeat word and isolate the beginning sound. Ex. T: boom S: boom /b/	boom /b/ hoop /h/ cook /k/ loom /l/ doom /d/ moon /m/ food /f/ noon /n/ good /g/ ooze /oo/	pool /p/ zoo /z/ roof /r/ balloon /b/ stood /st/ cool /k/ tool /t/ drool /dr/ wool /w/ fool /f/	goof /g/ poof /p/ hook /h/ shoot /sh/ coop /k/ tooth /t/ loop /l/ woods /w/ moose /m/ zoom /z/	brood /br/ groove /gr/ droop /dr/ troop /tr/ proof /pr/ school /sk/ spool /sp/ broom /br/ choose /ch/ scoot /sc/	raccoon /r/ cooker /k/ poodle /p/ woolen /w/ cartoon /k/ fishhook /f/ rooster /r/ igloo /i/ booster /b/ shampoo /sh/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /w-oo-d/ S: wood	z-oo b-r-oo-k b-oo-k g-r-oo-m m-oo-d h-oo-p-z w-oo-d l-oo-s sh-ā-m-p-oo t-oo-th-ā-k	m-oo sh-oo-k f-oo-d s-p-oo-n g-oo-d r-ā-k-oo-n w-oo-d-z b-l-oo-m-z m-oo-s t-ā-t-oo	b-oo k-r-oo-k k-oo-k (cook) sh-oo-t b-oo-m s-p-oo-n-z w-oo-i sh-oo-t-er s-k-oo-t k-ar-t-oo-n	t-oo h-oo-d h-oo-p h-oo-k b-l-oo-m b-r-oo-k s-k-oo-p ī-g-l-oo s-p-oo-k-ē ū-n-d-er-s-t-oo-d	z-oo ch-ī-l-d-h-oo-d r-oo-t f-oo-t b-r-oo-m s-t-oo-d r-oo-s-t-er b-ū-l-oo-n w-oo-d-ē-n m-ū-sh-r-oo-m
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 28

Skills	Monday			Tuesday			Wednesday			Thursday			Friday																
Identifying Medial or Final Sounds Teacher says the word. Students isolate the specified sound. Ex. T: food, mood S: /d/	Identify Final Sound			Identify Final Sound			Identify Final Sound			Identify Final Sound			Identify Medial Sound																
	food, mood	/d/		good, wood	/d/		choose, lose	/z/		woods, goods	/z/		book	soon															
	room, zoom	/m/		fool, stool	/l/		troop, droop	/p/		roots, boots	/s/		fool	foot															
	root, hoot	/t/		boom, groom	/m/		shoot, loot	/t/		booth, tooth	/th/		good	tool															
	shook, cook	/k/		moon, spoon	/n/		loom, bloom	/m/		shook, crook	/k/		wood	hood															
	noon, soon	/n/		hoop, loop	/p/		fool, drool	/l/		soon, loon	/n/		boot	booth															
	pool, cool	/l/		boot, toot	/t/		hood, stood	/d/		tattoo, shampoo	/oo/																		
	do, to	/oo/		moo, zoo	/oo/		look, took	/k/		proof, roof	/f/																		
	loose, moose	/s/		roof, goof	/f/		spoon, toon	/n/		scoot, shoot	/t/																		
Segmenting Phonemes Teacher says the whole word. Students repeat the word and chop it into phonemes. Ex. T: wool S: wool, /w-oo-l/																													
boo (2)			crook (4)			zoo (2)			brook (4)			moo (2)			shook (3)			zoo (2)			balloon (5)			too (2)			brook (4)		
cook (3)			troop (4)			book (3)			groom (4)			food (3)			spoon (4)			foot (3)			rooster (5)			hood (3)			scoop (4)		
boom (3)			cartoon (5)			mood (3)			shampoo (5)			good (3)			raccoon (5)			root (3)			wooden (5)			hoop (3)			igloo (4)		
wool (3)			spoons (5)			wood (3)			toothache (5)			woods (4)			blooms (5)			stood (4)			mushroom (6)			hook (3)			spooky (5)		
scoot (4)			shooter (4)			loose (3)			hoops (4)			moose (3)			tattoo (4)			broom (4)			childhood (7)			bloom (4)			understood (8)		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.																													
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /*/ to /*/ and the word is? *Use sounds Ex. T: could S: could T: Change the /k/ to /sh/ and the word is? S: should																													
Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response												
gook	/b/	book	hood	/g/	good	moon	/n/	noon	boot	/h/	hoot	broom	/gr/	groom															
book	/k/	cook	good	/w/	wood	noon	/s/	soon	hoot	/r/	root	moose	/l/	loose															
cook	/h/	hook	wood	/st/	stood	soon	/t/	toon	root	/t/	toot	cool	/p/	pool															
hook	/l/	look	stood	/k/	could	toon	/l/	loon	toot	/sc/	scoot	booth	/t/	tooth															
look	/n/	nook	could	/sh/	should	loon	/sp/	spoon	toot	/sh/	shoot	too	/m/	moo															
nook	/t/	took	room	/r/	room	coop	/h/	hoop	cool	/f/	fool	mood	/f/	food															
took	/cr/	crook	room	/z/	zoom	hoop	/l/	loop	fool	/p/	pool	loose	/m/	moose															
crook	/br/	brook	zoom	/br/	broom	loop	/sc/	scoop	pool	/t/	tool	spool	/dr/	drool															
brook	/sh/	shook	broom	/gr/	groom	scoop	/dr/	droop	tool	/st/	stool	wood	/g/	good															
			groom	/gl/	gloom	droop	/tr/	troop	stool	/sp/	spool	crook	/sh/	shook															
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.																													

Phonemic Awareness Training Lesson Plan for Week 28

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding	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.	-stick	/broom/	broomstick	-tool	/s/	stool	-hood	/child/	childhood	-room	/g/	groom	-loo	/ig/	igloo
Teacher says add /s/ at the beginning/end and the word is?	-noon	/after/	afternoon	-loom	/b/	bloom	-stood	/under/	understood	-coot	/s/	scoot	-top	/roof/	rooftop
*Use sounds	-toon	/car/	cartoon	-room	/b/	broom	cook-	/ing/	cooking	-pool	/s/	spool	-boose	/kŭ/	caboose
Ex. T: news S: news	-room	/mush/	mushroom	-news	/s/	snooze	good-	/ness/	goodness	-woop	/s/	swoop	-loon	/bü/	balloon
T: Add /s/ at the beginning and the word is? S: snooze	roost-	/er/	rooster	-coop	/s/	scoop	-worm	/book/	bookworm	-roof	/p/	proof	-too	/tä/	tattoo
	eye-	/tooth/	eyetooth	boo-	/m/	boom	wood-	/work/	woodwork	shoe-	/t/	shoot	boot-	/ëz/	booties
	noon-	/time/	noontime	do-	/të/	duty	look-	/out/	lookout	blue-	/m/	bloom	too-	/th/	tooth
	-boot	/re/	reboot	new-	/n/	noon	-hook	/fish/	fishhook	moo-	/s/	moose	-ooze	/l/	lose

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

Adding to the END hand motion: Teacher holds right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together

Deleting	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 the /s/ and what is left?	stool	/s/	tool	spoonful	/spoon/	full	groom	/g/	room	childhood	/child/	hood	schoolroom	/room/	school
*Use sounds	bloom	/b/	loom	afternoon	/after/	noon	swoop	/s/	woop	understood	/under/	stood	zooming	/ing/	zoom
Ex. T: proof S: proof	broom	/b/	room	cartoon	/car/	tune	spool	/s/	pool	cooking	/ing/	cook	whirlpool	/whirl/	pool
T: Without the /p/ and what is left? S: roof	snooze	/s/	news	mushroom	/mush/	room	bloom	/b/	loom	goodness	/ness/	good	toolbox	/box/	tool
	gcoop	/s/	coop	rooster	/er/	roost	proof	/p/	roof	bookworm	/worm/	book	toothache	/ache/	tooth
	shoot	/t/	shoe	reboot	/rë/	boot	zoom	/m/	zoo	forefoot	/fore/	foot	teaspoon	/tea/	spoon
	bloom	/m/	blue	eyetooth	/eye/	tooth	soon	/n/	Sue	lookout	/out/	look	roommate	/mate/	room
	moose	/s/	moo	newsroom	/room/	news	hoop	/p/	who	mistook	/mis/	took	moonlit	/lit/	moon

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

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

Other Activities				

Phonemic Awareness Training Lesson Plan for Week 29

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Students provide long and short sounds for vowels.	Card pack: Vowel and inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Vowel and inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Vowel and inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Inflectional Endings (-ing, -ly, -ed, -es, -s, er, est) 1. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Instructions vary by day. Mon, Wed & Fri: Teacher reads the word pair. Students do "Eyes Open" if the words rhyme or "Eyes Closed" if words don't rhyme. Tues & Thurs: Teacher reads the word pair. Students do "Mouth Open" if words rhyme or "Mouth Closed" if the words don't rhyme.	Open Eyes / Close Eyes jab, lab deck, wreck lick, like leave, weave rob, robe home, comb rub, tub dude, did ape, tape kite, right	Mouth Open / Mouth Closed sick, pick sob, job tuck, took bag, rag late, wait dime, slim week, peek poke, joke neck, need cute, flute	Open Eyes / Close Eyes leg, peg mad, made save, cave tock, rock meet, met pain, rain wig, pig tile, pile mud, mad hope, rope	Mouth Open / Mouth Closed hug, huge hill, while sail, pail log, jog yell, well tub, cube we've, sleeve hose, home wide, hid rack, sack	Open Eyes / Close Eyes mop, pop tape, tap gum, game week, work bend, send zone, bone face, race rule, mule wine, win sip, zip
Onset Fluency Teacher says the words. Students add other words that start with the same onset. "Give me 5." Ex. T: bag, big S: boy, ball etc.	bag, big, __ jam, joke, __ did, done, __ kite, cat, __ fan, find, __ lay, lick, __ gum, gate, __ mom, me, __ hi, home, __ nine, no, __	pin, price, __ vase, vine, __ quiz, quit, __ we, win, __ rich, run, __ yes, yak, __ sun, same, __ laugh, low, __ top, time, __ zip, zoo, __	be, bone, __ he, help, __ cup, can't, __ gym, jam, __ do, dime, __ king, can, __ for, phone, __ lip, lion, __ get, gone, __ mile, man, __	nap, name, __ wipe, walk, __ peek, pick, __ yell, yoyo, __ rope, rock, __ by, bike, __ see, sale, __ den, dig, __ ten, tape, __ guess, go, __	apple, and, __ ape, angel, __ egg, ever, __ eek, eagle, __ igloo, it, __ ice, I, __ odd, on, __ oh, old, __ up, ugly, __ use, ukelele, __
Blending Phonemes Teacher says the phonemes/sounds. Students listen and then say the whole word. Ex. T:/s-ð-b-ing/ S: sobbing	j-ă-b-ing f-ă-k-ing p-ě-k-ing r-ě-d-ing d-ĩ-g-ing t-ĩ-m-ing s-ð-b-ing j-ð-k-ing r-ũ-b-ing ũ-z-ing	p-ă-k-ing r-ă-k-ing s-ě-t-ing p-ě-l-ing h-ĩ-t-ing r-ĩ-d-ing m-ð-p-ing p-ð-z-ing r-ũ-n-ing t-ũ-b-ing	l-ă-n-d-ing d-r-ă-n-ing s-ě-n-d-ing f-r-ě-z-ing l-ĩ-f-t-ing b-l-ò-ing d-r-ð-p-ing k-l-ĩ-m-ing h-ũ-n-t-ing s-n-ò-ing	c-l-ă-p-ing g-r-ă-d-ing s-m-ě-l-ing t-r-ě-t-ing s-p-ĩ-n-ing s-l-ĩ-d-ing s-t-ð-p-ing f-l-ð-t-ing p-l-ũ-g-ing s-w-ě-p-ing	ch-ð-p-ing th-r-ð-ing ch-ă-t-ing ch-ĩ-m-ing wh-ĩ-n-ing wh-ă-l-ing sh-ĩ-p-ing sh-ũ-t-ing sh-ĩ-n-ing th-ă-n-k-ing
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 29

