

**Phonemic Awareness Training Lesson Plan for Week 6**

<b>Skills</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Letter Naming</b> Teacher holds up flashcards one at a time in a random order and students & teachers say the letters' name and sound(s). Provide multiple sounds for vowels and letters C, G, S & Y.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____; "Sound is _____."	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 _____."	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____; "Sound is _____."	Letter Cheer: Use classroom sight words.  See Glossary for Letter Cheer instructions.
<b>Rhyme Recognition</b> Instructions vary by day. <b>Mon, Wed &amp; Fri:</b> Teacher reads the word pair. Students do "Thumbs Up" if words rhyme, or "Thumbs Down" if words don't rhyme. <b>Tues &amp; Thurs:</b> Teacher reads word set. Students repeat only the two rhyming words.  *Answers in <b>bold</b>	Thumbs Up / Thumbs Down  fat, cat slow, dog mean, queen big, mop green, soup red, sled sad, dad dry, cat silly, boy pink, drink	Repeat the two that rhyme.  <b>lip, trip, be</b> <b>sand, land, for</b> <b>big, fig, but</b> <b>tent, bent, now</b> <b>on, Ron, yes</b> <b>fell, tell, go</b> <b>jog, hog, get</b> <b>fall, call, no</b> <b>belt, melt, he</b> <b>hot, got, bee</b>	Thumbs Up / Thumbs Down  wet, pet dry, fly fat, snail fake, snake long, house loud, crowd soft, song fast, train tall, wall lost, pup	Repeat the two that rhyme.  go, <b>cob, job</b> see, <b>say, day</b> but, <b>pan, ran</b> not, <b>age, page</b> shoe, <b>pie, tie</b> she, <b>mow, toe</b> for, <b>five, dive</b> so, <b>six, fix</b> let, <b>tub, rub</b> no, <b>red, head</b>	Thumbs Up / Thumbs Down  weak, beak red, crab fat, rat wet, goose free, bee nice, price fun, run low, road fast, crawl low, bow
<b>Onset Fluency</b> Teacher reads each sentence. Students give the repeated onset. Ex. T: Cats can climb S: /k/*  *Students say sound, not letter.	Billy bought bent bananas. /b/ Nellie needs nine nickels. /n/ Sue saw seven seals. /s/ Phil felt foolish. /f/ Tina told Tim tales. /t/ Elephants exercise elbows. /e/ Polly pet Patrick's parrot. /p/	Faye felt faint. /f/ Can cats catch cows? /k/ Do dolphins dive down deep? /d/ He hears happy humming. /h/ Jeff's jet just jerked. /j/ Indeed, information is important. /i/ Yesterday, yaks yawned. /y/	Run, run, Randy Rabbit! /r/ Quincy quit quarreling. /q/ Vanessa views valentines. /v/ Willy was weakly wiggling. /w/ My marbles made moves. /m/ Olive octopus objected. /ö/ Six silly seals sailed south. /s/	Mom made me milkshakes. /m/ Beth bought beautiful bows. /b/ Fanny found forty forks. /f/ Sally saw skeletons skating. /s/ Lions like long licorice. /l/ Upright umbrellas unlock. /ü/ John joined Jane jogging. /j/	Violet's vase vanished. /v/ Danny doesn't dunk donuts. /d/ Pam packed purple paper. /p/ Ron ran rapidly. /r/ Mary makes many messes. /m/ Ants answered adequately. /ä/ Sam sold six sandwiches. /s/
<b>Blending Onset-Rime</b> Teacher says the onset and then the rime. Students say the whole word. Ex. T: /d-esk/ S: desk	s - un            f - ish j - am            t - en c - up            b - ox r - at             r - ub k - iss            n - od	g - ave            h - ome k - ite            c - ube p - each          j - oke m - ail            d - eep n - ine            c - ute	t - ip              c - at d - ad             r - ock h - ot             y - ell p - ick            h - um s - uch            b - ack	l - ate             c - amp p - ond            r - est s - oap            ch - ill h - ive            j - ump b - each          m - ute	c - ap              f - ive m - ade            r - ead n - ice             s - unk w - ell             w - eb d - ime            k - ing
<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 each for onset and rime. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					

