

English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 8

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rhyme Repetition The teacher says the word pair and the students repeat the word pair. Ex. T: go, no S: go, no</p>	<p>go, no said, head make, cake wish, dish bus, us</p>	<p>pack, back bird, third two, you green, bean hop, stop</p>	<p>ate, late see, tree man, can bike, like road, toad</p>	<p>corn, torn map, lap pick, kick feet, seat dog, fog</p>	<p>bell, shell Mary, fairy row, grow maid, shade light, quite</p>
<p>Onset Fluency Option 1: Teacher says the word and isolates the onset. Students repeat the teacher. Ex. quick, /kw/ Option 2: Teacher says the onset and then the word. Students repeat the teacher. Ex. /kw/, quick</p>	<p>cup /k/ boy /b/ help /h/ jet /j/ day /d/</p>	<p>horn /h/ mouse /m/ fog /f/ gave /g/ kilt /k/</p>	<p>late /l/ girl /g/ now /n/ pig /p/ quick /kw/</p>	<p>row /r/ so /s/ two /t/ vine /v/ was /w/</p>	<p>zip /z/ man /m/ yes /y/ grow /g/ pull /p/</p>
<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: pā -per, paper S: pā -per, paper Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, I chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.</p>	<p>pūmp - kīn chīck - īn jāk - ēt pā - per gar - dēn</p>	<p>har - vēst īn - sēct sir - cle āf - ter dād - dē</p>	<p>ēt - īng prīn - sēs si - der ūn - der cloud - ē</p>	<p>hūn - grē pēn - sīl scrām - ble hām - ster bē - for</p>	<p>mēl - tēd crā - ōn gar - bīj ō - ver walk - īng walk - īng</p>
<p>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: off /f/ S: off /f/</p>	<p>wet /t/ lock /k/ pass /s/ dog /g/ team /m/</p>	<p>gave /v/ cob /b/ kid /d/ off /f/ wall /l/</p>	<p>man /n/ some /m/ hop /p/ wood /d/ fox /ks/</p>	<p>fizz /z/ work /k/ cat /t/ knob /b/ mine /n/</p>	<p>yes /s/ zip /p/ date /t/ word /d/ that /t/</p>
<p>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.</p>					
<p>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: before, bē - for S: before, bē - for 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.</p>	<p>hungry pencil scramble hamster before</p>	<p>mēl - tēd crā - ōn gar - bīj ō - ver walk - īng</p>	<p>pūmp - kīn chīck - īn jāk - ēt pā - per gar - dēn</p>	<p>har - vēst īn - sēct sir - cle āf - ter dād - dē</p>	<p>eating prīn - sēs cider ūn - der cloudy cloud - ē</p>

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	Adding to the end: Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response			
<p>Adding Syllables</p> <p>The teacher says the word and the students repeat it. The teacher says, "Add /s/ at the end and the word is?" Teacher & students respond together.</p> <p>Ex. T: use S: use T: Add /ful/* at the end and the word is? T & S: useful</p> <p>*Say sounds, not letter names.</p> <p>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.</p>	wait-	/əd/	waited	walk-	/ɪŋ/	walking	large-	/est/	largest	pain-	/fʊl/	painful	large-	/er/	larger
<p>Deleting Syllables</p> <p>The teacher says the word and the students repeat it. The teacher says, "Without /s/, what's left is?" Teacher & students respond together.</p> <p>Ex. T: waited S: waited T: Without /əd/*, what's left is? T & S: wait</p> <p>*Say sounds, not letter names.</p> <p>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.</p>	largest	/est/	large	painful	/fʊl/	pain	larger	/er/	large	waited	/əd/	wait	walking	/ɪŋ/	walk
<p>Letter Naming</p> <p>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.</p>	largest	/est/	large	wishful	/fʊl/	wish	bigger	/er/	big	pounded	/əd/	pound	shopping	/ɪŋ/	shop
<p>Language Awareness</p> <p>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.</p>	largest	/est/	large	hopeful	/fʊl/	hope	smaller	/er/	small	heated	/əd/	heat	running	/ɪŋ/	run
<p>Language Awareness</p> <p>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.</p>	largest	/est/	large	helpful	/fʊl/	help	heavier	/er/	heavy	listed	/əd/	list	jogging	/ɪŋ/	jog
<p>Language Awareness</p> <p>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.</p>	largest	/est/	large	shout-	/ɪŋ/	shouted	lighter	/er/	light	shouted	/əd/	shout	teaching	/ɪŋ/	teach
<p>Language Awareness</p> <p>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.</p>	largest	/est/	large	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?	Mary, Mary, quite contrary, how does your garden grow?