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
Identifying Final Sounds	Thumbs Up / Thumbs Down		Stand Tall / Squat Down		Hands on Head / Hands on Lap		Thumbs Up / Thumbs Down		Stand Tall / Squat Down						
Teacher says the words. Students repeat the words. Actions vary by day. Students do first action if words end in same sound, or second action if words end in different sounds.	dime, team week, when dune, done gab, job rip, ripe	send, hand made, mail less, pill got, light mole, make	like, tile meet, hot pick, deck pen, rain read, fed	rude, hen five, save jog, mom cab, tune hope, help	tire, fire these, some use, us mud, dad lock, bike	grill, smile bun, been rage, huge cuff, iff home, hum	pipe, pile we've, wave bump, seat feed, fund vote, sit	fume, home bag, lake maid, said seen, cane size, as	line, sign hut, love gab, cube dude, ride size, says	tap, ripe week, take hot, kite name, soup some, time					
Segmenting Phonemes	clapping (5) smelling (5) spinning (5) stopping (5) plugging (5)	grading (5) treating (5) sliding (5) floating (5) sweeping (5)	chopping (4) chatting (4) shipping (4) shutting (4) throwing (4)	whining (4) whaling (4) chiming (4) shining (4) thanking (5)	jabbing (4) pecking (4) digging (4) sobbing (4) rubbing (4)	faking (4) reading (4) timing (4) joking (4) using (3)	packing (4) setting (4) hitting (4) mopping (4) running (4)	raking (4) peeling (4) riding (4) posing (4) tubing (4)	landing (5) sending (5) lifting (5) dropping (5) hunting (5)	draining (5) freezing (5) blowing (4) climbing (5) snowing (4)					
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.															
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 the /s/ to /t/ and the word is?	table	/k/	cable	theft	/l/	left	trouble	/d/	double	table	/st/	stable	lift	/sw/	swift
*Use sounds	bubble	/tr/	trouble	lift	/g/	gift	scald	/b/	bald	gift	/sh/	shift	cold	/s/	sold
Ex. T: belt S: belt	graft	/d/	draft	well	/t/	tell	sink	/th/	think	hulk	/s/	sulk	kelp	/h/	help
T: Change the /b/ to /m/ and the word is? S: melt	sold	/t/	told	self	/sh/	shelf	help	/y/	yelp	salt	/h/	halt	felt	/b/	belt
	gulp	/g/	gulp	quilt	/b/	built	stamp	/ch/	champ	built	/t/	tilt	dance	/ch/	chance
	belt	/m/	melt	lamp	/d/	damp	shrimp	/l/	limp	bump	/j/	jump	cinch	/p/	pinch
	camp	/r/	ramp	since	/pr/	prince	branch	/r/	ranch	trench	/b/	bench	punch	/cr/	crunch
	tense	/f/	fence	friend	/s/	send	munch	/p/	punch	send	/m/	mend	skunk	/j/	junk
	punch	/l/	lunch	bang	/r/	rang	song	/g/	gong	sink	/p/	pink	drank	/th/	thank
	find	/k/	kind	land	/st/	stand	milk	/s/	silk	sang	/r/	rang	swift	/sh/	shift
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound(s), left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.															

Phonemic Awareness Training Lesson Plan for Week 29

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding 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.	-lending	/b/	blending	-linking	/b/	blinking	-locking	/b/	blocking	-raiding	/b/	braiding	-ending	/b/	bending
Teacher says add /*/ at the beginning and the word is?	-eating	/gr/	greeting	-leaning	/k/	cleaning	-lipping	/k/	clipping	-locking	/k/	clocking	-reaming	/k/	creaming
*Use sounds	-welling	/s/	swelling	-lipping	/f/	flipping	-lying	/f/	flying	-rading	/g/	grading	-raying	/p/	praying
Ex. T: eating S: eating	-leeping	/s/	sleeping	-laying	/p/	playing	-lugging	/p/	plugging	-raising	/p/	praising	-lapping	/s/	slapping
T: Add /gr/ at the beginning and the word is? S: greeting	-pinning	/s/	spinning	-ticking	/s/	sticking	-raining	/sp/	spraining	-ringing	/sp/	springing	-parking	/s/	sparking
	-rooming	/g/	grooming	-teaming	/s/	steaming	-topping	/s/	stopping	-wallowing	/s/	swallowing	-weeping	/s/	sweeping
	-rapping	/t/	trapping	-winging	/s/	swinging	-wishing	/s/	swishing	-railing	/t/	trailing	-raining	/t/	training
	-rubbing	/sc/	scrubbing	-raveling	/t/	traveling	-ripping	/t/	tripping	-whirling	/t/	twirling	-rushing	/b/	brushing
	-lagging	/f/	flagging	-lashing	/sp/	splashing	-napping	/s/	snapping	-eating	/h/	heating	-ringing	/st/	stringing
Adding hand motion: Teacher holds left palm out in front to show the word part. Add the first sound with your right hand, and lightly clap hands together for whole word.															
Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left?	braiding	/b/	raiding	bending	/b/	ending	blending	/b/	lending	blinking	/b/	linking	blocking	/b/	locking
*Use sounds	clocking	/c/	locking	creaming	/c/	reaming	spinning	/s/	pinning	cleaning	/c/	leaning	clipping	/c/	lipping
Ex. T: sleep S: sleep	heating	/h/	eating	spraying	/s/	praying	grooming	/g/	rooming	flipping	/f/	lipping	flying	/f/	lying
T: Without the /s/ and what is left? S: leap	praising	/p/	raising	slapping	/s/	lapping	sleeping	/s/	leaping	playing	/p/	laying	plugging	/p/	lugging
	draining	/d/	raining	sparkling	/s/	parking	greeting	/gr/	eating	sticking	/s/	ticking	snapping	/s/	napping
	swallowing	/s/	wallowing	sweeping	/s/	weeping	swelling	/s/	welling	steaming	/s/	teaming	stopping	/s/	topping
	trailing	/t/	railing	training	/t/	raining	trapping	/t/	wrapping	swinging	/s/	winging	swishing	/s/	wishing
	twirling	/t/	whirling	brushing	/b/	rushing	scrubbing	/sc/	rubbing	traveling	/t/	raveling	tripping	/t/	ripping
	sprinking	/sp/	ringing	stringing	/st/	ringing	flagging	/f/	lagging	splashing	/sp/	lashing	spraining	/sp/	raining
Deleting hand motion: Hold 2 open palms 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 you delete the first sound, and show what word part remains with your left hand.															
Other Activities															

Phonemic Awareness Training Lesson Plan for Week 30

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letters are ____; "Sound is ____;		Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letters are ____; "Sound is ____;		Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) flashcards, "Letters are ____; "Sound is ____;		Card pack: Inflectional Endings (-ing, -ly, -ed, -es, -s, er, est) 1. Sounds only (for speed and accuracy)		Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.	
Rhyme Production Teacher gives the rhyme. Students make rhyming words ending with the given rhyme. Ex. T: -ack S: black, knack etc. "Give me 5."	-ack -all / -ale -ain -ake	-ap -ash -at -ate	-ame -an -aw -ell -ice	-ay -eat -ank -est	-ick -ight -in -ing -ip	-ide -ill -ine -ink	-ir -oke -or / -ore -ug -unk	-ock -op -uck -ump	-ar -ace -and -all -ed	-et -it -ike -ot -up
Onset Fluency "Eyes Open" if the word pair begins with the same <u>vowel sound</u> ; "Eyes Closed" if the word pairs do not begin with the same <u>vowel sound</u> .	own, oh use, us apple, alley I'm, icky elevator, east	olive, October ugly, up ape, arm eye, I'll eek, eel	oil, ouch orbit, ornery arm, art earth, air August, awesome	ail, ache east, eat or, ear am, are is, it	of, up under, upset elf, elbow if, eyeball owl, ouch	end, ear earn, itchy ate, am art, arch off, often	out, our age, aging ear, ease an, able inch, inside	old, of order, organ us, unless ill, I'll ace, ache	arm, apple itch, inch ugly, umpire apron, ankle ache, apron	of, under aim, apple eat, easy early, ouch ice, I'd
Blending Phonemes Teacher says the individual phonemes. Students listen and say the whole word. Ex. T: /b-a-k-er/ S: baker	p-ă-k-er l-ě-t-er s-ĩ-t-er h-ô-p-er r-ũ-n-er	l-ā-t-er r-ē-d-er h-ī-k-er h-ō-m-er f-oo-l-er	b-ă-t-er t-ě-l-er b-ĩ-g-er b-ô-x-er k-ũ-t-er	b-ā-k-er ě-t-er s-l-ī-d-er r-ō-p-er k-ŭ-t-er	t-ă-n-er c-ă-m-p-er h-ĩ-t-er r-ô-b-er b-ũ-t-er	f-ā-k-er h-ē-t-er n-ī-s-er s-m-ô-k-er h-ū-m-er	b-ă-g-er r-ě-d-er h-ô-t-er k-l-ī-m-er s-k-r-ē-m-er	s-ā-f-er w-ĩ-n-er r-ũ-b-er ch-ô-k-er r-ū-l-er	d-r-ī-v-er t-ē-ch-er c-oo-k-er s-n-ē-k-er r-ī-t-er	d-r-aw-er s-ing-er p-l-ā-er m-ēn-er k-ou-n-t-er
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.										

