

## Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday																																																		
<p><b>Letter Naming</b></p> <p>Teacher holds up flashcards one at a time <b>out of alphabetical order</b> and students &amp; teacher say the letters' name and sound.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say, "Letter is _____; "Sound is _____." Show only upper case letters, if possible.</p>	<p>Recite ABCs</p> <p>Use pattern, AA BB</p> <p>Example: stand, stand, squat, squat</p> <p style="text-align: center;">Show letter cards as you recite.</p>	<p>Card Pack: Letters A - Z</p> <p>1. Letter names only</p> <p>2. Sounds only (for speed and accuracy)</p> <p>Show only lower case letters, if possible.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say, "Letter is _____; "Sound is _____." Show upper and lower case letters.</p>	<p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say, "Letter is _____; "Sound is _____." Show upper and lower case letters.</p>																																																		
<p><b>Rhyming</b></p> <p>Instructions vary by day.</p> <p><b>Mon, Wed &amp; Fri:</b> Teacher reads the word set. Students repeat only the two rhyming words. *Answers in <b>bold</b></p> <p>Ex. T: lad, bed, had S: lad, had</p> <p><b>Tues &amp; Thurs:</b> Teacher says the nonsense word. Students say the real word from the category.</p> <p>Ex. T: bapples S: not bapples, apples!</p>	<p style="text-align: center;">Repeat the two that rhyme.</p> <p><b>gut, nut, not yam, ham, him fun, run, ran end, send, sand pop, top, zip hip, lip, top tap, rap, rip yell, tell, will got, hot, but hill, pill, roll</b></p>	<p style="text-align: center;">Nonsense Words! Category: Fruit</p> <p>bapples (apples) vears (pears) memon (lemon) brapes (grapes) clawberries (strawberries) hottermelon (watermelon) zoranges (oranges) tananas (bananas) wango (mango) tineapple (pineapple)</p>	<p style="text-align: center;">Repeat the two that rhyme.</p> <p>pot, <b>wet, pet</b> mess, <b>bus, fuss</b> wick, <b>jack, tack</b> lip, <b>gap, lap</b> tall, <b>spell, well</b> Tom, <b>him, rim</b> bad, <b>mud, bud</b> take, <b>rock, lock</b> dog, <b>big, dig</b> fast, <b>best, nest</b></p>	<p style="text-align: center;">Nonsense Words! Category: Farm Animals</p> <p>lig (pig) porse (horse) foat (goat) föw (cow) tricken (chicken) looster (rooster) sen (hen) muck (duck) cheep (sheep) lurkey (turkey)</p>	<p style="text-align: center;">Repeat the two that rhyme.</p> <p><b>lad, bed, had fed, lid, led hum, gut, sum job, rub, knob luck, take, duck wag, beg, sag men, pan, pen lick, lock, pick fog, rug, hog rib, cab, fib</b></p>																																																		
<p><b>Onset Fluency</b></p> <p>Teacher says the word pair. Students repeat the word pair and do thumbs up if the words begin with the same sound, or thumbs down if they do not.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">buy, boat</td> <td style="width: 50%;">jar, get</td> </tr> <tr> <td>come, cat</td> <td>kit, can /k/</td> </tr> <tr> <td>dime, penny</td> <td>lion, lime</td> </tr> <tr> <td>fuss, fan</td> <td>meat, pink</td> </tr> <tr> <td>you, got</td> <td>next, now</td> </tr> </table>	buy, boat	jar, get	come, cat	kit, can /k/	dime, penny	lion, lime	fuss, fan	meat, pink	you, got	next, now	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">poke, pin</td> <td style="width: 50%;">vine, give</td> </tr> <tr> <td>quiz, quit</td> <td>with, was</td> </tr> <tr> <td>rain, deck</td> <td>yes, yak</td> </tr> <tr> <td>sing, soap</td> <td>bee, zoo</td> </tr> <tr> <td>touch, fall</td> <td>best, boy</td> </tr> </table>	poke, pin	vine, give	quiz, quit	with, was	rain, deck	yes, yak	sing, soap	bee, zoo	touch, fall	best, boy	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">dough, dunk</td> <td style="width: 50%;">kept, give</td> </tr> <tr> <td>fins, fish</td> <td>least, nut</td> </tr> <tr> <td>girl, game</td> <td>me, much</td> </tr> <tr> <td>here, hive</td> <td>nose, face</td> </tr> <tr> <td>jump, gym /j/</td> <td>pick, peek</td> </tr> </table>	dough, dunk	kept, give	fins, fish	least, nut	girl, game	me, much	here, hive	nose, face	jump, gym /j/	pick, peek	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">queen, quiet</td> <td