

### Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Rhyme Recognition</b> Teacher says the word pairs. Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if they don't rhyme.	go, no yes, me sad, mad out, pig run, fun in, lap rip, bag		tip, lip test, rest shoe, blue coat, boat feet, foot bed, head red, green		rain, train sit, seat my, try ten, six rose, job ramp, camp mice, nice		school, tool sat, back mop, mile tip, rip road, ride bump, jump bite, lunch		hit, fit slow, go blue, yellow book, took fish, dish teach, talk mess, less	
<b>Onset Fluency</b> Teacher says the word. Students repeat the word and isolate the onset (beginning sound). Ex. T: summer S: summer /s/	baker /b/ happy /h/ candle /k/ dinner /d/ gentle /j/		puppy /p/ magic /m/ napkin /n/ sunflower /s/ table /t/		yellow /y/ robin /r/ colorful /k/ garden /g/ Wednesday /w/		hospital /h/ zipper /z/ quickly /kw/ festival /f/ listen /l/		visitor /v/ ribbon /r/ captain /k/ tomorrow /t/ dessert /d/	
<b>Blending Words</b> Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. Ex. T: first - hand S: first - hand, firsthand	play - ground leader - ship kick - stand egg - plant out - side foot - prints snow - man post - card moon - light ginger - bread	playground leadership kickstand eggplant outside footprints snowman postcard moonlight gingerbread	sun - burn foot - ball roof - top birth - day flash - back week - end day - dream rain - coat home - work black - top	sunburn football rooftop birthday flashback weekend daydream raincoat homework blacktop	sun - day side - ways snow - flake key - board some - thing drive - way milk - shake sand - box door - bell back - bone	Sunday sideways snowflake keyboard something driveway milkshake sandbox doorbell backbone	class - room after - noon life - guard eye - brow book - mark base - ball bed - room plat - form butter - fly sail - boat	classroom afternoon lifeguard eyebrow bookmark baseball bedroom platform butterfly sailboat	gold - fish basket - ball wind - shield clothes - line down - town back - pack cup - cake black - berry wall - paper water - melon	goldfish basketball windshield clothesline downtown backpack cupcake blackberry wallpaper watermelon
<b>Blending hand motion:</b> Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.										
<b>Isolating Final Sounds</b> Teacher says the word. Students repeat the word and isolate the final sound. Ex. T: rope S: roPe, /p/	du <b>CK</b> /k/ ro <b>Pe</b> /p/ hu <b>Ge</b> /j/ he <b>N</b> /n/ fro <b>Ze</b> /z/ nea <b>T</b> /t/ le <b>SS</b> /s/		ri <b>De</b> /d/ ha <b>T</b> /t/ mo <b>P</b> /p/ glo <b>Be</b> /b/ gi <b>Ve</b> /v/ cru <b>Mb</b> /m/ pi <b>CK</b> /k/		plu <b>G</b> /g/ ha <b>S</b> /z/ cor <b>N</b> /n/ brie <b>F</b> /f/ me <b>SS</b> /s/ lo <b>Ve</b> /v/ we <b>B</b> /b/		hi <b>LL</b> /l/ ta <b>Ke</b> /k/ ca <b>Pe</b> /p/ ba <b>T</b> /t/ ha <b>M</b> /m/ lar <b>Ge</b> /j/ ne <b>CK</b> /k/		ru <b>N</b> /n/ li <b>Fe</b> /f/ tes <b>T</b> /t/ ba <b>LL</b> /l/ coo <b>K</b> /k/ ha <b>Ve</b> /v/ hi <b>M</b> /m/	
<b>punCH iT ouT hand motion:</b> The teacher models punCH iT ouT using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.										