Phonemic Awareness Training Lesson Plan for Week 30

Skills			Monday		Tuesday		Wednesday		Thursday		Friday	
Identifying Medial or Final Sounds Teacher says the word in regular voice. Students repeat the word "punCH ouT the sOUNd!" Ex. T: /yawn/ S: yAWn	punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punCH ouT the finaL sound!			
	mOOD	cORD	tURn	pOUch	fARM	rIce	cOUch	hAUl	torN	booM		
	dARK	lOUd	yAWn	wORn	cOOK	rOOM	cURl	fORK	shooK	swirL		
	sAUce	bURn	cOOl	hARp	jERk	mOUth	rEAd	lOOK	laiD	swooSH		
	tOOK	rAcE	fERN	rOse	jUNe	cURb	yARd	pEARl	sharP	pouCH		
	gIRl	sEEd	pAId	shOOK	bORn	lAWn	pOOl	cOAt	shirT	mouTH		
punCH iT ouT hand motion: (Final Sound) The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.												
punCH iT ouT hand motion: (Medial Sound) Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.												
Segmenting Phonemes Teacher says the word. Students repeat the word and chop it into phonemes. Ex. T: winner S: winner /w-i-n-er/	tanner (4)	faker (4)	bagger (4)	safer (4)	packer (4)	later (4)	batter (4)	baker (4)	cooker (4)	trucker (5)		
	pecker (4)	heater (4)	redder (4)	screamer (6)	letter (4)	reader (4)	teller (4)	eater (3)	preacher (5)	pointer (5)		
	hitter (4)	nicer (4)	winner (4)	climber (5)	sitter (4)	hiker (4)	bigger (4)	slider (5)	meaner (4)	follower (5)		
	robber (4)	smoker (5)	hotter (4)	choker (4)	hopper (4)	homer (4)	boxer (4)	roper (4)	player (4)	sweater (5)		
	butter (4)	humor (4)	rubber (4)	ruler (4)	runner (4)	fooler (4)	cutter (4)	cuter (4)	sneakers (6)	sleeper (5)		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.												
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says change the /f/ to /t/ and the word is? *Use sounds Ex. T: quit S: quit T: Change the /t/ to /f/ and the word is? S: quite	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	căn	/ă/	cane	pîll	/î/	pile	mûte	/û/	mutt	fēel	/ē/	fell
	bîte	/î/	bit	nôt	/ô/	note	kîte	/î/	kit	hûmor	/û/	hummer
	rôbe	/ô/	rob	tûbe	/û/	tub	căp	/ă/	cape	plăn	/ă/	plane
	Săm	/ă/	same	grăd	/ă/	grade	rîpe	/î/	rip	finē	/î/	fin
	spîne	/î/	spin	mîll	/î/	mile	sêll	/ē/	seal	râte	/ă/	rat
	bêd	/ē/	bead	strîp	/î/	stripe	măd	/ă/	made	glôbe	/ô/	glob
	cûte	/û/	cut	hâte	/ă/	hat	hôpe	/ô/	hop	slîd	/î/	slide
	quît	/î/	quite	hîde	/î/	hid	shîn	/î/	shine	côn	/ô/	cone
	wîne	/î/	win	pâne	/ă/	pan	mêt	/ē/	meet	fêd	/ē/	feed
	fâte	/ă/	fat	sêat	/ē/	set	tîme	/î/	Tim	măp	/ô/	mope
										born	/ar/	barn
										shîrt	/or/	short
										fîrm	/er/	firm
										cârd	/or/	cord
									stâr	/ir/	stir	
									carve	/ur/	curve	
									dart	/ir/	dirt	
									gurgle	/ar/	gargle	
									starry	/or/	story	
									turn	/or/	torn	

Phonemic Awareness Training Lesson Plan for Week 30

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding 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.	-masher	/s/	smasher	-rusher	/k/	crusher	-usher	/r/	rusher	-lower	/b/	blower	-each	/t/	teacher
Teacher says add /_/ at the beginning and the word is?	-reacher	/p/	preacher	-usher	/g/	gusher	-other	/br/	brother	-ticker	/s/	sticker	-other	/br/	brother
*Use sounds	-itcher	/p/	pitcher	-other	/m/	mother	-locker	/b/	blocker	-reamer	/d/	dreamer	-anchor	/b/	banker
Ex. T: rapper S: rapper	-wisher	/s/	swisher	-lender	/b/	blender	-leaner	/k/	cleaner	-litter	/g/	glitter	-utter	/b/	butter
T: Add /_/ at the beginning and the word is? S: trapper	-rusher	/b/	brusher	-layer	/p/	player	-latter	/f/	flatter	-latter	/p/	platter	-older	/f/	folder
	-rasher	/k/	crasher	-racker	/k/	cracker	-reamer	/k/	creamer	-miller	/s/	smiler	-over	/cl/	clover
	-rader	/g/	grader	-flyer	/f/	flyer	-roomer	/g/	groomer	-pacer	/s/	spacer	-ever	/n/	never
	-cooter	/s/	scooter	-lôwer	/s/	slower	-napper	/s/	snapper	-railer	/t/	trailer	-otter	/h/	hotter
	-rapper	/t/	trapper	-ripper	/t/	tripper	-creamer	/s/	screamer	-platter	/s/	splatter	-leaner	/k/	cleaner
	-robber	/th/	throbber	-tinker	/s/	stinker	-redder	/sh/	shredder	-printer	/s/	sprinter	-rower	/th/	thrower

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

Deleting Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says without the /_/ and what is left?	rusher	/r/	usher	blower	/b/	lower	smasher	/s/	masher	grusher	/c/	rusher	brighter	/b/	righter
*Use sounds	brother	/br/	other	clocker	/c/	locker	preacher	/p/	reacher	gusher	/g/	usher	cleaner	/c/	leaner
Ex. T: snapper S: snapper	blocker	/b/	locker	dreamer	/d/	reamer	pitcher	/p/	itcher	mother	/m/	other	butter	/b/	utter
T: Without the /_/ and what is left? S: napper	cleaner	/c/	leaner	glitter	/g/	litter	swisher	/s/	wisher	blender	/b/	lender	never	/n/	ever
	flatter	/f/	latter	platter	/p/	latter	brusher	/b/	rusher	player	/p/	layer	brother	/br/	other
	greamer	/c/	reamer	smiler	/s/	miler	crasher	/c/	rasher	cracker	/c/	racker	thrower	/th/	rower
	groomer	/g/	roomer	spacer	/s/	pacer	grader	/g/	rader	flyer	/f/	liar	clover	/cl/	over
	snapper	/s/	napper	trailer	/t/	railer	scooter	/s/	cooter	glower	/s/	lower	bolder	/b/	older
	shredder	/sh/	redder	splatter	/s/	platter	trapper	/t/	rapper	tripper	/t/	ripper	hotter	/h/	otter
	screamer	/s/	creamer	sprinter	/s/	printer	throbber	/th/	robber	stinker	/s/	tinker	banker	/b/	anchor

Deleting hand motion: Hold 2 open palms 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 you delete the first sound, and show what word part remains with your left hand.

Other Activities				

Phonemic Awareness Training Lesson Plan for Week 31

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Students provide all possible sounds for Y.	Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) and the Y flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) and the Y flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Inflectional ending (-ing, -ly, -ed, -es, -s, er, est) and the Y flashcards, "Letter(s) is/are _____; "Sound is _____;	Card pack: Inflectional Endings (-ing, -ly, -ed, -es, -s, er, est) 1. Sounds only (for speed and accuracy)	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Production Teacher says the rhyming pair and students take turns supplying at least two additional rhyming words.	flash, cash, _____ race, chase, _____ twice, dice, _____ spoon, noon, _____ saw, claw, _____ jump, bump, _____ think, wink, _____ send, spend, _____	chest, rest, _____ moose, goose, _____ skill, still, _____ long, strong, _____ slush, mush, _____ bank, thank, _____ cow, how, _____ sneak, speak, _____	shark, mark, _____ cry, dry, _____ match, scratch, _____ book, shook, _____ chance, glance, _____ pink, drink, _____ more, shore, _____ lunch, bunch, _____	space, place, _____ corn, horn, _____ clock, shock, _____ swing, bring, _____ went, scent, _____ broom, room, _____ camp, champ, _____ skunk, dunk, _____	print, mint, _____ flew, crew, _____ care, square, _____ sing, bring, _____ out, shout, _____ year, hear, _____ stuff, rough, _____ play, spray, _____
Onset Fluency Blends Review Teacher reads the words in the series. Students listen and isolate the repeated blend. Ex. T: ski, skin, skin S: /sk/	fly, flag, flip /f/ clap, clam, close /cl/ prize, print, pry /pr/ step, stair, steam /st/ snail, snack, snow /sn/ block, blue, blow /bl/ crib, cry, cream /cr/ scab, scar, scoot /sc/ grip, gray, grow /gr/ slip, slow, sleep /sl/	glad, glide, glass /gl/ spell, spin, spoon /sp/ swan, swim, spoon /sw/ small, smog, smart /sm/ bride, bread, bring /br/ draw, drop, dry /dr/ skin, skate, ski /sk/ free, fry, frog /fr/ tray, trip, try /tr/ plus, play, plea /pl/	slate, sly, slope /sl/ scrap, screw, scrub /scr/ split, splice, splat /spl/ spree, spry, spray /spr/ squint, squat, squish /squ/ straw, stripe, stray /str/ stock, stack, stay /st/ smell, smile, smack /sm/ drink, dry, drop /dr/ clap, climb, clay /cl/	brim, brown, brake /br/ slim, slot, sleek /sl/ prank, praise, prom /pr/ green, grape, grain /gr/ strike, streak, stream /str/ glob, glide, glass /gl/ sky, skip, skunk /sk/ crash, cry, crib /cr/ spin, spot, spy /sp/ plum, plane, pleat /pl/	flash, fly, float /fl/ blink, black, bloom /bl/ trick, trade, treat /tr/ snip, sneak, sneeze /sn/ sprint, spring, sprout /spr/ fries, from, frost /fr/ slick, slope, slime /sl/ scream, scrub, scrap /scr/ splat, splunk, split /spl/ swim, switch, swam /sw/
Blending Phonemes Teacher says the individual phonemes. Students listen and then say the whole word. Ex. T: /y - e - l/ S: yell	Y as ONSET y-ē-l y-ar-d y-ā-k y-ē-s y-aw-n y-or y-ē-l-ō y-ū-n-g y-ū-m y-ē-r	Y as LONG I s-k-y wh-y t-r-y s-p-y f-l-y f-r-y b-y d-r-y m-y J-u-i-y	Y as LONG E b-ā-b-y p-r-ī-t-y p-ū-p-y w-ī-g-l-y c-ā-n-d-y s-l-ē-p-y s-ō-p-y d-r-ī-p-y l-ū-k-y k-r-ā-b-y	Y as LONG Ē s-ī-t-y s-w-ī-sh-y s-ē-l-er-y b-r-ā-n-y l-ā-z-y ch-ī-m-n-y ch-ē-z-y g-r-ō-sh-er-y j-ē-n-t-l-y g-r-ā-v-y	Y Combinations c-r-y /ī/ y-ē-s-t-er-d-ā /y/ l-ū-k-y /ē/ s-l-ī-p-er-y /ē/ s-l-ī-m-y /ē/ t-ū-m-y /ē/ y-ē-l-ing /y/ s-k-y /ī/ th-or-n-y /ē/ h-ā-p-y /ē/
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 31

