

**Phonemic Awareness Training Lesson Plan for Week 12**

<b>Skills</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Letter Naming</b>	Card pack: "Name is ____; "Sound is ____."	ABC Song 1. Backward 2. Backward without vowels 3. Starting at various places	Card pack: 1. Names only 2. Sounds only (for speed and accuracy)	Letter Cheer: Use sight words.	Letter Cheer: Use Word Wall words.
<b>Rhyming</b> <b>Mon, Tues &amp; Fri:</b> Thumbs up when word pair rhymes; thumbs down when word pair doesn't rhyme. <b>Wed &amp; Thurs:</b> Students repeat only the two rhyming words.	Thumbs up / Thumbs down: chip, trip      shine, spine shot, spot      when, then whip, white      that, flat this, miss      those, mouse chop, clock      chick, stick	Thumbs up / Thumbs down: much, such      mash, cash with, win      couch, pouch wish, dish      teeth, leaf moth, cloth      mouth, south rich, pitch      peach, reach	Repeat the rhyming words: rich, pitch, Tim      ash, is, dash peach, toe, teach      ouch, fry, couch much, my, touch      fly, fish, wish man, math, bath      must, mush, crush which, with, ditch      push, bush, bus	Repeat the non-rhyming words: flash, mash, me      mesh, fresh, free fun, lunch, bunch      inch, in, pinch bath, boy, path      sun, such, hutch beach, ball, peach      hatch, hat, catch tooth, too, booth      poach, by, coach	Thumbs up / Thumbs down: this, chill      chore, shore thin, chin      ship, shop that, black      chick, thick cheese, wheeze      whip, chip shine, chain      sheep, cheap
<b>Onset Fluency</b> Teacher says the word. Students repeat the word and then change /*/ to the digraph listed for that day. * Voiced /th/ = this	Digraph "ch" - /ch/ p <u>a</u> in      n <u>e</u> ck c <u>a</u> rt      d <u>e</u> er w <u>e</u> st      d <u>a</u> nce p <u>i</u> n      r <u>a</u> nge l <u>e</u> af (chief)      w <u>i</u> ld	Digraph "wh" - /wh/ p <u>e</u> el      m <u>e</u> n h <u>i</u> p      r <u>i</u> ch b <u>i</u> te      t <u>i</u> p p <u>a</u> le      l <u>i</u> ne t <u>i</u> le      m <u>e</u> at	Digraph "th" - voiced /th/ * h <u>a</u> y      p <u>o</u> se p <u>e</u> as      h <u>e</u> m r <u>a</u> n      m <u>e</u> n m <u>i</u> ss      w <u>e</u> ar f <u>a</u> t      d <u>o</u> ugh	Digraph "th" - Non-voiced /th/ w <u>i</u> n      r <u>u</u> g p <u>i</u> ck      s <u>i</u> nk b <u>u</u> mp      r <u>i</u> ng s <u>a</u> w      f <u>i</u> rst t <u>o</u> rn      d <u>i</u> rty	Digraph "sh" - /sh/ p <u>a</u> ve      c <u>a</u> pe k <u>e</u> ep      d <u>i</u> rt w <u>e</u> ll      m <u>o</u> w k <u>n</u> ee      p <u>o</u> rt t <u>i</u> p      l <u>o</u> t
<b>Blending</b> Teacher says the individual phonemes. Students listen and then say the whole word. Ex: T: /sh-o-p/ S: shop * Voiced /th/ = this	ch-ǒ-p      *th-ě-m wh-ī-t      sh-ā-p *th-ĩ-s      ch-ī-m-z th-ŭ-m      th-ĩ-k sh-ē-p      wh-ā-l	th-ir-d      *th-ē-z sh-ā-d      ch-ě-s-t *th-ě-n      wh-ē-t ch-ē-z      th-ŭ-n-d-er wh-ě-n      sh-ē-t-z	wh-ē-l-z      ch-ē-k-s th-ī-n-k      wh-ī-ch sh-ō      th-r-ě-d *th-ō-z      sh-ī-n ch-ā-s      *th-ă-t	sh-ě-l-z      ch-ē-f ch-ō-k      th-r-ō wh-ō-t      sh-ŭ-t th-ă-n-k      *th-ā *th-ō      wh-ĩ-f	r-ě-n-ch      f-ĩ-f-th d-ě-th      k-r-ă-sh b-r-ŭ-sh      t-ē-ch f-ĩ-n-ĩ-sh      f-l-ă-sh l-ŭ-n-ch      t-ē-th
<b>Identifying Final and Medial Sounds</b> Teacher says the word. Students repeat the word and over enunciate the final sound. Ex: T:dish S:d-i-SH "punCH iT ouT"	fi <b>SH</b> pu <b>SH</b> wi <b>TH</b> chur <b>CH</b> benea <b>TH</b> clo <b>TH</b> rea <b>CH</b> wrea <b>TH</b>	plu <b>SH</b> smoo <b>TH</b> pat <b>CH</b> bu <b>SH</b> wa <b>SH</b> wit <b>CH</b> gu <b>SH</b> in <b>CH</b>	wor <b>TH</b> di <b>SH</b> fre <b>SH</b> mat <b>CH</b> pin <b>CH</b> nin <b>TH</b> mou <b>TH</b> tou <b>CH</b>	bo <b>TH</b> tea <b>CH</b> fla <b>SH</b> cin <b>CH</b> fif <b>TH</b> tru <b>TH</b> fini <b>SH</b> wat <b>CH</b>	sou <b>TH</b> dit <b>CH</b> whoos <b>SH</b> lea <b>SH</b> prea <b>CH</b> brea <b>TH</b> pa <b>TH</b> ma <b>SH</b>