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<b>Segmenting Words</b>	classroom	class - room	goldfish	gold - fish	outside	out - side	sunburn	sun - burn	Sunday	sun - day
Teacher says the compound word. Students repeat the word and segment it into two words.	afternoon	after - noon	basketball	basket - ball	footprints	foot - prints	football	foot - ball	sideways	side - ways
Ex. T: sidewalk S: sidewalk, side - walk	lifeguard	life - guard	windshield	wind - shield	snowman	snow - man	rooftop	roof - top	snowflake	snow - flake
	eyebrow	eye - brow	blackberry	black - berry	postcard	post - card	birthday	birth - day	keyboard	key - board
	bookmark	book - mark	downtown	down - town	moonlight	moon - light	workbook	work - book	something	some - thing
	baseball	base - ball	backpack	back - pack	kickstand	kick - stand	weekend	week - end	driveway	drive - way
	bedroom	bed - room	cupcake	cup - cake	sandbox	sand - box	daydream	day - dream	milkshake	milk - shake
	sunset	sun - set	upstairs	up - stairs	leadership	leader - ship	raincoat	rain - coat	playground	play - ground
	butterfly	butter - fly	wallpaper	wall - paper	eggplant	egg - plant	homework	home - work	doorbell	door - bell
	sailboat	sail - boat	watermelon	water - melon	lifetime	life - time	blacktop	black - top	backbone	back - bone

**Segmenting hand motion:** Place hands together with palms up to show the compound word, and take apart the word using each hand. For the teacher, right hand is the first word, left hand is the second word.

<b>Adding Words</b>	Adding to the end:			Adding to the end:			Adding to the end:			Adding to the end:		
Teacher says the word. Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Ex. T: foot S: foot T: Add /ball/ at the end and the word is? S: football	card-	/board/	cardboard	over-	/night/	overnight	lip-	/stick/	lipstick	basket-	/ball/	basketball
	gold-	/fish/	goldfish	suit-	/case/	suitcase	jelly-	/bean/	jellybean	every-	/body/	everybody
	side-	/walk/	sidewalk	down-	/stairs/	downstairs	any-	/time/	anytime	note-	/book/	notebook
	water-	/melon/	watermelon	rain-	/drop/	raindrop	grown-	/up/	grownup	tooth-	/brush/	toothbrush
	lawn-	/mower/	lawnmower	snow-	/flake/	snowflake	week-	/end/	weekend	bed-	/time/	bedtime
	moon-	/light/	moonlight	hand-	/shake/	handshake	work-	/out/	workout	air-	/port/	airport
	yard-	/stick/	yardstick	head-	/ache/	headache	pony-	/tail/	ponytail	pan-	/cake/	pancake

**Adding hand motion:** Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for whole word.

<b>Deleting Words</b>	Deleting from the end:			Deleting from the end:			Deleting from the beginning/end:			Deleting from the end/beginning:			Deleting from the end/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: bedtime S: bedtime T: Without /time/, what's left is? S: bed	<u>air</u> port	/port/	air	<u>finger</u> na <u>il</u>	/na <u>il</u> /	finger	<u>card</u> board	/card/	board	<u>head</u> ache	/ache/	head	<u>lip</u> stick	/stick/	lip
	<u>every</u> body	/body/	every	<u>rail</u> road	/road/	rail	<u>side</u> walk	/side/	walk	<u>down</u> stairs	/stairs/	down	<u>foot</u> ball	/ball/	foot
	<u>note</u> book	/book/	note	<u>sea</u> food	/food/	sea	<u>sand</u> paper	/sand/	paper	<u>rain</u> drop	/drop/	rain	<u>corn</u> bread	/bread/	corn
	<u>bed</u> time	/time/	bed	<u>black</u> top	/top/	black	<u>water</u> melon	/water/	melon	<u>suit</u> case	/case/	suit	<u>any</u> time	/time/	any
	<u>basket</u> ball	/ball/	basket	<u>down</u> town	/town/	down	<u>jelly</u> bean	/bean/	jelly	<u>snow</u> flake	/flake/	snow	<u>key</u> hole	/hole/	key
	<u>hay</u> stack	/stack/	hay	<u>every</u> one	/one/	every	<u>yard</u> stick	/stick/	yard	<u>seash</u> ore	/sea/	shore	<u>grown</u> up	/up/	grown
	<u>pan</u> cake	/cake/	pan	<u>book</u> case	/case/	book	<u>moon</u> light	/light/	moon	<u>work</u> book	/work/	book	<u>pony</u> tail	/pony/	tail
	<u>sun</u> flower	/flower/	sun	<u>play</u> house	/house/	play	<u>gold</u> fish	/fish/	gold	<u>over</u> night	/over/	night	<u>work</u> out	/work/	out
	<u>tooth</u> brush	/brush/	tooth	<u>after</u> noon	/noon/	after	<u>lawn</u> mower	/mower/	lawn	<u>hand</u> shake	/hand/	shake	<u>week</u> end	/week/	end