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Identifying Medial Sounds	punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punch out the medial sound!		punch out the medial sound!	
Teacher says the word in regular voice. Students repeat the word "punch out the sound!"	SAUce	noIse	foI	looM	pERk	pARt	skIRt	chORes	mOUth	voIce
Ex. T: /town/ S: tOWN	tOWN	loUd	mOUse	joIn	foRk	shIRt	guARd	cURI	tARt	soIl
	dOUse	shOOK	boOk	poWer	buRn	cuRse	hERd	foRm	coIn	shOWer
	coIl	zoOm	doUbt	shOWs	mARk	shARK	tURn	chART	toRn	carVe
	yAWn	pOUt	toYs	lAWs	dIRt	shoRt	sARge	hARp	boWl	coRn

punch IT out hand motion: Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.

Segmenting Phonemes	yell (3)	yard (3)	sky (3)	why (2)	baby (4)	pretty (5)	city (4)	swishy (5)	cry (3)	yesterday (7)
Teacher says the word. Students repeat the word and chop it into phonemes.	yak (3)	yes (3)	try (3)	spy (3)	puppy (4)	wiggly (5)	celery (5)	brainy (5)	yucky (4)	slimy (5)
Ex. T: baby S: baby /b - ä - b - ä/	yawn (3)	you (2)	fly (3)	fry (3)	candy (5)	sleepy (5)	lazy (4)	chimney (5)	slippery (6)	yummy (4)
	yellow (4)	young (4)	by (2)	dry (3)	soapy (4)	drippy (5)	cheesy (4)	grocery (6)	yelling (4)	sky (3)
	yum (3)	year (3)	my (2)	July (4)	lucky (4)	crabby (5)	gently (6)	gravy (5)	thorny (4)	happy (4)

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. *Note: Teachers will always chop from right to left so that students mirror your movements. Numbers indicate the number of phonemes in each word.

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 the /t/ to /p/ and the word is?	charm	/t/	chart	but	/g/	bug	soak	/p/	soap	tan	/g/	tag	lip	/st/	list
*Use sounds	sharp	/k/	shark	rut	/sh/	rush	stork	/m/	storm	rob	/t/	rot	lad	/st/	last
Ex. T: clam S: clam	form	/t/	fort	mush	/ch/	much	rat	/sh/	rash	bug	/m/	bum	clam	/sp/	clasp
T: Change the /m/ to /p/ and the word is? S: clap	art	/m/	arm	beam	/k/	beak	pack	/t/	pat	pat	/n/	pan	bed	/st/	best
	shop	/t/	shot	mash	/th/	math	fin	/sh/	fish	quick	/t/	quit	fan	/st/	fast
	rain	/l/	rail	sneeze	/k/	sneak	make	/d/	made	tap	/b/	tab	dim	/sk/	disk
	clam	/p/	clap	stem	/p/	step	mat	/p/	map	cash	/p/	cap	moge	/st/	most
	sheep	/t/	sheet	shake	/p/	shape	seed	/m/	seem	sap	/m/	Sam	brim	/sk/	brisk
	flap	/t/	flat	please	/d/	plead	snack	/p/	snap	hop	/t/	hot	hum	/sk/	husk
	rose	/p/	rope	pan	/th/	path	pit	/n/	pin	street	/k/	streak	crumb	/st/	crust

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the beginning part of the word, and left hand is the last sound in the word. Shake your left fist when you say the sound to be substituted, and lightly pound your fists together when you say the new word.

Phonemic Awareness Training Lesson Plan for Week 31

Skills				Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables				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 end and the word is? *Use sounds Ex. T: fast S: fast T: Add / est / at the end and the word is? S: fastest				bust	/ ed /	busted	sand	/ e /	sandy	smoke	/ e /	smoky	squirt	/ ed /	squirted	stick	/ e /	sticky
				crab	/ e /	crabby	large	/ est /	largest	brave	/ est /	bravest	cheese	/ e /	cheesy	need	/ ed /	needed
				fun	/ e /	funny	tack	/ e /	tacky	grunt	/ ed /	grunted	long	/ est /	longest	luck	/ e /	lucky
				last	/ ed /	lasted	wait	/ ed /	waited	snap	/ e /	snappy	pound	/ ed /	pounded	boast	/ ed /	boasted
				nice	/ est /	nicest	lump	/ e /	lumpy	mean	/ est /	meanest	grub	/ e /	grubby	high	/ est /	highest
				hunt	/ ed /	hunted	land	/ ed /	landed	slush	/ e /	slushy	soap	/ e /	soapy	thin	/ est /	thinnest
				clean	/ est /	cleanest	itch	/ e /	itchy	list	/ ed /	listed	fat	/ est /	fattest	ice	/ e /	icy
				light	/ ed /	lighted	bright	/ est /	brightest	sleep	/ e /	sleepy	plant	/ ed /	planted	rent	/ ed /	rented
				happy	/ est /	happiest	shout	/ ed /	shouted	fast	/ est /	fastest	need	/ e /	needy	speed	/ e /	speedy
				shade	/ e /	shady	rock	/ e /	rocky	melt	/ ed /	melted	short	/ est /	shortest	pretty	/ est /	prettiest
Adding hand motion: Teacher's right hand is the base word and your left hand is the suffix. Place your palms up to show the word you say first, and use the other hand to add the word part. Lightly clap together.																		
Deleting Syllables				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 the / / / and what is left? *Use sounds Ex. T: snappy S: snappy T: Without the / e / and what is left? S: snap				smoky	/ e /	smoke	squirted	/ ed /	squirt	sticky	/ e /	stick	busted	/ ed /	bust	sandy	/ e /	sand
				bravest	/ est /	brave	cheesy	/ e /	cheese	needed	/ ed /	need	crabby	/ e /	crab	itchy	/ e /	itch
				grunted	/ ed /	grunt	longest	/ est /	long	lucky	/ e /	luck	funny	/ e /	fun	tacky	/ e /	tack
				snappy	/ e /	snap	pounded	/ ed /	pound	boasted	/ ed /	boast	lasted	/ ed /	last	waited	/ ed /	wait
				meanest	/ est /	mean	grubby	/ e /	grub	highest	/ est /	high	nicest	/ est /	nice	lumpy	/ e /	lump
				slushy	/ e /	slush	soapy	/ e /	soap	thinnest	/ est /	thin	hunted	/ ed /	hunt	landed	/ ed /	land
				listed	/ ed /	list	fattest	/ est /	fat	icy	/ e /	ice	cleanest	/ est /	clean	largest	/ est /	large
				sleepy	/ e /	sleep	planted	/ ed /	plant	rented	/ ed /	rent	lighted	/ ed /	light	brightest	/ est /	bright
				fastest	/ est /	fast	needy	/ e /	need	speedy	/ e /	speed	happiest	/ est /	happy	shouted	/ ed /	shout
				melted	/ ed /	melt	shortest	/ est /	short	prettiest	/ est /	pretty	shady	/ e /	shade	rocky	/ e /	rock
Deleting hand motion: Show the whole word with two hands, palms up. Teacher pulls left hand away when you delete the suffix, and show what is left with your right hand.																		
Other Activities																		