style="width: 50%;">yellow, blue</td> </tr> <tr> <td>round, rich</td> <td>zebra, zoo</td> </tr> <tr> <td>say, tell</td> <td>do, been</td> </tr> <tr> <td>type, take</td> <td>find, fish</td> </tr> <tr> <td>very, vase</td> <td>goat, pony</td> </tr> </table>	queen, quiet	yellow, blue	round, rich	zebra, zoo	say, tell	do, been	type, take	find, fish	very, vase	goat, pony	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">jam, jelly</td> <td style="width: 50%;">pat, zip</td> </tr> <tr> <td>king, kick</td> <td>rise, tail</td> </tr> <tr> <td>light, leaf</td> <td>sink, soak</td> </tr> <tr> <td>man, dog</td> <td>tick, tock</td> </tr> <tr> <td>none, nest</td> <td>wish, done</td> </tr> </table>	jam, jelly	pat, zip	king, kick	rise, tail	light, leaf	sink, soak	man, dog	tick, tock	none, nest	wish, done
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<p><b>Blending Onset-Rime</b></p> <p>Teacher says the onset and the rime. Students repeat the onset and rime, and then say the whole word.</p> <p>Ex. T: p - eg S: p - eg, peg</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">p - ack</td> <td style="width: 50%;">l - ick</td> </tr> <tr> <td>w - ag</td> <td>k - id</td> </tr> <tr> <td>r - am</td> <td>j - ig</td> </tr> <tr> <td>m - ad</td> <td>p - ill</td> </tr> <tr> <td>w - ax</td> <td>h - im</td> </tr> </table>	p - ack	l - ick	w - ag	k - id	r - am	j - ig	m - ad	p - ill	w - ax	h - im	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">s - ock</td> <td style="width: 50%;">c - ub</td> </tr> <tr> <td>j - ob</td> <td>t - uck</td> </tr> <tr> <td>r - od</td> <td>m - ud</td> </tr> <tr> <td>p - op</td> <td>h - ug</td> </tr> <tr> <td>t - ot</td> <td>g - um</td> </tr> </table>	s - ock	c - ub	j - ob	t - uck	r - od	m - ud	p - op	h - ug	t - ot	g - um	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">f - ed</td> <td style="width: 50%;">t - ab</td> </tr> <tr> <td>p - eg</td> <td>h - ad</td> </tr> <tr> <td>t - ell</td> <td>g - ag</td> </tr> <tr> <td>m - ess</td> <td>j - am</td> </tr> <tr> <td>d - en</td> <td>w - ax</td> </tr> </table>	f - ed	t - ab	p - eg	h - ad	t - ell	g - ag	m - ess	j - am	d - en	w - ax	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">w - in</td> <td style="width: 50%;">b - ox</td> </tr> <tr> <td>d - ip</td> <td>c - ot</td> </tr> <tr> <td>k - it</td> <td>r - ock</td> </tr> <tr> <td>s - ix</td> <td>j - ob</td> </tr> <tr> <td>r - im</td> <td>f - og</td> </tr> </table>	w - in	b - ox	d - ip	c - ot	k - it	r - ock	s - ix	j - ob	r - im	f - og	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">h - um</td> <td style="width: 50%;">p - ep</td> </tr> <tr> <td>r - un</td> <td>n - eck</td> </tr> <tr> <td>p - up</td> <td>w - ed</td> </tr> <tr> <td>b - us</td> <td>v - et</td> </tr> <tr> <td>n - ut</td> <td>s - ell</td> </tr> </table>	h - um	p - ep	r - un	n - eck	p - up	w - ed	b - us	v - et	n - ut	s - ell
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<p><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 for the onset and one chop for the rime. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.</p>																																																							

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<b>Identifying Final Sounds</b> Teacher says word. Students repeat the word and "punCH ouT" the final digraph sound. Ex. T: piG S: piG (See glossary for "punCH iT ouT")	we <b>B</b> sa <b>D</b> i <b>F</b> pi <b>G</b> aGe /j/	wa <b>K</b> e tai <b>L</b> ca <b>M</b> e su <b>N</b> to <b>P</b>	le <b>SS</b> ba <b>T</b> ha <b>V</b> e fo <b>X</b> /ks/ si <b>Z</b> e	jo <b>B</b> nee <b>D</b> cou <b>GH</b> /f/ le <b>G</b> fud <b>Ge</b> /j/	sic <b>K</b> sa <b>L</b> e gy <b>M</b> fi <b>N</b> e ho <b>P</b> e	gue <b>SS</b> wai <b>T</b> lo <b>V</b> e si <b>X</b> /ks/ pri <b>Z</b> e	kno <b>B</b> foo <b>D</b> tou <b>GH</b> /f/ ba <b>G</b> lar <b>Ge</b> /j/	ca <b>K</b> e se <b>LL</b> mo <b>M</b> ra <b>N</b> ho <b>P</b>	cla <b>SS</b> fee <b>T</b> gi <b>V</b> e loc <b>KS</b> /ks/ snee <b>Z</b> e	ro <b>B</b> e loa <b>D</b> roo <b>F</b> fo <b>G</b> sna <b>K</b> e
<b>punCH iT ouT hand motion:</b> The teacher models punCH iT ouT using his or her left hand. 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.										