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<b>Identifying Final Sounds</b>	pill, sell	/l/	cab, cube	/b/	bark, hike	/k/	cube, rib	/b/	lost, gate	/t/
Teacher says both words. Students listen, and then isolate the final sound. Ex. T: peas, his S: /z/* *Students say sound, not letter.	dome, room	/m/	get, goat	/t/	peas, his	/z/	gem, tame	/m/	yes, fuss	/s/
	cub, robe	/b/	bread, did	/d/	van, seen	/n/	yak, bike	/k/	stack, break	/k/
	moss, class	/s/	page, huge	/j/	light, late	/t/	fuzz, hose	/z/	small, nail	/l/
	kick, pack	/k/	tell, pile	/l/	nurse, less	/s/	keep, hop	/p/	fig, log	/g/
	rot, rate	/t/	save, give	/v/	laugh, rough	/f/	bad, ride	/d/	hive, give	/v/
	up, pipe	/p/	home, time	/m/	grass, miss	/s/	bus, pass	/s/	wade, odd	/d/
	big, slug	/g/	rope, top	/p/	comb, team	/m/	dive, have	/v/	page, large	/j/
	rain, can	/n/	six, fox	/ks/	pop, deep	/p/	plan, cone	/n/	ten, green	/n/
	fuzz, is	/z/	take, walk	/k/	talk, poke	/k/	wait, get	/t/	sleep, pup	/p/

<b>Segmenting Onset-Rime</b>	sun	fish	gave	home	cap	five	late	camp	tip	cat
Teacher says the word. Students repeat the word and segment the onset and rime. Ex. T: peach S: peach; p - each	jam	ten	kite	cube	made	read	pond	rest	dad	rock
	cup	box	peach	joke	nice	sunk	soap	chill	hot	yell
	rat	rub	mail	deep	well	web	hive	jumo	pick	hum
	kiss	nod	nine	cute	time	king	beach	mute	such	back

**Segmenting hand motion:** Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and the rime in the word. \*Note: Teachers will always chop from right to left so that students mirror your movements.

<b>Substituting Phonemes</b>	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 the /_/ to /_/ and the word is? *Use sounds Ex. T: coat S: coat T: change the /k/ to /b/ and the word is? S: boat	t <u>a</u> ke	/b/	bake	c <u>a</u> me	/t/	tame	p <u>o</u> ke	/w/	woke	r <u>u</u> de	/d/	dude	p <u>o</u> ke	/j/	joke
	J <u>u</u> ne	/t/	tune	t <u>i</u> re	/f/	fire	n <u>a</u> me	/f/	fame	h <u>e</u> at	/s/	seat	g <u>a</u> te	/d/	date
	m <u>a</u> il	/s/	sail	f <u>a</u> de	/w/	wade	b <u>e</u> et	/m/	meet	l <u>a</u> ce	/p/	pace	m <u>u</u> le	/r/	rule
	b <u>o</u> at	/k/	coat	c <u>o</u> ke	/p/	poke	t <u>a</u> pe	/k/	cape	m <u>a</u> te	/l/	late	p <u>e</u> ek	/w/	week
	d <u>u</u> ne	/t/	tune	f <u>a</u> ce	/l/	lace	b <u>a</u> se	/v/	vase	c <u>o</u> pe	/r/	rope	s <u>a</u> me	/n/	name
	f <u>e</u> el	/p/	peel	b <u>i</u> te	/k/	kite	m <u>i</u> ce	/n/	nice	f <u>i</u> ve	/h/	hive	t <u>i</u> le	/m/	mile
	r <u>a</u> ce	/f/	face	c <u>u</u> be	/t/	tube	c <u>o</u> at	/b/	boat	s <u>o</u> le	/p/	pole	l <u>i</u> ne	/v/	vine
	P <u>e</u> te	/m/	meet	g <u>a</u> ve	/s/	save	m <u>a</u> ke	/t/	take	s <u>i</u> de	/r/	ride	t <u>a</u> le	/s/	sale
	f <u>i</u> ne	/n/	nine	m <u>a</u> ne	/k/	cane	h <u>o</u> pe	/r/	rope	l <u>i</u> ke	/b/	bike	r <u>e</u> ad	/f/	feed
	p <u>i</u> ne	/l/	line	s <u>e</u> at	/h/	heat	r <u>o</u> se	/h/	hose	b <u>i</u> te	/k/	kite	d <u>o</u> ze	/n/	nose

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound, left hand is the rime. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.