Phonemic Awareness Training Lesson Plan for Week 32

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide long and short sounds for vowels.	Card pack: Prefixes: un, re, dis Blend, digraph, and vowel flashcards (if needed) "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefixes: un, re, dis Blend, digraph, and vowel flashcards (if needed) "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefixes: un, re, dis Blend, digraph, and vowel flashcards (if needed) "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefixes (un, re, dis) Blend, digraph, and vowel flashcards (if needed) "Letter(s) is/are _____; "Sound is _____;	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Teacher says the word pair. Students do "Thumbs Up" if the words rhyme, or "Thumbs Down" if the words don't rhyme.	garble, marble poodle, doodle cattle, kettle label, human music, moment bacon, bugle label, table simple, dimple	fiddle, middle relish, return wiggle, giggle closet, closest severe, seven trouble, double provide, collide travel, gavel	camel, tribute thunder, blunder prevent, indent decide, reside reason, season level, clever tulip, Venus steeple, people	habit, rabbit possum, possible mother, brother confuse, complete planet, granite seven, eleven precious, cautious chowder, powder	measure, treasure banner, bandit saddle, paddle cactus, tunnel invite, recite buckle, chuckle sandal, goblin garden, harden
Onset Fluency Teacher says the word pair. Students stand tall if the word pair begins with the same syllable, or squat down if the word pairs do not begin with the same syllable.	impress, admit decide, depress replay, redo unhappy, undone unmade, insist remote, remake unzip, uneven intake, invent invade, inhale	indoors, unsafe unbuckle, unfasten unable, unaware recall, recheck release, uncover inside, indoors uncooked, resell disable, dislike relearn, unlock	discard, disagree disobey, replace rehearse, reopen unroll, unpack reopen, unopened unplug, unlock retold, rewash unwind, unclip insight, invisible	unwrap, uncover return, reuse recycle, rename invisible, unplanned imperfect, impatient unlike, unstuck dishonest, disgust unstick, report unwind, unsure	retie, rebuild replan, undone inexpensive, incorrect uncommon, uncapped dislike, recall replace, replay display, retold unsafe, unsnap disobey, disappoint
Blending Syllables Teacher says the syllables. Students listen and then say the whole word. Ex. T: /ed-u-ca-tion/ S: education	po-ta-to but-ter-fly sim-ply trans-por-ta-tion im-por-tant e-lec-tric ed-u-ca-tion tel-e-scope	dis-co-ver sub-ma-rine ca-mer-a in-tro-duce o-per-ate al-pha-bet sub-trac-tion hos-pi-tal	con-fu-sion e-vac-u-ate au-to-graph day-dream-ing spa-ghet-ti in-vi-si-ble dis-co-ver-y tor-na-do	per-mis-sion out-ra-geous vol-ca-no to-ma-toes com-pu-ter com-pa-ny e-quip-ment sat-is-fy	ex-pla-na-tion gi-gan-tic e-lec-tri-ci-ty fla-min-go guar-an-tee in-tell-i-gence ter-ri-ble per-so-nal
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

Phonemic Awareness Training Lesson Plan for Week 32

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
Identifying Final Syllables Teacher reads the word pair. Students repeat the words and do "Eyes Open" if words end with the same syllable or chunk, or "Eyes Closed" if words don't end with the the same syllable or chunk.	playful, hopeful famous, delicious hunted, crusty glasses, classes forgetful, hopeful rushes, smashes exploring, expensive elaborate, decorate medicine, melody absent, innocent		blasted, grunted fraction, nation dreamer, farmer reader, princess picture, vulture melted, busted banker, baker writer, listed needle, spindle polish, punish		speaker, sweeper protection, projector worker, writer printer, handed member, memory difficult, different infection, invention happy, sloppy dishes, printed dotted, ended		user, washer catches, matches principal, general specific, terrific wishes, washing identify, satisfy seventeen, seventy direction, inspection cooker, cater agreeable, likable		speaker, splasher speeches, voted graded, leader jumper, sleeper disappoint, disagree teacher, teaches pickle, difficult jogger, dreamer effective, enormous skated, lifted						
Segmenting Syllables Teacher says the whole word. Students repeat the word and segment it into chunks or syllables. Ex. T: potato S: potato /po-ta-to/	confusion evacuate autograph macaroni spaghetti	invisible delicious gymnastics discovery tornado	permission outrageous volcano tomatoes computer	company calendar continue equipment satisfy	explanation gigantic electricity flamingo guarantee	intelligence performance privilege terrible personal	potato butterfly simplify transportation important	electric invasion explosion education telescope	discover submarine camera introduce operate	alphabet calculator infection subtraction hospital					
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.															
Substituting Words Teacher says the word. Students repeat the word. Teacher says change the /*/ to /*/ and the word is? *Use sounds Ex. T: rainfall S: rainfall T: Change the /fall/ to /bow/ and the word is? S: rainbow	Word anybody anyone anything anytime anywhere snowman snowball snowflake snowsuit snowstorm snowstorm	Change to /one/ /thing/ /time/ /where/ /body/ /ball/ /flake/ /suit/ /storm/ /man/	Response anyone anything anytime anywhere anybody snowball snowflake snowsuit snowstorm snowman	Word rainfall rainbow raincoat raincoat rainstorm raindrop raindrop backbone backfire backache background background backbone backbone	Change to /bow/ /coat/ /storm/ /drop/ /fall/ /fire/ /ache/ /ground/ /bone/ /track/	Response rainbow raincoat rainstorm raindrop rainfall backfire backache background backbone backache background backbone backtrack	Word haircut hairbrush hairline hairstyle hairstyle hairdresser hairdresser workman workday workout workbook workbook workshop workshop	Change to /brush/ /line/ /style/ /dresser/ /cut/ /day/ /out/ /book/ /shop/ /man/	Response hairbrush hairline hairstyle hairdresser haircut workday workout workbook workshop workman	Word bookdrop bookcase bookmark bookmark bookworm bookworm outdoors outside outlook outlook outfield outfield outline outline	Change to /case/ /end/ /mark/ /worm/ /drop/ /side/ /look/ /field/ /line/ /doors/	Response bookcase bookmark bookmark bookworm bookdrop outside outlook outlook outfield outline outdoors	Word something someday someone somebody somebody sometimes sometimes overcoat overcast overnight overnight overflow overflow overtime overtime	Change to /day/ /one/ /body/ /times/ /thing/ /cast/ /night/ /flow/ /time/ /coat/	Response someday someone somebody sometimes something overcast overnight overflow overtime overcoat
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first word, left hand is the second word. Shake the fist that represents the word to be substituted, and lightly pound your fists together when you say the new word.															

Phonemic Awareness Training Lesson Plan for Week 32

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Suffixes	Word	Add		Word	Add		Word	Add		Word	Add		Word	Add	
Teacher says the word or word part. Students repeat the word.	soft	/er/	/est/	loud	/er/	/est/	little	/er/	/est/	pretty	/er/	/est/	cloudy	/er/	/est/
Teacher says add /s/ at the end and the word is?	tall	/er/	/est/	easy	/er/	/est/	round	/er/	/est/	nice	/er/	/est/	bright	/er/	/est/
*Use sounds	big	/er/	/est/	late	/er/	/est/	lucky	/er/	/est/	cold	/er/	/est/	fast	/er/	/est/
Ex. T: soft S: soft	brave	/er/	/est/	wide	/er/	/est/	happy	/er/	/est/	early	/er/	/est/	slow	/er/	/est/
T: Add /er/; S: softer	white	/er/	/est/	deep	/er/	/est/	few	/er/	/est/	dark	/er/	/est/	mean	/er/	/est/
T: Add /est/; S: softest	sad	/er/	/est/	clean	/er/	/est/	clear	/er/	/est/	heavy	/er/	/est/	sweet	/er/	/est/
	new	/er/	/est/	long	/er/	/est/	great	/er/	/est/	cute	/er/	/est/	safe	/er/	/est/
	fat	/er/	/est/	fine	/er/	/est/	kind	/er/	/est/	short	/er/	/est/	funny	/er/	/est/
	green	/er/	/est/	hot	/er/	/est/	large	/er/	/est/	thick	/er/	/est/	poor	/er/	/est/
	sharp	/er/	/est/	late	/er/	/est/	light	/er/	/est/	flat	/er/	/est/	hard	/er/	/est/

Adding hand motion: Teacher's right hand is the base word and your left hand is the suffix. Place your palms up to show the word you say first, and use the other hand to add the word part. Lightly clap together.

Deleting Suffixes	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 the /s/ and what is left?	rounder	/est/	round	prettier	/est/	pretty	cloudier	/er/	cloudy	softer	/er/	soft	louder	/er/	loud
*Use sounds	luckier	/er/	lucky	nicer	/er/	nice	brighter	/est/	bright	taller	/est/	tall	easier	/est/	easy
Ex. T: luckiest S: luckiest	littlest	/est/	little	coldest	/est/	cold	faster	/er/	fast	bigger	/er/	big	later	/er/	late
T: Without the /est/ and what is left? S: lucky	kinder	/er/	kind	earlier	/er/	early	slowest	/est/	slow	bravest	/est/	brave	widest	/est/	wide
	happier	/er/	happy	darkest	/est/	dark	meaner	/er/	mean	whiter	/er/	white	deeper	/er/	deep
	fewest	/est/	few	heavier	/er/	heavy	sweetest	/est/	sweet	saddest	/est/	sad	cleanest	/est/	clean
	clearer	/er/	clear	cutest	/est/	cute	safer	/er/	safe	newer	/er/	new	longer	/er/	long
	greatest	/est/	great	shorter	/er/	short	funniest	/est/	funny	fattest	/est/	fat	finest	/est/	fine
	larger	/er/	large	thickest	/est/	thick	poorer	/er/	poor	greener	/er/	green	hotter	/er/	hot
	lightest	/est/	light	flatter	/er/	flat	hardest	/est/	hard	sharpest	/est/	sharp	latest	/est/	late

Deleting hand motion: Show the whole word with two hands, palms up. Teacher pulls left hand away when you delete the suffix, and show what is left with your right hand.

Other Activities				

Phonemic Awareness Training Lesson Plan for Week 33

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: Prefix and suffix flashcards, others as needed. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix and suffix flashcards, others as needed. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix and suffix flashcards, others as needed. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix and suffix flashcards, others as needed. "Letter(s) is/are ____; "Sound is ____;	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Teacher reads the word pair. Students do "Hands on Head" if words rhyme, or "Hands on Knees" if the words don't rhyme.	hello, jello panic, limit garden, harden basket, gasket happy, crabby pedal, medal biggest, larger gravel, travel	dropping, shopping nature, picture drummer, humming garbage, luggage smaller, tallest quarter, shorter sloppy, copy uncover, retie	hammer, stammer careful, dareful fastest, thinner pickle, trickle tackle, tickle cradle, ladie meanest, nicer stopping, dropping	kitten, mitten chowder, powder radish, cradle needle, spoonful lizard, wizard vowel, voyage garlic, public power, shower	robin, bobbin planet, comet poodle, noodle dragon, wagon marble, gargle cabin, comet apple, trickle healthy, wealthy
Onset Fluency Teacher reads the words. Students repeat words and do "Thumbs Up" if the words start with the same chunk or syllable, or "Thumbs Down" if words do not start with the same chunk or syllable.	unpack, undress reclaim, reply redo, undone misspell, mistake rework, rewrite retell, disable dislike, display unopen, retie dislike, return	repack, report unable, unlike remix, disagree record, replay unhappy, disgust dislike, distrust unzip, reopen misplace, mistake uncover, retie	unscramble, uncover rebuild, restore misbehave, misplaced request, untold rework, undone displease, display recall, retell impolite, impossible undone, undress	unscramble, uncover rebuild, restore misbehavior, misplaced request, untold rework, undone unfair, unlike repay, record unhappy, unjust unable, unroll	refine, undress unpin, reopen untouched, retouch preheat, presale dishonest, displease defrost, deflate repair, despair understand, underground transfer, transplant
Blending Syllables Teacher says the syllables. Students listen and then say the whole word. Ex. T: /pa - per - back/ S: paperback	win-dow-wash-er win-ter-time pa-per-back grand-mo-ther sail-boat-ing life-sa-ver chim-pan-zee re-co-ver-y re-mem-ber	for-got-ten dis-a-ppear-ing un-for-gett-a-ble de-li-ver-y a-maz-ing in-vi-si-ble in-cre-di-ble Sep-tem-ber pil-low-case	pho-to-graph pre-si-dent e-ver-y-one gas-o-line i-den-ti-fy din-ner-time re-spon-si-ble in-ter-est-ing some-bo-dy	prin-ci-pal vi-de-o Oc-to-ber re-por-ter ad-di-tion re-num-ber ag-gre-vate dic-tion-na-ry news-pa-per	ex-cep-tion-al ex-ci-ted un-der-ground sun-flow-er oc-to-pus rec-tan-gle bi-cy-cle De-cem-ber mis-be-have