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<b>Segmenting</b> Teacher says the word. Students repeat the word and chop it into phonemes. Ex: T: chip S: chip; /ch-i-p/	third (3) these (3) shade (3) chest (4) then (3) wheat (3) cheese (3) thunder (5) when (3) sheets (4)	shells (4) chief (3) choke (3) throw (3) what (3) shut (3) thank (4) they (2) though (2) whiff (3)	chop (3) them (3) white (3) shape (3) this (3) chimes (4) thumb (3) thick (3) sheep (3) whale (3)	wrench (4) fifth (4) death (3) crash (4) brush (4) branch (5) finish (5) flash (4) lunch (4) teeth (3)	that (3) cheeks (4) think (4) which (3) show (2) thread (4) those (3) shine (3) chase (3) wheels (4)
<b>Substituting</b> Teacher says the word. Students repeat the word. Teacher says change the /*/ to /*/ and the word is? *Use sounds	<u>stain</u> /ch/ <u>brick</u> /ch/ <u>braid</u> /sh/ <u>crank</u> /th/ <u>sleet</u> /wh/ <u>black</u> /sh/ <u>clay</u> */th/ <u>plunder</u> /th/ <u>drape</u> /sh/ <u>drum</u> /ch/	<u>flake</u> /sh/ <u>glitter</u> /ch/ <u>please</u> /wh/ <u>slow</u> /sh/ <u>glove</u> /sh/ <u>trick</u> /th/ <u>plane</u> /ch/ <u>flower</u> /sh/ <u>snip</u> /sh/ <u>skin</u> /th/	<u>slink</u> /th/ <u>smock</u> /sh/ <u>store</u> /ch/ <u>smart</u> /ch/ <u>please</u> */th/ <u>drum</u> /th/ <u>spark</u> /sh/ <u>swell</u> /sh/ <u>clam</u> /wh/ <u>spill</u> /ch/	<u>chip</u> /sh/ <u>where</u> /ch/ <u>cheese</u> */th/ <u>thick</u> /ch/ <u>cheap</u> /sh/ <u>ship</u> /wh/ <u>chair</u> /sh/ <u>shin</u> /ch/ <u>sheet</u> /wh/ <u>chore</u> /sh/	share /th/ these /wh/ chop /sh/ sheep /ch/ chin /th/ whip /ch/ wheat /sh/ there /wh/ chick /th/ shop /wh/
<b>Adding Phonemes</b> Teacher says the rime or word. Students repeat it. Teacher says add /*/ at the beginning and the word is? *Use sounds	-ed /sh/ -ale /wh/ -if /wh/ -an */th/ -at */th/ -am /sh/ -in /ch/ -I /wh/ -ease /wh/ -ark /sh/	-ill /ch/ -I'll /wh/ -eat /wh/ -eat /sh/ -out /sh/ -urn /ch/ -itch /wh/ -eye /sh/ -elf /sh/ -older /sh/	-at /ch/ -Earl /wh/ -air /sh/ -aim /sh/ -ink /th/ -air /wh/ -row /th/ -in /th/ -ape /sh/ -eek /ch/	-ear /ch/ -art /ch/ -red /th/ -oars /ch/ -ease /ch/ -ache /sh/ -ick /th/ -rink /sh/ -eel /wh/ -under /th/	-or /sh/ -rub /sh/ -ease */th/ -eat /ch/ -ace /ch/ -red /sh/ -aid /sh/ -airy /ch/ -is /wh/ -ick /ch/
<b>Deleting Phonemes</b> Teacher says the word. Students repeat the word. Teacher says without the /*/ and what is left? *Use sounds	<u>cheer</u> <u>chart</u> <u>thread</u> <u>chores</u> <u>cheese</u> <u>shake</u> <u>thick</u> <u>shrink</u> <u>wheel</u> <u>thunder</u>	<u>shore</u> <u>shrub</u> <u>these</u> <u>cheat</u> <u>chase</u> <u>shred</u> <u>shade</u> <u>cherry</u> <u>whiz</u> <u>chick</u>	<u>shed</u> <u>whale</u> <u>whiff</u> <u>than</u> <u>that</u> <u>sham</u> <u>chin</u> <u>why</u> <u>wheeze</u> <u>shark</u>	<u>chill</u> <u>while</u> <u>wheat</u> <u>sheet</u> <u>shout</u> <u>churn</u> <u>which</u> <u>shy</u> <u>shelf</u> <u>shoulder</u>	<u>chat</u> <u>whirl</u> <u>share</u> <u>shame</u> <u>think</u> <u>where</u> <u>throw</u> <u>shape</u> <u>shape</u> <u>check</u>
<b>Other Activities</b>					