

# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> Teacher reads the series of words. Students repeat only the two rhyming words. Ex. T: gum, hum, rat S: gum, hum Fri: Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"	<b>dip, rip, tag</b> <b>lap, cap, den</b> <b>beg, leg, nod</b> <b>rough, tough, cat</b> <b>Sam, lamb, him</b> <b>hot, not, bug</b> <b>toss, loss, hard</b>	<b>seem, team, man</b> <b>paw, saw, give</b> <b>will, hill, job</b> <b>mop, pop, toe</b> <b>hen, den, cub</b> <b>bird, heard, foot</b> <b>rack, pack, glove</b>	<b>rain, cold, told</b> <b>best, sing, thing</b> <b>help, pick, kick</b> <b>fox, rug, tug</b> <b>cape, gem, stem</b> <b>lock, door, floor</b> <b>ten, pad, sad</b>	<b>sail, head, pail</b> <b>pet, pig, net</b> <b>key, knob, bee</b> <b>mad, bet, dad</b> <b>June, nice, soon</b> <b>gum, rim, sum</b> <b>sell, roll, well</b>	Category: Farm Animals <b>lig</b> (pig) <b>porse</b> (horse) <b>tricken</b> (chicken) <b>looster</b> (rooster) <b>cheep</b> (sheep) <b>lurkey</b> (turkey)
<b>Onset Fluency</b> Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo	Which word begins like *? <b>upstairs:</b> curtain, <b>usher</b> <b>elbow:</b> echo, zero <b>boulder:</b> Texas, <b>buffalo</b> <b>octopus:</b> forever, <b>option</b> <b>landing:</b> listen, sister	Which word begins like *? <b>actress:</b> admit, dancer <b>poetry:</b> doctor, <b>pencil</b> <b>iguana:</b> itchy, regular <b>nervous:</b> harbor, <b>napkin</b> <b>explore:</b> enter, captain	Which word begins like *? <b>ostrich:</b> opera, sister <b>garden:</b> cotton, <b>gallon</b> <b>excellent:</b> extra, lunchbox <b>daughter:</b> total, distant <b>avenue:</b> actor, quickly	Which word begins like *? <b>editor:</b> winner, <b>excuse</b> <b>corner:</b> puddle, <b>caboose</b> <b>itself:</b> igloo, rapid <b>journey:</b> copy, <b>justice</b> <b>upper:</b> ugly, visit	Which word begins like *? <b>obstacle:</b> ladder, <b>opposite</b> <b>victory:</b> violet, concert <b>everyone:</b> jacket, <b>effort</b> <b>sandal:</b> singer, officer <b>adding:</b> button, activity
<b>Blending Phonemes</b> Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: t - ā - k S: t - ā - k, take *Say sound, not letter name	<b>s - ī - d</b> side <b>f - ō - m</b> foam <b>b - ī - t</b> bite <b>v - ā - s</b> vase <b>p - ō - k</b> poke <b>r - ī - s</b> rice <b>f - ā - d</b> fade <b>m - ō - n</b> moan <b>h - ī - k</b> hike <b>c - ō - v</b> cove	<b>w - ō - k</b> woke <b>l - ī - d</b> lied <b>p - ī - k</b> pike <b>r - ā - z</b> raise <b>s - ō - k</b> soak <b>v - ā - n</b> vane <b>k - ō - d</b> code <b>d - ī - v</b> dive <b>p - ā - v</b> pave <b>k - ā - p</b> cape	<b>r - ō - d</b> road <b>k - ī - t</b> kite <b>p - ā - n</b> pain <b>l - ā - t</b> late <b>n - ō - t</b> note <b>r - ī - p</b> ripe <b>w - ī - z</b> wise <b>g - ā - v</b> gave <b>l - ō - n</b> loan <b>f - ī - n</b> fine	<b>s - ā - v</b> save <b>z - ō - n</b> zone <b>f - ī - l</b> file <b>t - ō - d</b> toad <b>p - ī - n</b> pine <b>r - ō - b</b> robe <b>f - ā - m</b> fame <b>b - ī - k</b> bike <b>h - ō - m</b> home <b>t - ā - p</b> tape	<b>b - ō - n</b> bone <b>l - ī - k</b> like <b>h - ō - p</b> hope <b>b - ā - t</b> bait <b>w - ī - p</b> wipe <b>g - ō - t</b> goat <b>s - ā - m</b> same <b>d - ī - s</b> dice <b>k - ā - n</b> cane <b>p - ā - d</b> paid
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
<b>Isolating Medial Sounds</b> Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: bake S: bake, /ā/	<b>cake</b> /ā/ <b>note</b> /ō/ <b>side</b> /ī/ <b>read</b> /ē/ <b>cute</b> /ū/ <b>base</b> /ā/ <b>dime</b> /ī/	<b>hike</b> /ī/ <b>race</b> /ā/ <b>heat</b> /ē/ <b>kite</b> /ī/ <b>boat</b> /ō/ <b>same</b> /ā/ <b>teeth</b> /ē/	<b>goat</b> /ō/ <b>wise</b> /ī/ <b>reach</b> /ē/ <b>date</b> /ā/ <b>peek</b> /ē/ <b>code</b> /ō/ <b>mute</b> /ū/	<b>feet</b> /ē/ <b>sign</b> /ī/ <b>phone</b> /ō/ <b>duke</b> /oo/ <b>hide</b> /ī/ <b>leap</b> /ē/ <b>came</b> /ā/	<b>fuse</b> /ū/ <b>ride</b> /ī/ <b>lane</b> /ā/ <b>meet</b> /ē/ <b>dude</b> /oo/ <b>hope</b> /ō/ <b>raise</b> /ā/
<b>Roller coaster hand motion:</b> Teacher 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 vowel sound; bottom of the hill is the end of the word.					

