

# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Rhyme Production</b>	<b>Rime: -en</b>		<b>Rime: -et</b>		<b>Rime: -ed</b>		<b>Rime: -ent</b>		<b>Rime: -ell</b>	
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> hen Possible Student Response: ten den when then		<i>Teacher example:</i> get Possible Student Response: wet let net pet		<i>Teacher example:</i> red Possible Student Response: led bed sled fed		<i>Teacher example:</i> sent Possible Student Response: went rent dent tent		<i>Teacher example:</i> bell Possible Student Response: fell tell shell well	
<b>Onset Fluency</b>	age	/ā/	ocean	/ō/	icing	/ī/	useful	/ū/	sincere	/s/
Teacher says the word. Students repeat the word and isolate the onset.	open	/ō/	eel	/ē/	apron	/ā/	each	/ē/	ace	/ā/
Ex. T: eating S: eating, /ē/	ice	/ī/	acorn	/ā/	okay	/ō/	dinner	/d/	coffee	/k/
	unite	/ū/	unicorn	/ū/	east	/ē/	oval	/ō/	over	/ō/
	eat	/ē/	idea	/ī/	use	/ū/	valley	/v/	isle	/ī/
<b>Blending Phonemes</b>	m - ā - d	made	n - ī - n	nine	t - oo - b	tube	d - oo - n	dune	r - ō - b	robe
Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word.	d - oo - k	duke	t - ō - n	tone	w - ā - v	wave	r - ā - t	rate	b - ī - t	bite
Ex. T: f - ū - z S: f - ū - z, fuse	t - oo - n	tune	f - ī - v	five	k - ī - t	kite	p - ī - n	pine	f - ū - m	fume
	g - ō - l	goal	m - ā - n	mane	d - ē - p	deep	r - ō - m	roam	g - ā - t	gate
	p - ī - p	pipe	s - ō - p	soap	r - oo - d	rude	k - ā - p	cape	m - ū - t	mute
	l - ā - k	lake	k - ū - b	cube	h - ō - p	hope	n - ō - t	note	n - ā - m	name
	s - ī - t	site	j - oo - n	June	f - ī - n	fine	m - ī - s	mice	l - ī - k	like
	p - ā - v	pave	r - ī - p	ripe	k - ā - n	cane	k - ū - t	cute	m - ā - z	maze
	v - ā - s	vase	g - ō - t	goat	L - ū - k	Luke	f - ū - z	fuse	n - ī - s	nice
*Say sound, not letter name	r - ō - d	road	b - ā - s	base	k - ō - l	coal	l - ī - v	live	k - ō - t	coat
<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>	rake	/ā/	bead	/ē/	wide	/ī/	wrote	/ō/	mute	/ū/
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound.	dove	/ō/	soak	/ō/	mane	/ā/	rise	/ī/	week	/ē/
Ex. T: hope S: hope, /ō/	need	/ē/	tide	/ī/	pole	/ō/	June	/oo/	mail	/ā/
	cube	/ū/	name	/ā/	tube	/oo/	beak	/ē/	woke	/ō/
	soap	/ō/	fuse	/ū/	might	/ī/	maze	/ā/	deep	/ē/
	rime	/ī/	dice	/ī/	seem	/ē/	dive	/ī/	ripe	/ī/
	tape	/ā/	team	/ē/	nail	/ā/	rode	/ō/	cute	/ū/
<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>	tube	t - oo - b	dune	d - oo - n	robe	r - o - b	made	m - ā - d	nine	n - ī - n
Teacher says the word. Students repeat the word and segment it into individual phonemes.	wave	w - ā - v	rate	r - ā - t	bite	b - ī - t	duke	d - oo - k	tone	t - ō - n
Ex. T: keep S: keep, k - ē - p	kite	k - ī - t	pine	p - ī - n	fume	f - ū - m	tune	t - oo - n	five	f - ī - v
	deep	d - ē - p	roam	r - ō - m	gate	g - ā - t	goal	g - ō - l	mane	m - ā - n
	rude	r - oo - d	cape	k - ā - p	mute	m - ū - t	pipe	p - ī - p	soap	s - ō - p
	hope	h - ō - p	note	n - ō - t	name	n - ā - m	lake	l - ā - k	cube	k - ū - b
	fine	f - ī - n	mice	m - ī - s	like	l - ī - k	site	s - ī - t	June	j - oo - n
	cane	k - ā - n	cute	k - ū - t	maze	m - ā - z	pave	p - ā - v	ripe	r - ī - p
	Luke	L - ū - k	fuse	f - ū - s	nice	n - ī - s	vase	v - ā - s	goat	g - ō - t
	coal	k - ō - l	live	l - ī - v	coat	k - ō - t	road	r - ō - d	base	b - ā - s
*Say sound, not letter name										

**Segmenting hand motion:** Students place palms together to create "choppers." 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: ife S: ife T: Add /f/ at the beginning and the word is? S: life	-ūme	/f/	fume	-ōad	/t/	toad	-ake	/w/	wake	-oot	/r/	root	-ape	/k/	cape
	-oze	/n/	nose	-ide	/h/	hide	-oom	/r/	room	-āve	/s/	save	-oose	/g/	goose
	-āin	/p/	pain	-oon	/s/	soon	-ōve	/k/	cove	-oop	/h/	hoop	-ice	/n/	nice
	-oon	/t/	tune	-ood	/m/	mood	-ike	/b/	bike	-oke	/p/	poke	-oot	/b/	boot
*Say sound, not letter name	-ice	/r/	rice	-ate	/d/	date	-oon	/m/	moon	-ife	/l/	life	-obe	/r/	robe

**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: rice S: rice T: Without /r/, what's left is? S: ice	wake	/w/	ake	root	/r/	oot	cape	/k/	ape	fume	/f/	ūme	toad	/t/	ōad
	room	/r/	oom	save	/s/	āve	goose	/g/	oose	nose	/n/	ōze	hide	/h/	ide
	cove	/k/	ōve	hoop	/h/	oop	nice	/n/	ice	pain	/p/	āin	soon	/s/	oon
	bike	/b/	ike	poke	/p/	oke	boot	/b/	oot	tune	/t/	oon	mood	/m/	ood
*Say sound, not letter name	moon	/m/	oon	life	/l/	ife	robe	/r/	obe	rice	/r/	ice	date	/d/	ate

**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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Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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>l</u> / to / <u>m</u> / and the word is?"	dime	/l/	lime	boat	/g/	goat	nice	/m/	mice	gave	/s/	save	book	/t/	took
	lime	/m/	mime	goat	/k/	coat	mice	/d/	dice	save	/k/	cave	took	/l/	look
	mime	/t/	time	coat	/n/	note	dice	/r/	rice	cave	/p/	pave	look	/h/	hook
	time	/ch/	chime	note	/v/	vote	rice	/v/	vice	pave	/r/	rave	hook	/k/	cook
Ex. T: ride S: ride T: Change /r/ to /s/ and the word is? S: side	chime	/d/	dime	vote	/b/	boat	vice	/n/	nice	rave	/g/	gave	cook	/b/	book
*Say sound, not letter name															
Substituting hand motion: 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 <u>out of alphabetical order</u> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.															
Language Awareness	Little Boy Blue, come blow your horn.			Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn.			Little Boy Blue Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep?			Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.			Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.		
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.															