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<b>Adding Phonemes</b>	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 / <u>  </u> / at the beginning and the word is? *Use sounds  Ex. T: ide S: ide T: Add /r/ at the beginning and the word is? S: ride	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>
	-ake	/r/	rake	-ite	/k/	kite	-own	/b/	bone	-ube	/k/	cube	-ete	/P/	Pete
	-ame	/k/	came	-ice	/m/	mice	-ode	/k/	code	-ude	/d/	dude	-eve	/w/	weave
	-ace	/f/	face	-ime	/d/	dime	-ope	/r/	rope	-uge	/h/	huge	-eet	/m/	meet
	-ave	/w/	wave	-ile	/f/	file	-oke	/j/	joke	-une	/j/	June	-eat	/s/	seat
	-ape	/t/	tape	-ine	/n/	nine	-ole	/p/	pole	-ube	/t/	tube	-eep	/k/	keep
	-ade	/f/	fade	-ide	/r/	ride	-ote	/v/	vote	-ude	/r/	rude	-eam	/t/	team
	-ake	/b/	bake	-ire	/t/	tire	-ome	/h/	home	-ule	/y/	yule	-eat	/b/	beat
	-ail	/s/	sail	-ipe	/w/	wipe	-ose	/n/	nose	-ute	/k/	cute	-eet	/f/	feet
	-aze	/m/	maze	-ine	/l/	line	-ome	/d/	dome	-ule	/m/	mule	-ear	/h/	hear
	-age	/p/	page	-ive	/h/	hive	-oke	/w/	woke	-une	/t/	tune	-each	/r/	reach
<b>Adding hand motion:</b> Teacher holds left palm out in front to show rime. Add the first sound with your right hand, and lightly clap hands together for whole word.															
<b>Deleting Phonemes</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>
Teacher says the word. Students repeat the word. Teacher says without the / <u>  </u> / and what is left? *Use sounds  Ex. T: home S: hone T: Without the /h/ and what is left? S: ome	bone	/b/	own	cube	/k/	ube	Pete	/p/	eat	rake	/r/	ache	kite	/k/	ite
	coke	/k/	oak	dude	/d/	ude	weave	/w/	eve	came	/k/	aim	mice	/m/	ice
	rope	/r/	ope	huge	/h/	uge	meet	/m/	eat	face	/f/	ace	dime	/d/	I'm
	dome	/d/	ome	June	/j/	une	seat	/s/	eat	wave	/w/	ave	file	/f/	aisle
	pole	/p/	ole	rude	/r/	ude	keep	/k/	eep	page	/p/	age	hive	/h/	I've
	vote	/v/	oat	mule	/m/	ule	team	/t/	eam	tape	/t/	ape	nine	/n/	ine
	home	/h/	ome	tune	/t/	une	beat	/b/	eat	fade	/f/	aid	ride	/r/	ide
	nose	/n/	ose	yule	/y/	ule	feet	/f/	eat	bake	/b/	ache	tire	/t/	ire
	joke	/j/	oak	cute	/k/	ute	hear	/h/	ear	sail	/s/	ail	wipe	/w/	ipe
	code	/k/	ode	tube	/t/	ube	reach	/r/	each	maze	/m/	aze	line	/l/	ine
<b>Deleting hand motion:</b> Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rime. Pull your right hand away when you delete the first sound, and show what word remains with your left hand.															
<b>Language Awareness</b>	Little Miss Muffet			Old Mother Hubbard			Twinkle, Twinkle			Hey Diddle Diddle			Humpty Dumpty		
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. See page viii for additional nursery rhyme resources.	Little Miss Muffet sat on her tuffet, Eating her curds and whey. Along came a spider and sat down beside her, And frightened Miss Muffet away.			Old Mother Hubbard Went to the cupboard, To give the poor doggie a bone: When she went there, The cupboards were bare, So the poor little doggie had none.			Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are.			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.			Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again.		