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<b>Segmenting Phonemes</b>	road	r - ō - d	save	s - ā - v	bone	b - ō - n	side	s - ī - d	woke	w - ō - k
Teacher says the word. Students repeat the word and segment it into individual phonemes.	kite	k - ī - t	zone	z - ō - n	like	l - ī - k	foam	f - ō - m	lied	l - ī - d
Ex. T: cape S: cape, k-ā-p	pain	p - ā - n	file	f - ī - l	hope	h - ō - p	bite	b - ī - t	pike	p - ī - k
	late	l - ā - t	toad	t - ō - d	bait	b - ā - t	vase	v - ā - s	raise	r - ā - z
	note	n - ō - t	pine	p - ī - n	wipe	w - ī - p	poke	p - ō - k	soak	s - ō - k
	ripe	r - ī - p	robe	r - ō - b	goat	g - ō - t	rice	r - ī - s	vane	v - ā - n
	wise	w - ī - z	fame	f - ā - m	same	s - ā - m	fake	f - ā - k	code	k - ō - d
	gave	g - ā - v	bike	b - ī - k	dice	d - ī - s	moan	m - ō - n	dive	d - ī - v
	loan	l - ō - n	home	h - ō - m	cane	k - ā - n	hike	h - ī - k	pave	p - ā - v
	fine	f - ī - n	tape	t - ā - p	paid	p - ā - d	cove	c - ō - v	cape	k - ā - 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. Teachers will chop from right to left so that students mirror your movements.

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?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ine S: ine T: Add /m/ at the beginning and the word is? S: mine	-ake	/f/	fake	-ite	/b/	bite	-ote	/r/	wrote	-ace	/f/	face	-ope	/h/	hope
	-ake	/t/	take	-ite	/s/	sight	-ote	/n/	note	-ace	/l/	lace	-ope	/s/	soap
	-ake	/l/	lake	-ite	/r/	right	-ote	/b/	boat	-ace	/r/	race	-ope	/n/	nope
	-ake	/r/	rake	-ite	/h/	height	-ote	/k/	coat	-ace	/p/	pace	-ope	/k/	cope
*Say sound, not letter name	-ake	/m/	make	-ite	/m/	might	-ote	/m/	moat	-ace	/k/	case	-ope	/r/	rope

**Adding hand motion:** Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: coat S: coat T: Without /k/, what's left is? S: oat	fine	/f/	ine	dime	/d/	ime	same	/s/	ame	face	/f/	ace	joke	/j/	oke
	cage	/k/	age	soak	/s/	oak	lime	/l/	ime	sight	/s/	ite	gate	/g/	ate
	load	/l/	oad	mite	/m/	ite	tone	/t/	one	roam	/r/	oam	dice	/d/	ice
	mice	/m/	ice	page	/p/	age	kite	/k/	ite	coat	/k/	oat	foam	/f/	oam
*Say sound, not letter name	sale	/s/	ale	wrote	/r/	ote	made	/m/	ade	wide	/w/	ide	paid	/p/	aid

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



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Substituting Initial 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 / <u>  </u> / to / <u>  </u> / and the word is?"	<u>d</u> ate	/r/	rate	<u>h</u> ide	/s/	side	<u>b</u> one	/z/	zone	<u>s</u> ail	/m/	mail	<u>k</u> ite	/b/	bite
	<u>r</u> ate	/g/	gate	<u>s</u> ide	/r/	ride	<u>z</u> one	/l/	lone	<u>m</u> ail	/p/	pail	<u>b</u> ite	/s/	site
	<u>g</u> ate	/m/	mate	<u>r</u> ide	/w/	wide	<u>l</u> one	/k/	cone	<u>p</u> ail	/n/	nail	<u>s</u> ite	/l/	light
T: Ex. T: line S: line T: Change /l/ to /m/ and the word is? S: mine	<u>m</u> ate	/l/	late	<u>w</u> ide	/t/	tide	<u>c</u> one	/n/	known	<u>n</u> ail	/w/	wail	<u>l</u> ight	/n/	night
*Say sound, not letter name	<u>l</u> ate	/d/	date	<u>t</u> ide	/h/	hide	<u>k</u> nown	/b/	bone	<u>w</u> ail	/r/	rail	<u>n</u> ight	/m/	might
<b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.															
Letter Naming	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."		
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.															
Language Awareness	Little Miss Muffet			Baa, Baa, Black Sheep			Little Jack Horner			Hey, Diddle, Diddle			Student's choice from this week's nursery rhymes to recite or sing.		
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.			Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane.			Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"			Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight, And the dish ran away with the spoon.					