

English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 7

	Monday	Tuesday	Wednesday	Thursday	Friday
Skills					
Rhyme Repetition The teacher says the word pair and the students repeat the word pair. Ex. T: fall, wall S: fall, wall	wall, fall men, ten sat, hat king, sing knee, be	men, then call, tall had, mad great, late head, bed	all, fall pat, bat dog, log sun, fun him, Jim	had, sad stay, play pen, hen lip, tip like, bike	sat, rat egg, leg pink, wink too, you why, cry
Onset Fluency Option 1: Teacher says the word and isolates the onset. Students repeat the teacher. Ex. ten, /t/ Option 2: Teacher says the onset and then the word. Students repeat the teacher. Ex. /t/, ten	/w/ /f/ /t/ /m/ /k/ /b/	/m/ /t/ /p/ /h/ /d/ /w/	/s/ /b/ /m/ /h/ /k/ /r/	/g/ /d/ /l/ /r/ /w/ /f/	/k/ /w/ /s/ /r/ /d/ /p/
Blending Syllables The teacher says the syllables with a pause between them and then says the word. The students repeat the syllables with a pause, and then say the word. Ex. T: af - ter, after S: af - ter, after Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.	again horses after kindly market	tick - le mar - ble shā - dō ěmp - tē wāg - in	drīb - ble lā - ter rēd - ing shar - pěn clōs - it	wig - gle car - tun sīm - ple brō - kěn clip - per	būb - bles clō - ver bōd - ē look - ing fōl - lō
Isolating Final Sounds The teacher says the word and then isolates the final sound. The students repeat the word and the final sound. Ex. T: all /l/ S: all /l/	/l/ /b/ /n/ /g/ /p/	/n/ /k/ /d/ /z/ /t/	/f/ /m/ /t/ /g/ /s/	/p/ /j/ /l/ /n/ /s/	/ks/ /n/ /l/ /k/ /d/
Optional "punch it out" hand motion: Teacher models using left arm. Say the word aloud and punch your left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.	wall knob fan big slip	on snack wood nose sat	wolf him great tag this	lap bridge fall men hiss	fix seen all pick could
Segmenting Syllables The teacher says the word and then segments it into syllables. The students repeat the word and then segment it into separate syllables. Ex. T: pumish, pūn - ish S: pumish, pūn - ish Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. Note: Teachers will chop from right to left so that students mirror your movements.	wiggle carton simple broken clipper	bubbles clover body looking follow	again horses after kindly market	tickle marble shadow empty wagon	dribble later reading sharpen closet
	drīb - gle car - tūn sīm - ple brō - kěn clip - per	būb - bles clō - ver bōd - ē look - ing fōl - lō	ū - gěn hors - ěz āf - ter kind - lē mar - kēt	tīck - le mar - ble shā - dō ěmp - tē wāg - in	drīb - ble lā - ter rēd - ing shar - pěn clōs - it

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	Word	Adding to the end: Add	Response	Word	Adding to the end: Add	Response	Word	Adding to the end: Add	Response	Word	Adding to the end: Add	
Adding Syllables The teacher says the word and the students repeat it. The teacher says, "Add /#/ at the end and the word is?" Teacher & students respond together. Ex. T: use S: use T: Add /ful/* at the end and the word is? T & S: useful *Say sounds, not letter names. Adding hand motion: The teacher holds out the right hand with an open palm to represent the initial syllable. Then show the left hand to represent/add the final syllable, and lightly clap hands together for the whole word.	pain- thank- use- hope- help-	/ful/ /ful/ /ful/ /ful/ /ful/	painful thankful useful hopeful helpful	strong- sweet- cool- bright- cheap-	/est/ /est/ /est/ /est/ /est/	strongest sweetest coolest brightest cheapest	wind- fell- pill- jell- yell-	/ō/ /ō/ /ō/ /ō/ /ō/	window fellow pillow jello yellow	clean- dark- high- tall- great-	/est/ /est/ /est/ /est/ /est/	cleanest darkest highest tallest greatest
Deleting Syllables The teacher says the word and the students repeat it. The teacher says, "Without /#/ , what's left is?" Teacher & students respond together. Ex. T: pillow S: pillow T: Without /ō/* , what's left is? T & S: pill *Say sounds, not letter names. Deleting hand motion: The teacher holds out both hands with open palms. The right hand represents the initial syllable and the left hand represents the final syllable. Remove the left hand to delete the final syllable and show the remaining word with the right hand.	window fellow pillow jello yellow	Without /ō/ /ō/ /ō/ /ō/ /ō/	Response wind fell pill jell yell	cleanest darkest highest tallest greatest	/est/ /est/ /est/ /est/ /est/	clean dark high tall great	colder cleaner neater slower faster	/er/ /er/ /er/ /er/ /er/	cold clean neat slow fast	painful thankful useful hopeful helpful	/ful/ /ful/ /ful/ /ful/ /ful/	pain thank use hope help
Letter Naming Tuesday & Thursday: The teacher holds up flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students sing an alphabet song.	ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.		ABC Song: Sing the alphabet song together.			

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