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 33

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
Identifying Final Syllables Teacher says the words. Students repeat the words and do "Thumbs Up" if the words end with the same syllable, or "Thumbs Down" if words do not end in the same syllable.	pretending, predicting subtraction, distraction disagree, disappoint dimension, explosion disconnect, discovery enormous, delicious fantastic, enthusiastic		exchanging, exercising impossible, invisible gymnasium, gymnastics contraction, addition microphone, telephone performance, attendance membership, championship		stethoscope, microscope triangle, rectangle understand, understood uncomfortable, unbelievable infection, invention hibernate, investigate geometry, graduation		individual, gradual impossible, incomplete furniture, adventure galloping, holiday continent, ingredient fantastic, magnetic mischievous, delicious		paragraph, photograph paramedic, emergency ornament, predicament horrible, handwriting principal, general persistent, consistent participate, decorate						
Segmenting Syllables Teacher says the whole word. Students repeat the word and segment it into chunks or syllables. Ex. T: potato S: potato /po-ta-to/	photograph president everyone gasoline Identify	dinnertime responsible interesting grandfather somebody	principal video October reporter addition	renumber aggravate dictionary skyscraper newspaper	exceptional excited underground sunflower octopus	rectangle bicycle December introduce misbehave	windowwasher wintertime paperback grandmother sailboating	lifesaver chimpanzee recovery disappoint remember	forgotten disappearing unforgettable delivery amazing	invisible incredible September trampoline pillowcase					
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.															
Substituting Words Teacher says the word. Students repeat the word. Teacher says change the /f/ to /s/ and the word is? *Use sounds Ex. T: football S: football T: Change the /foot/ to /soft/ and the word is? S: softball	Word bookcase briefcase pillowcase staircase suitcase snowball baseball football softball basketball	Change to /brief/ /pillow/ /stair/ /suit/ /book/ /base/ /foot/ /soft/ /basket/ /snow/	Response briefcase pillowcase staircase suitcase bookcase baseball football softball basketball snowball	Word bedroom classroom bathroom washroom playroom heartache earache toothache headache backache	Change to /class/ /bath/ /wash/ /play/ /bed/ /ear/ /tooth/ /head/ /back/ /heart/	Response classroom bathroom washroom playroom bedroom earache toothache headache backache heartache	Word hailstorm rainstorm snowstorm thunderstorm windstorm daytime anytime bedtime overtime summertime	Change to /rain/ /snow/ /thunder/ /wind/ /hail/ /any/ /bed/ /over/ /summer/ /day/	Response rainstorm snowstorm thunderstorm windstorm hailstorm anytime bedtime overtime summertime daytime	Word mailman snowman fireman policeman salesman scoreboard keyboard blackboard cardboard dashboard	Change to /snow/ /fire/ /police/ /sales/ /mail/ /key/ /black/ /card/ /dash/ /score/	Response snowman fireman policeman salesman mailman keyboard blackboard cardboard dashboard scoreboard	Word Sunday everyday birthday weekday someday drumstick yardstick dipstick lipstick broomstick	Change to /every/ /birth/ /week/ /some/ /Mon/ /yard/ /dip/ /lip/ /broom/ /drum/	Response everyday birthday weekday someday Monday yardstick dipstick lipstick broomstick drumstick
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first word, left hand is the second word. Shake the fist that represents the word to be substituted, and lightly pound your fists together when you say the new word.															

Phonemic Awareness Training Lesson Plan for Week 33

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	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.	friend-	/lē/	friendly	light-	/lē/	lightly	-write	/re/	rewrite	-tie	/un/	untie	-known	/un/	unknown
Teacher says add /*/ at the beginning/end and the word is?	spoon-	/ful/	spoonful	bash-	/ful/	bashful	-fair	/un/	unfair	-lead	/mis/	mislead	-tell	/re/	retell
*Use sounds	kind-	/ness/	kindness	good-	/ness/	goodness	-dress	/un/	undress	-fresh	/re/	refresh	-done	/un/	undone
Ex. T: spoon S: spoon	fool-	/ish/	foolish	late-	/lē/	late	-play	/re/	replay	-pack	/un/	unpack	-order	/dis/	disorder
T: Add /ful/ at the end and the word is? S: spoonful	help-	/less/	helpless	hope-	/less/	hopeless	-like	/dis/	dislike	-do	/re/	redo	-read	/mis/	misread
	nice-	/lē/	nicely	close-	/lē/	closely	-gain	/re/	regain	-even	/un/	uneven	-likely	/un/	unlikely
	use-	/ful/	useful	help-	/ful/	helpful	-made	/un/	unmade	-obey	/dis/	disobey	-agree	/dis/	disagree
	sad-	/ness/	sadness	fear-	/less/	fearless	-turn	/re/	return	-spell	/mis/	misspell	-treat	/mis/	mistreat
	child-	/ish/	childish	quick-	/lē/	quickly	-opened	/un/	unopened	-view	/re/	review	-order	/re/	reorder
	pain-	/less/	painless	like-	/lē/	likely	-card	/dis/	discard	-marry	/re/	remarry	-able	/un/	unable

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

Adding SUFFIXES hand motion: Teacher hold right palm out to show the beginning word part. Add the final sound(s) with your left hand, and lightly clap together

Deleting Syllables	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 the /*/ and what is left?	rewrite	/re/	write	untie	/un/	tie	unknown	/un/	known	friendly	/lē/	friend	lightly	/lē/	light
*Use sounds	unfair	/un/	fair	mislead	/mis/	lead	retell	/re/	tell	spoonful	/ful/	spoon	bashful	/ful/	bash
Ex. T: replay S: replay	undress	/un/	dress	refresh	/re/	fresh	undone	/un/	done	kindness	/ness/	kind	goodness	/ness/	good
T: Without the /re/ and what is left? S: play	replay	/re/	play	unpack	/un/	pack	disorder	/dis/	order	foolish	/ish/	fool	late	/lē/	late
	dislike	/dis/	like	redo	/re/	do	misread	/mis/	read	helpless	/less/	help	hopeless	/less/	hope
	regain	/re/	gain	uneven	/un/	even	unlikely	/un/	likely	nicely	/lē/	nice	closely	/lē/	close
	unmade	/un/	made	disobey	/dis/	obey	disagree	/dis/	agree	useful	/ful/	use	helpful	/ful/	help
	unopened	/un/	opened	misspell	/mis/	spell	mistreat	/mis/	treat	sadness	/ness/	sad	fearless	/less/	fear
	discard	/dis/	card	review	/re/	view	reorder	/re/	order	childish	/ish/	child	quickly	/lē/	quick
	return	/re/	turn	remarry	/re/	marry	unable	/un/	able	painless	/less/	pain	likely	/lē/	like

Deleting SUFFIXES hand motion: Show the whole word with two hands, palms up. Teacher pulls left hand away when you delete the suffix, and show what is left with your right hand.

Deleting PREFIXES hand motion: Show the whole word with two hands, palms up. Teacher pulls right hand away when you delete the prefix, and show what is left with your left hand.

Other Activities				

Phonemic Awareness Training Lesson Plan for Week 34

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Letter Cheer: Use classroom sight words. See Glossary for Letter Cheer instructions.
Rhyme Recognition Teacher says the words. Students repeat the words. Student show mouth closed if they rhyme, or mouth open if they do not rhyme.	blabber, grabber subtract, contract radiator, decorator giraffe, equator airplane, complain hurricane, tornado million, billion hamper, pamper collar, dollar gallery, really	graphic, traffic basket, gasket locate, replace drastic, plastic battle, cattle concrete, complete sneaker, reacher clearer, dearer tractor, factor sprinkle, pickle	hotel, motel swimming, trimming company, comfort disaster, master fragrant, flower instant, invent greater, later funniest, sunniest brightest, slightest wider, water	potato, tomato eater, sweeter football, baseball Saturday, delivery rounder, grounder hello, fellow treasure, measure heavy, heavier party, smarty cloudy, family	leather, weather cookie, cupcake feather, brother snowing, blowing sweeper, keeper weekday, weekend something, pumpkin jellybean, smellybean wishbone, fishbone rosebush, sunburn
Onset Fluency Teacher says the words. Students repeat the words. Student do hands together if they begin with the same blend, hands apart if they do not begin with the same blend.	sweater, sweeter frantic, freezer steak, stopper greener, cleaner climbing, closer treasure, pleasure traffic, trickle sleepy, slurpy clipper, tripper stinky, clothing	trinket, trying blackbird, blushing dreamer, droopy slipper, skiing crackle, crunchy dropped, climber gravity, gravy training, greener pretzel, private straighten, striking	slippery, slimmer breakfast, brighter snowball, brother bringing, breakable traffic, smacker smoother, smiling clatter, flatter pretend, promise greatest, smallest pleasing, plastic	graphic, traffic storming, story plastic, pleasant sneaker, snicker frozen, frighten greater, blackboard crater, crackle crashing, smooching trimmer, tricycle sloppy, slinky	dragon, drastic slimy, trouble trample, trickle crumble, cracker splasher, splinter freckle, sticker transfer, cleanup flaming, flamingo crowded, crispy splendid, blabber
Blending Syllables Teacher says the syllables. Students listen and then say the whole word. Ex. T: /spi-gē-tē/ S: spaghetti	po-ta-to ham-bur-ger chim-pan-zee bum-ble-bee Sep-tem-ber hap-pi-ness fa-mi-ly gas-o-line com-pa-ny in-fec-tion un-but-ton sub-trac-tion	to-ma-to li-brar-y how-e-ver grass-hop-per ca-len-dar jel-ly-fish ox-y-gen at-mos-phere ex-plo-sion o-per-ate hap-pen-ing te-le-phone	di-no-saur ba-na-na oc-to-pus rat-tle-snake kan-ga-roo cro-co-dile ce-le-brate tor-na-do fan-tas-tic grand-mo-ther com-pu-ter e-mo-tion	sand-wi-ches va-len-tine beau-ti-ful dish-wa-sheer ant-ea-ter e-le-phant hur-ri-cane buf-fa-lo hos-pi-tal in-ter-fere grand-fa-ther al-pha-bet	un-der-line but-ter-fly cu-cum-ber mt-cro-wave broc-co-li straw-ber-ry gen-tle-man dy-na-mite dis-cus-sion ve-hi-cle in-tro-duce con-fu-sion

