

Phonemic Awareness Training Lesson Plan for Week 21

Nursery Rhyme of the week: **Roses Are Red**

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming	ABC Song: Sing forward and hold up letter cards as you sing.	ABC Song: Sing forward and hold up letter cards as you sing.	ABC Song: Sing forward and hold up letter cards as you sing.	ABC Song: Sing forward and hold up letter cards as you sing.	ABC Song: Sing forward and hold up letter cards as you sing.
Rhyming The teachers says the word pair. The students do thumbs up if the words rhyme, or thumbs down if the words do not rhyme.	rose, nose red, she blue, who sweet, treat you, too	blue, to you, sing red, bed so, toe and, sand	sweet, neat rose, hose so, no are, far you, boo	and, hand red, said so, there sweet, heat rose, nose	sweet, neat red, no are, far so, low blue, shoe
Onset Fluency The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: you, /y/ S: you, /y/	rose /r/ violet /v/ blue /b/ sweet /s/ toe /t/	red /r/ you /y/ to /t/ bed /b/ can /k/	down /d/ for /f/ go /g/ have /h/ jam /j/	kitten /k/ lime /l/ man /m/ now /n/ pie /p/	sip /s/ was /w/ zero /z/ read /r/ purple /p/
Blending The teacher says the phonemes with a pause between them and then says the word. The students repeat the phonemes with a pause, and then say the word. Ex. T: z - oo, zoo S: z - oo, zoo	/s - ē/ see /h - ī/ high /b - ī/ by /n - ō/ no /s - ā/ say	/m - ē/ me /g - ō/ go /p - ā/ pay /h - ē/ he /s - ō/ so	/z - oo/ zoo /w - ā/ way /f - ē/ fee /m - ī/ my /l - ō/ low	/b - ē/ bee /l - ā/ lay /m - oo/ moo /t - ō/ toe /l - ī/ lie	/m - ā/ may /t - ē/ tea /n - ē/ knee /b - ō/ bow /m - ī/ my
Identifying Medial Sounds The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound. Ex. T: sit, /i/ S: sit, /i/	have /ă/ red /ě/ sit /ĩ/ got /ö/ fun /ů/	can /ă/ bed /ě/ fin /ĩ/ hot /ö/ cut /ů/	man /ă/ sell /ě/ kid /ĩ/ clock /ö/ sun /ů/	sat /ă/ hen /ě/ fill /ĩ/ hop /ö/ jump /ů/	pan /ă/ get /ě/ sick /ĩ/ shop /ö/ duck /ů/

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Segmenting The teacher says the whole word. The students repeat the word and use hand motions to chop the word into phonemes. Ex. T: knee, /n - ē/ S: knee, /n - ē/	zoo /z - oo/ my /m - ī/ fee /f - ē/ day /d - ā/ you /y - oo/	bee /b - ē/ lay /l - ā/ moo /m - oo/ toe /t - ō/ lie /l - ī/	may /m - ā/ tea /t - ē/ knee /n - ē/ bow /b - ō/ my /m - ī/	see /s - ē/ high /h - ī/ by /b - ī/ no /n - ō/ say /s - ā/	tie /t - ī/ go /g - ō/ pay /p - ā/ he /h - ē/ so /s - ō/
Adding Phonemes Teacher says the phoneme and the students repeat. Teacher then says, "Add /*/ at the beginning and the word is?" *Use sounds.	- ā /m/ = may - ē /t/ = tea - ē /n/ = knee - ō /b/ = bow - ī /m/ = my	- ē /s/ = see - ī /h/ = high - ī /b/ = by - ō /n/ = no - ā /s/ = say	- ē /m/ = me - ō /g/ = go - ā /p/ = pay - ē h/ = he - ō /s/ = so	- oo /z/ = zoo - ā /w/ = way - ē /f/ = fee - ā /d/ = day - oo /y/ = you	- ē /b/ = bee - ā /l/ = lay - oo /m/ = moo - ō /t/ = toe - ī /l/ = lie
Deleting Phonemes The teacher says the word and the students repeat it. The teacher says, "Without / _ / and the sound is?" *Use sounds.	<u>m</u> e = ē <u>g</u> o = ō <u>p</u> ie = ī <u>h</u> e = ē <u>s</u> o = ō	<u>z</u> oo = oo <u>w</u> ay = ā <u>f</u> ee = ē <u>d</u> ay = ā <u>y</u> ou = oo	<u>b</u> ee = ē <u>l</u> ay = ā <u>m</u> oo = oo <u>t</u> oe = ō <u>l</u> ie = ī	<u>m</u> ay = ā <u>t</u> ea = ē <u>k</u> nee = ē <u>b</u> ow = ō <u>m</u> y = ī	<u>s</u> ee = ē <u>h</u> igh = ī <u>b</u> y = ī <u>n</u> o = ō <u>s</u> ay = ā
Substituting Teacher says the word and the students repeat it. Teacher says, "Change the /_ / to /*/ and the word is?" Ex. T: me S: me T: "Change the /m/ to /w/ and the word is?" S: we *Use sounds.	<u>m</u> y /b/ = by <u>b</u> y /l/ = lie <u>l</u> ie /t/ = tie <u>t</u> ie /s/ = sigh <u>s</u> igh /m/ = my	<u>l</u> ay /s/ = say <u>s</u> ay /m/ = may <u>m</u> ay /p/ = pay <u>p</u> ay /w/ = way <u>w</u> ay /d/ = day	<u>w</u> ho /z/ = zoo <u>z</u> oo /g/ = goo <u>g</u> oo /t/ = too <u>t</u> oo /m/ = moo <u>m</u> oo /z/ = zoo	<u>s</u> o /n/ = no <u>n</u> o /g/ = go <u>g</u> o /l/ = low <u>l</u> ow /m/ = mow <u>m</u> ow /s/ = so	<u>b</u> e /s/ = see <u>s</u> ee /h/ = he <u>h</u> e /m/ = me <u>m</u> e /w/ = we <u>w</u> e /b/ = bee
Language Awareness The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous days' lines to build on the nursery rhyme.	Roses are red	Violets are blue	Sugar is sweet	And so are you	Roses are red, Violets are blue, Sugar is sweet, and so are you!
Optional Center Activity The teacher places objects in the center or drawing activity that reflects the nursery rhyme to build language and phonemic awareness.	Put things in center that rhyme with red. (red crayon, bed, shed)	Put things in center that rhyme with blue. (blue crayon, shoe, two)	Draw/color sweet things. (sugar, candy, cookies) Discuss opposite: sour	Draw/color different flowers. Color the roses red and the violets blue.	Match rhyming words from poem. (red- bed, blue-shoe, rose- hose)