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

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<b>Substituting Words</b>	<b>Word</b>	<b>Change to</b>	<b>Response</b>	<b>Word</b>	<b>Change to</b>	<b>Response</b>	<b>Word</b>	<b>Change to</b>	<b>Response</b>	<b>Word</b>	<b>Change to</b>	<b>Response</b>	<b>Word</b>	<b>Change to</b>	<b>Response</b>
Teacher says the word. Students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?"	<u>sun</u> set	/rise/	sunrise	<u>gold</u> fish	/star/	starfish	<u>soft</u> ball	/volley/	volleyball	<u>tooth</u> pick	/brush/	toothbrush	<u>back</u> yard	/pack/	backpack
Ex. T: Sunday S: Sunday	<u>sun</u> rise	/light/	sunlight	<u>star</u> fish	/shell/	shellfish	<u>Fri</u> day	/birth/	birthday	<u>hand</u> stand	/shake/	handshake	<u>cow</u> boy	/girl/	cowgirl
T: Change /day/ to /set/ and the word is? S: sunset	<u>sun</u> light	/shine/	sunshine	<u>shell</u> fish	/sun/	sunfish	<u>life</u> boat	/sail/	sailboat	<u>day</u> time	/dream/	daydream	<u>snow</u> fall	/ball/	snowball
	<u>sun</u> shine	/flower/	sunflower	<u>sun</u> fish	/jelly/	jellyfish	<u>cup</u> cake	/pan/	pancake	<u>wood</u> shed	/chuck/	woodchuck	<u>rain</u> bow	/coat/	raincoat
	<u>sun</u> flower	/burn/	sunburn	<u>jelly</u> fish	/cat/	cattfish	<u>pony</u> tail	/pig/	pigtail	<u>door</u> knob	/bell/	doorbell	<u>foot</u> ball	/eye/	eyeball
	<u>sun</u> burn	/shade/	sunshade	<u>cat</u> fish	/blow/	blowfish	<u>tree</u> house	/light/	lighthouse	<u>water</u> fall	/melon/	watermelon	<u>play</u> mate	/class/	classmate
	<u>sun</u> shade	/day/	Sunday	<u>blow</u> fish	/clown/	clownfish	<u>run</u> way	/drive/	driveway	<u>head</u> band	/phones/	headphones	<u>text</u> book	/note/	notebook
	<u>Sun</u> day	/set/	sunset	<u>clow</u> nfish	/gold/	goldfish	<u>toe</u> nails	/finger/	fingernails	<u>night</u> gown	/time/	nighttime	<u>sand</u> paper	/news/	newspaper
<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 word, left fist is the second word. Pull the fist away that represents the word being substituted and lightly pound fists together when you say the new word.															
<b>Letter Naming</b>	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z Show the flashcards & say, "Letter is ___;" "Sound is /sounds are ___."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy)		
<b>Language Awareness</b>	Welcome to my classroom! (4)			Our classroom is special. (4)			Is today your birthday? (4)			Is your backpack blue? (4)			Our classroom is big! (4)		
Teacher says the sentence with expression. Students repeat the sentence with the same expression.	We walk in the hallway. (5)			The sunshine is warm. (4)			The flashlight is on. (4)			We will eat our lunch inside. (6)			Cupcakes are a fun treat! (5)		
Students count & say the number of words in each sentence.	Popcorn is a good snack. (5)			Is the playground fun? (4)			Do you like to eat pancakes? (6)			A goldfish can be orange. (5)			Have you seen a rainbow? (5)		
	We are kind to everyone in our class. (8)			Did you bring your backpack to school? (7)			I will read a book this afternoon. (7)			The bookcase is full of books to read. (8)			Will there be a thunderstorm today? (6)		
	What do you like to play outside? (7)			Today is a good day to learn. (7)			Does our classroom have a pet? (6)			Did you bring your homework back? (6)			We will not have homework this weekend. (7)		