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 34

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
Identifying Initial, Medial, or Final Sounds Teacher says the word. Students repeat word and say if the blend is at the beginning, middle or end of the word.	Find the Blend		Find the Blend		Find the Blend		Find the Blend		Find the Blend			
	traffic	forecast	inspect	extract	transfer	neutral	princess	seascape	frustrate (2)	fragrant (2)		
	artist	dentist	thirst	depress	pastry	postpone	slinky	crowded	splendid	declare		
	basketball	dripping	glassy	flamingo	predict	rooster	instant	taste	recline	stagger		
	central	children	library	mascot	invest	pretzel	agree	beastly	flicker	hundred		
	cleanup	discreet	master	midst	trashing	approach	blubber	clobber	complete	lobster		
Segmenting Syllables Teacher says the whole word. Students repeat the word and segment it into chunks or syllables. Ex. T: octopus S: octopus /oo-to-pus/	dinosaur	banana	sandwiches	valentine	underline	butterfly	potato	hamburger	tomato	library		
	octopus	rattlesnake	beautiful	dishwasher	cucumber	microwave	chimpanzee	bumblebee	however	grasshopper		
	kangaroo	crocodile	anteater	elephant	broccoli	strawberry	September	happiness	calendar	jellyfish		
	celebrate	tornado	hurricane	buffalo	gentleman	dynamite	family	gasoline	oxygen	atmosphere		
	fantastic	grandmother	hospital	interfere	discussion	vehicle	company	infection	explosion	operate		
	computer	emotion	grandfather	alphabet	introduce	confusion	unbutton	subtraction	happening	telephone		
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.												
Substituting Syllables Teacher says the word. Students repeat the word. Teacher says change the /t/ to /k/ and the word is? *Use sounds Ex. T: precious S: precious T: Change the /prē/ to /kau/ and the word is? S: cautious	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
	hostage	/band/	bandage	hurdle	/cra/	cradle	joyful	/play/	playful	power	/show/	shower
	shorter	/quar/	quarter	nation	/frac/	fraction	happy	/slō/	slowly	unsent	/āb/	absent
	precious	/cau/	cautious	rabbit	/hā/	habit	swivel	/grā/	gravel	poodle	/nee/	needle
	rectle	/ex/	excite	gravel	/trā/	travel	shortest	/great/	greatest	polish	/pun/	punish
	nature	/pic/	picture	tallest	/mean/	meanest	retest	/con/	contest	comet	/plan/	planet
	spoken	/brō/	broken	crackle	/chuck/	chuckle	chowder	/pow/	powder	rifle	/ruf/	ruffle
	tackle	/buc/	buckle	fastest	/thin/	thinnest	lizard	/wī/	wizard	apple	/sim/	simple
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first syllable, left hand is the second syllable. Shake the fist that represents the syllable to be substituted, and lightly pound your fists together when you say the new word.												

Phonemic Awareness Training Lesson Plan for Week 34

	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	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.	drag-	/ster/	dragster	color-	/ful/	colorful	-connect	/dis/	disconnect	-fer	/trans/	transfer	paper-	/back/	paperback
Teacher says add /t/ at the beginning/end and the word is?	disagree-	/able/	disagreeable	finger-	/print/	fingerprint	-marine	/sub/	submarine	-visible	/in/	invisible	-weight	/over/	overweight
*Use sounds Ex. T: enter S: enter	enter-	/tain/	entertain	com-	/pound/	compound	-obeying	/dis/	disobeying	-possible	/im/	impossible	-graph	/para/	paragraph
T: Add /ain/ at the end and the word is? S: entertain	dragon-	/fly/	dragonfly	remark-	/able/	remarkable	-tending	/pre/	pretending	-wave	/micro/	microwave	-cover	/un/	uncover
	enjoy-	/ment/	enjoyment	insure-	/ance/	insurance	-traction	/sub/	subtraction	-plain	/ex/	explain	-fill	/re/	refill
	forget-	/ful/	forgetful	member-	/ship/	membership	-changing	/ex/	exchanging	-ache	/head/	headache	seven-	/teen/	seventeen
	finger-	/nail/	fingernail	intro-	/duce/	introduce	-writing	/hand/	handwriting	-stand	/grand/	grandstand	replace-	/ment/	replacement

Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the given word or word part. Add the beginning syllable(s) with your right hand and lightly clap hands together for the whole word.

Adding to the END hand motion: Teacher holds right palm out to show the given word or word part. Add the ending syllable(s) with your left hand and lightly clap hands together for the whole word.

Deleting Syllables	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 the /t/ and what is left?	disconnect	/dis/	connect	transfer	/trans/	fur	paperback	/back/	paper	dragster	/ster/	drag	colorful	/ful/	color
*Use sounds	submarines	/sub/	marines	invisible	/in/	visible	overweight	/over/	weight	disagreeable	/able/	disagree	fingerprint	/print/	finger
Ex. T: invisible S: invisible	disobeying	/dis/	obeying	impossible	/im/	possible	paragraph	/para/	graph	entertain	/tain/	enter	compound	/com/	pound
T: Without the /in/ and what is left? S: visible	pretending	/pre/	tending	microwave	/micro/	wave	uncover	/un/	cover	dragonfly	/fly/	dragon	remarkable	/able/	remark
	subtraction	/sub/	traction	explain	/ex/	plain	refill	/re/	fill	enjoyment	/ment/	enjoy	insurance	/ance/	insure
	exchanging	/ex/	changing	headaches	/head/	aches	seventeen	/teen/	seven	forgetful	/ful/	forget	membership	/ship/	member
	handwriting	/hand/	writing	grandstand	/grand/	stand	replacement	/ment/	replace	fingernail	/nail/	finger	introduce	/duce/	intro

Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your left hand away when you delete the indicated syllable(s), and show what word part remains with your right hand.

Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your right hand away when you delete the indicated syllable(s), and show what word part remains with your left hand.

Other Activities					

Phonemic Awareness Training Lesson Plan for Week 35

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are ____; "Sound is ____;	Letter Cheer: Use classroom sight words. "Letter(s) is/are ____; instructions.
Rhyme Production Teacher says the category. Students produce a word from the category and a rhyming word. Teacher may add other categories as needed.	Things In A Classroom Ex: books, looks Ex: clock, flock	Things To Eat Ex: fruit, boot Ex: cheese, knees	Things To Wear Things Outside Ex: hat, flat Ex: flower, power	Animals Classmates Names Ex: goat, boat Ex: Mike, bike	Things To Play With Things To Buy Ex: toys, noise Ex: food, mood
Onset Fluency Teacher says words. Students repeat words. If the words begin with the same chunk or syllable, students do "Thumbs Up" if not, "Thumbs Down".	remember, remarkable rollerblade, rollercoaster effective, dimension disagree, disappoint finally, flamingo embarrassing, emperor recover, uncover	pretending, predicting subtracting, substitute engagement, entertainment excited, outstanding honestly, history important, impatient disobeying, disorder	subtraction, submarine protection, projector enormous, discontinue continent, contraction general, approval gallery, mystery fantasy, fantastic	contraction, contraption electricity, opportunity helicopter, holiday difference, difficult finally, completed inappropriate, ingredients experiments, explosion	dynamic, dynamite exploring, expensive frequently, hesitate gradual, graduation headache, headline identify, ivory magnetic, magnificent
Blending Syllables Teacher says the syllables. Students listen and then say the whole word. Ex. T: /in-tro-duce/ S: introduce	en-gage-ment di-men-sion dif-fi-cult dis-o-bey-ing in-tro-duce fur-ni-ture in-tel-li-gent	con-trol-ling e-nor-mous glim-mer-ing mis-be-hav-ing mac-a-ro-ni e-la-astic per-fect-ly	fi-nal-ly ex-plo-ding im-pos-si-ble ther-mo-me-ter in-no-cent un-der-stand-ing pre-sen-ter	en-joy-ment gym-na-si-um hor-ri-ble mi-cro-phone gi-gan-tic pro-per-ty prin-ci-pal	for-get-ful en-cy-clo-pe-di-a im-por-tant mag-ne-tic por-cu-pine sal-a-man-der pop-u-lar

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 34

	Monday			Tuesday			Wednesday			Thursday			Friday		
Skills	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Adding Syllables															
Teacher says the word or word part. Students repeat the word.	drag-	/ster/	dragster	color-	/ful/	colorful	-connect	/dis/	disconnect	-fer	/trans/	transfer	paper-	/back/	paperback
Teacher says add /t/ at the beginning/end and the word is?	disagree-	/able/	disagreeable	finger-	/print/	fingerprint	-marine	/sub/	submarine	-visible	/in/	invisible	-weight	/over/	overweight
*Use sounds Ex. T: enter S: enter	enter-	/tain/	entertain	com-	/pound/	compound	-obeying	/dis/	disobeying	-possible	/im/	impossible	-graph	/para/	paragraph
T: Add /tain/ at the end and the word is? S: entertain	dragon-	/fly/	dragonfly	remark-	/able/	remarkable	-tending	/pre/	pretending	-wave	/micro/	microwave	-cover	/un/	uncover
	enjoy-	/ment/	enjoyment	insure-	/ance/	insurance	-traction	/sub/	subtraction	-plain	/ex/	explain	-fill	/re/	refill
	forget-	/ful/	forgetful	member-	/ship/	membership	-changing	/ex/	exchanging	-ache	/head/	headache	seven-	/teen/	seventeen
	finger-	/nail/	fingernail	intro-	/duce/	introduce	-writing	/hand/	handwriting	-stand	/grand/	grandstand	replace-	/ment/	replacement

Adding to the **BEGINNING** hand motion: Teacher holds left palm out in front to show the given word or word part. Add the beginning syllable(s) with your right hand and lightly clap hands together for the whole word.