<b>Segmenting Onset - Rime</b> Teacher says the whole word. Students repeat the word and use hand motions to chop it into onset and rime. Ex. T: kit S: kit, /k-it/	fed /f-ed/ peg /p-eg/ tell /t-ell/ mess /m-ess/ den /d-en/	tab /t-ab/ had /h-ad/ gag /g-ag/ jam /j-am/ wax /w-ax/	win /w-in/ dip /d-ip/ kit /k-it/ six /s-ix/ rim /r-im/	box /b-ox/ cot /c-ot/ rock /r-ock/ job /j-ob/ dog /d-og/	hum /h-um/ run /r-un/ pup /p-up/ bus /b-us/ nut /n-ut/	pep /p-ep/ neck /n-eck/ wed /w-ed/ vet /v-et/ sell /s-ell/	pack /p-ack/ wag /w-ag/ ram /r-am/ mad /m-ad/ wax /w-ax/	lick /l-ick/ kid /k-id/ jig /j-ig/ pill /p-ill/ him /h-im/	sock /s-ock/ job /j-ob/ rod /r-od/ pop /p-op/ tot /t-ot/	cub /c-ub/ tuck /t-uck/ mud /m-ud/ hug /h-ug/ gum /g-um/
<b>Segmenting hand motion:</b> Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and rime. *Note: Teachers will always chop from right to left so that students mirror your movements.										
<b>Substituting Phonemes</b> Teacher says the word. Students repeat the word. Teacher says, "Change the /_/ to /_/ and the word is?" *Use sounds Ex. T: pack S: pack T: change the /p/ to /s/ and the word is? S: sack	Word Change to Response cab /f/ fab fab /g/ gab gab /n/ nab nab /j/ jab jab /t/ tab big /d/ dig dig /f/ fig fig /p/ pig pig /r/ rig rig /w/ wig	Word Change to Response dock /n/ knock knock /l/ lock lock /s/ sock sock /r/ rock rock /t/ tock buck /d/ duck duck /l/ luck luck /p/ puck puck /t/ tuck tuck /m/ muck	Word Change to Response bell /d/ dell dell /f/ fell fell /w/ well well /s/ sell sell /t/ tell back /r/ rack rack /p/ pack pack /s/ sack sack /t/ tack tack /j/ jack	Word Change to Response bill /f/ fill fill /p/ pill pill /w/ will will /m/ mill mill /g/ gill not /p/ pot pot /t/ tot tot /h/ hot hot /g/ got got /d/ dot	Word Change to Response cuff /h/ huff huff /m/ muff muff /p/ puff puff /t/ tough tough /k/ cuff less /g/ guess guess /m/ mess mess /b/ Bess Bess /t/ Tess Tess /l/ less					
<b>Substituting hand motion:</b> 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 rest of the word. 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>Deleting hand motion:</b> Hold 2 open palms in front of you. Teacher's right hand is the onset sound, left hand is the rest of the word. Pull your right hand away when you delete the first sound, and show what word part remains with your left hand.																																																																																															
<b>Language Awareness</b>	Twinkle, Twinkle Little Star		Twinkle, Twinkle Little Star		Twinkle, Twinkle Little Star		Twinkle, Twinkle Little Star		Twinkle, Twinkle Little Star		Twinkle, Twinkle Little Star																																																																																				
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.	Twinkle, twinkle little star How I wonder what you are!		Twinkle, twinkle little star How I wonder what you are! Up above the world so high,		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! Up above the world so high, Like a diamond in the sky. Twinkle, twinkle little star How I wonder what you are!		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!		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!																																																																																				