

English Pre-Kindergarten

Phonemic Awareness Training Lesson Plan for Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Skills					
Rhyme Repetition The teacher says the word pair and the students repeat the word pair. Ex. T: beep, sheep S: beep, sheep	play, say hug, bug eat, wheat clam, jam morn, pom	did, lid know, show teach, beach must, just find, kind	them, hem where, care leave, sleeve home, comb bring, sing	tail, snail door, four man, ran nose, hose bell, yell	keep, sheep fin, win lost, cost and, stand you, too
Onset Fluency Option 1: Teacher says the word and isolates the onset. Students repeat the teacher. Ex. very, /v/ Option 2: Teacher says the onset and then the word. Students repeat the teacher. Ex. /v/, very	her beep lost did find	leave home tail say keep	can go jump my now	pig quilt ran very was	little sheep to down you
Blending Body - Coda The teacher says the word with a pause between the body and final sound. The students repeat the word with a pause between the body and final sound and then blend them together to say the whole word. Ex. T: ca - t, cat S: ca - t, cat	kí - d cǎ - n nǎ - p wě - t bū - g	tǒ - p rǎ - n mǔ - d shēe - p kǐ - ck	bee - p lǒ - t dǐ - d cū - p wǎ - g	hǒ - t tǎi - l vē - t kee - p hǔ - g	see - k kǐ - ss dǒ - t fū - n sǎ - ve
Blending hand motion: Place palms together to create "choppers." The teacher will chop their hands from right to left, l chop for each part of the word. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
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: pig /g/ S: pig /g/ 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.	can jump loud pig quilt	was tall age find alone	globe rock off home kiss	love fox buzz keep dog	down tails sheep them lost
Segmenting Onset-Rime The teacher says the word and then segments it into onset and rime. The students repeat the word and then segment the word into onset and rime. Ex. T: rug, r - ug S: rug, r - ug Segmenting hand motion: Students place palms together to create "choppers." Students make a chopping motion when saying the body of the word and the final sound. Teachers chop from right to left so that students mirror your movements.	beep lot did cup wag	hot tail vet keep hug	seek kiss dot fun save	kid can nap wet bug	top ran mud sheep kick

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Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
	Rime	Add	Rime	Add	Rime	Add	Rime	Add	Rime	Add
Adding Phonemes The teacher says the rime and the students repeat it. The teacher says, "Add /s/ at the beginning and the word is?" Teacher & students respond together. Ex. T: /ed/ S: /ed/ T: Add /r/* at the beginning and the word is? T & S: red *Say sounds, not letter names.	-ät	/k/	-in	/f/	-öt	/d/	-üt	/k/	-öd	/b/
	cat		fin		dot		cut		nut	
	bat		tin		pot		nut		hut	
	rat		win		hot		hut		led	
	sat		kin		lot		gut		red	
	hat		bin		got		shut		fed	
Adding hand motion: The teacher holds out the left hand with an open palm to represent the rime. Then show the right hand to represent/add the initial phoneme, and lightly clap hands together for the whole word.										
Deleting Phonemes The teacher says the word and the students repeat it. The teacher says, "Without /s/, what's left is?" Teacher & students respond together. Ex. T: dot S: dot T: Without /d/*, what's left is? T & S: /öt/ *Use sounds	dot	/d/	cut	/k/	bed	/b/	cat	/k/	fin	/f/
	öt		üt		shed	/sh/	bat		shin	
	öt		üt		led	/l/	rat		win	
	öt		üt		red	/r/	sat		kin	
	öt		üt		fed	/f/	hat		bin	
Deleting hand motion: The teacher holds out both hands with open palms. The right hand represents the onset and the left hand represents the rime. Remove the right hand to delete the onset and show the rime with the left hand.										
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 and hold up letter cards as you sing.		ABC Song: Sing the alphabet song together.		ABC Song: Sing and hold up letter cards as you sing.		ABC Song: Sing the alphabet song together.	
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.	Little Bo Peep has lost her sheep, and can't tell where to find them;		Little Bo Peep has lost her sheep, and can't tell where to find them;		Little Bo Peep has lost her sheep, and can't tell where to find them;		Little Bo Peep has lost her sheep, and can't tell where to find them;		Little Bo Peep has lost her sheep, and can't tell where to find them;	
	Leave them alone, and they'll come home, bringing their tails behind them.		Leave them alone, and they'll come home, bringing their tails behind them.		Leave them alone, and they'll come home, bringing their tails behind them.		Leave them alone, and they'll come home, bringing their tails behind them.		Leave them alone, and they'll come home, bringing their tails behind them.	