Adding to the **END** hand motion: Teacher holds right palm out to show the given word or word part. Add the ending syllable(s) with your left hand and lightly clap hands together for the whole word.

	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Deleting Syllables															
Teacher says the word. Students repeat the word. Teacher says without the /t/ and what is left?	disconnect	/dis/	connect	transfer	/trans/	fur	paperback	/back/	paper	dragster	/ster/	drag	colorful	/ful/	color
*Use sounds	submarines	/sub/	marines	invisible	/in/	visible	overweight	/over/	weight	disagreeable	/able/	disagree	fingerprint	/print/	finger
Ex. T: invisible S: invisible	disobeying	/dis/	obeying	impossible	/im/	possible	paragraph	/para/	graph	entertain	/tain/	enter	compound	/com/	pound
T: Without the /in/ and what is left? S: visible	pretending	/pre/	tending	microwave	/micro/	wave	uncover	/un/	cover	dragonfly	/fly/	dragon	remarkable	/able/	remark
	subtraction	/sub/	traction	explain	/ex/	plain	refill	/re/	fill	enjoyment	/ment/	enjoy	insurance	/ance/	insure
	exchanging	/ex/	changing	headaches	/head/	aches	seventeen	/teen/	seven	forgetful	/ful/	forget	membership	/ship/	member
	handwriting	/hand/	writing	grandstand	/grand/	stand	replacement	/ment/	replace	fingernail	/nail/	finger	introduce	/duce/	intro

Deleting from the **END** hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your left hand away when you delete the indicated syllable(s), and show what word part remains with your right hand.

Deleting from the **BEGINNING** hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your right hand away when you delete the indicated syllable(s), and show what word part remains with your left hand.

Other Activities					

Phonemic Awareness Training Lesson Plan for Week 35

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s).	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are _____; "Sound is _____;	Card pack: Prefix, suffix and vowel flashcards. "Letter(s) is/are _____; "Sound is _____;	Letter Cheer: Use classroom sight words. "Letter(s) is/are _____; instructions.
Rhyme Production Teacher says the category. Students produce a word from the category and a rhyming word. Teacher may add other categories as needed.	Things In A Classroom Ex: books, looks Ex: clock, flock	Things To Eat Ex: fruit, boot Ex: cheese, knees	Things To Wear Things Outside Ex: hat, flat Ex: flower, power	Animals Classmates Names Ex: goat, boat Ex: Mike, bike	Things To Play With Things To Buy Ex: toys, noise Ex: food, mood
Onset Fluency Teacher says words. Students repeat words. If the words begin with the same chunk or syllable, students do "Thumbs Up" if not, "Thumbs Down".	remember, remarkable rollerblade, rollercoaster effective, dimension disagree, disappoint finally, flamingo embarrassing, emperor recover, uncover	pretending, predicting subtracting, substitute engagement, entertainment excited, outstanding honestly, history important, impatient disobeying, disorder	subtraction, submarine protection, projector enormous, discontinue continent, contraction general, approval gallery, mystery fantasy, fantastic	contraction, contraption electricity, opportunity helicopter, holiday difference, difficult finally, completed inappropriate, ingredients experiments, explosion	dynamic, dynamite exploring, expensive frequently, hesitate gradual, graduation headache, headline identify, ivory magnetic, magnificent
Blending Syllables Teacher says the syllables. Students listen and then say the whole word. Ex. T: /in-tro-duce/ S: introduce	en-gage-ment di-men-sion dif-fi-cult dis-o-bey-ing in-tro-duce fur-ni-ture in-tel-li-gent	con-trol-ling e-nor-mous glim-mer-ing mis-be-hav-ing mac-a-ro-ni e-la-stic per-fect-ly	fi-nal-ly ex-plo-ding im-pos-si-ble ther-mo-me-ter in-no-cent un-der-stand-ing pre-sen-ter	en-joy-ment gym-na-si-um hor-ri-ble mi-cro-phone gi-gan-tic pro-per-ty prin-ci-pal	for-get-ful en-cy-clo-pe-di-a im-por-tant mag-ne-tic por-cu-pine sal-a-man-der pop-u-lar

Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Phonemic Awareness Training Lesson Plan for Week 35

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Final Endings Teacher says the words. Students repeat the words. Stand tall if they end with same syllable, stand droopy if they do not.	grumble, marble protection, construction accident, difficult effective, disorder discovery, recovery colorful, tasteful exceptional, general	explosive, expensive furiously, generally horrible, furniture telescope, stethoscope parakeet, parachute investigate, hibernate projector, professor	forgetful, colorful generous, enormous indenting, princesses terrible, horrible margarine, funeral participate, communicate physical, practical	engagement, commitment frequently, especially marsupial, material kangaroo, intelligent honestly, terribly misbehavior, medicine possibly, perfectly	exploring, explaining ivory, incorrect spaghetti, confetti impossible, terrible principal, popular predictable, breakable remember, December
Segmenting Syllables Teacher says the whole word. Students repeat the word and segment it into chunks or syllables. Ex. T: difficult S: difficult /dif-fi-cult/	finally exploding impossible thermometer innocent understanding presenter	enjoyment gymnasium horrible microphone gigantic property principal	forgetful encyclopedia important magnetic porcupine salamander popular	engagement dimension difficult disobeying introduce furniture intelligent	controlling enormous glimmering misbehaving macaroni elastic perfectly
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each syllable in the word. *Note: Teachers will always chop from right to left so that students mirror your movements.					
Substituting Syllables Teacher says the word. Students repeat the word. Teacher says change the /f/ to /t/ and the word is? *Use sounds Rx. T: seventy S: seventy T: Change the /tē/ to /teen/ and the word is? S: seventeen	Word Change to Response protection /viding/ providing reporter /quest/ request seventy /teen/ seventeen recovery /wrapping/ rewrapping permission /formance/ performance misunderstood /treated/ mistreated overweight /time/ overtime	Word Change to Response parakeet /chute/ parachute disobeying /gusting/ disgusting invention /spection/ inspection enormous /laborate/ elaborate protection /motion/ promotion overnight /come/ overcome performing /fectly/ perfectly	Word Change to Response paperboy /back/ paperback insisting /spection/ inspection environment /thusiastic/ enthusiastic substitute /traction/ subtraction disconnect /covery/ discovery incomplete /correct/ incorrect princess /cipal/ principal	Word Change to Response impatience /portant/ important disagree /traction/ distraction parachute /medic/ paramedic impressive /possible/ impossible infection /vention/ invention ornament /ganize/ organize persistent /sonal/ personal	Word Change to Response incomplete /correct/ incorrect exploring /changing/ exchanging contraction /fusion/ confusion invisible /vite/ invite mistake /treat/ mistreat property /perly/ properly recorder /cording/ recording

Phonemic Awareness Training Lesson Plan for Week 35

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Adding Syllables	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.	-tending	/prē/	pretending	-obeying	/dīs/	disobeying	-move	/rē/	remove	-patient	/im/	impatient	-complete	/in/	incomplete
Teacher says add /s/ at the beginning/end and the word is?	-giving	/for/	forgiving	-joy	/ēn/	enjoy	-possible	/im/	impossible	champion-	/shīp/	championship	-wrapping	/ūn/	unwrapping
*Use sounds	-angle	/rēct/	rectangle	-visible	/in/	invisible	-cover	/ūn/	uncover	sad-	/lē/	sadly	weather-	/mān/	weatherman
Ex. T: sad S: sad T: Add /ē/ at the end and the word is? S: sadly	-father	/stēp/	stepfather	member-	/shīp/	membership	predict-	/āble/	predictable	-order	/rē/	reorder	-fasten	/ūn/	unfasten
	-denting	/in/	indenting	forget-	/fūl/	forgetful	proper-	/lē/	properly	-appropriate	/in/	inappropriate	-lease	/rē/	release
	-former	/trāns/	transformer	-behaving	/mīs/	misbehaving	frost-	/ēd/	frosted	record-	/er/	recorder	respect-	/fūl/	respectful
	-tie	/rē/	retie	perfect-	/lē/	perfectly	-afraid	/ūn/	unafraid	-angle	/trī/	triangle	proper-	/tē/	property
Adding to the BEGINNING hand motion: Teacher holds left palm out in front to show the given word or word part. Add the beginning syllable(s) with your right hand and lightly clap hands together for the whole word.															
Adding to the END hand motion: Teacher holds right palm out to show the given word or word part. Add the ending syllable(s) with your left hand and lightly clap hands together for the whole word.															
Deleting Syllables	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 the /s/ and what is left?	remove	/rē/	move	impatient	/im/	patient	incomplete	/in/	complete	discovering	/dīs/	covering	disorganized	/dīs/	organized
*Use sounds	impossible	/im/	possible	champion <u>ship</u>	/shīp/	champion	unwrapped	/ūn/	wrapped	pretended	/prē/	tended	enjoy	/ēn/	joy
Ex. T: fourteen S: fourteen	frosted	/ēd/	frost	fourteen	/teen/	four	absent	/ab/	sent	forgiven	/for/	given	inaccurate	/in/	accurate
T: Without the /teen/ and what is left? S: four	predictable	/able/	predict	disorder	/dis/	order	unfastened	/ūn/	fastened	exchanged	/ex/	changed	sixteen	/teen/	six
	properly	/lē/	proper	inappropriate	/in/	appropriate	released	/rē/	leased	grandstands	/grand/	stands	forgetting	/ing/	forget
	uncover	/ūn/	cover	recorder	/er/	record	respectfully	/fully/	respect	indenting	/in/	denting	misbehave	/mis/	behave
	unafraid	/ūn/	afraid	triangle	/tri/	angle	properly	/lē/	proper	assignment	/ment/	assign	perfectly	/lē/	perfect
Deleting from the END hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your left hand away when you delete the indicated syllable(s), and show what word part remains with your right hand.															
Deleting from the BEGINNING hand motion: Hold 2 open palms in front of you. Teacher's right hand is the beginning word part, left hand is the rest of the word. Pull your right hand away when you delete the indicated syllable(s), and show what word part remains with your left hand.															
Other Activities															