

**Phonemic Awareness Training Lesson Plan for Week 5**

| <b>Skills</b>   | <b>Monday</b>  | <b>Tuesday</b>   | <b>Wednesday</b>  | <b>Thursday</b>  | <b>Friday</b>   |
|---|--|--|---|--|---|
| <b>Letter Naming</b><br><b>Tuesday &amp; Thursday:</b> The teacher holds up flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students sing an alphabet song.  | ABC Song:<br>Sing the alphabet song together.  | ABC Song:<br>Sing and hold up letter cards as you sing.  | ABC Song:<br>Sing the alphabet song together.   | ABC Song:<br>Sing and hold up letter cards as you sing.  | ABC Song:<br>Sing the alphabet song together.   |
| <b>Rhyme Repetition</b><br>The teacher says the word pair and the students repeat the word pair.<br>Ex. T: my, shy S: my, shy   | my, shy<br>eat, feet<br>soon, moon<br>bat, sat<br>hill, fill                               | dog, hog<br>you, too<br>make, take<br>chip, sip<br>dress, mess                                   | date, wait<br>know, show<br>wet, net<br>hid, did<br>run, fun                                | cat, hat<br>see, bee<br>rice, nice<br>pup, cup<br>goat, boat                                   | right, light<br>cone, phone<br>well, bell<br>game, same<br>jump, bump                       |
| <b>Onset Fluency</b><br><b>Option 1:</b> The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: her, /h/ S: her, /h/<br><b>Option 2:</b> The teacher says the word, repeating the first sound two times. Students repeat teacher.<br>Ex. T: /h/, /h/, her S: /h/, /h/, her | rain /r/<br>was /w/<br>find /f/<br>key /k/<br>make /m/                                     | bird /b/<br>nice /n/<br>dog /d/<br>here /h/<br>top /t/   | push /p/<br>go /g/<br>say /s/<br>love /l/<br>white /w/                                      | yard /y/<br>just /j/<br>quick /kw/<br>now /n/<br>boys /b/                                      | see /s/<br>vine /v/<br>kick /k/<br>have /h/<br>zoo /z/                                      |
| <b>Blending Syllables</b><br>The teacher says the syllables with a pause between them and then says the word. The students repeat the syllables with a pause, and then say the word.<br>Ex. T: sīs - ter, sister S: sīs - ter, sister   | lā - dē lady<br>hăb - ĭt habit<br>sīs - ter sister<br>mō - mēnt moment<br>līt - tle little | pŭmp - kĭn pumpkin<br>hăm - mer hammer<br>blān - kět blanket<br>ăb - sēnt absent<br>bā - bē baby | shā - dē shady<br>nŭm - ber number<br>ăf - ter after<br>jăck - ĭt jacket<br>mŭn - kē monkey | pŭp - pět puppet<br>fĭn - ĭsh finish<br>năp - kĭn napkin<br>tĭck - ĭt ticket<br>căn - dē candy | băs - kět basket<br>pĭk - nĭk picnic<br>car - pět carpet<br>ěl - bō elbow<br>ŭn - tĭl until |
| <b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop for each syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.   |  |  |   |  |   |
| <b>Identifying Final Sounds</b><br>The teacher says the word and then isolates the final sound. The students repeat the word and the final sound.<br>Ex. T: was, /z/ S: was, /z/  | egg /g/<br>soap /p/<br>job /b/<br>late /t/<br>room /m/                                     | yes /s/<br>good /d/<br>age /j/<br>own /n/<br>live /v/  | web /b/<br>time /m/<br>leaf /f/<br>hair /r/<br>read /d/                                     | clock /k/<br>his /z/<br>meet /t/<br>side /d/<br>move /v/                                       | green /n/<br>will /l/<br>clap /p/<br>grass /s/<br>park /k/                                  |

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| Skills  | Monday  |                | Tuesday  |                  | Wednesday   |                 | Thursday  |                | Friday   |                  |                |                 |
|---|---|----------------|--|------------------|---|-----------------|---|----------------|--|------------------|----------------|-----------------|
| <b>Segmenting Syllables</b>   | puppet  | pŭp - pĕt      | basket   | bās - kĕt        | lady  | lā - dĕ         | pumpkin   | pŭmp - kĭn     | shady  | shā - dĕ         |                |                 |
| The teacher says the word and then segments it into syllables. The students repeat the word and then the separate syllables.<br>Ex. T: shady, shā - dĕ S: shady, shā - dĕ   | finish  | fĭn - ĭsh      | picnic   | pĭk - nĭk        | habit   | hāb - ĭt        | hammer  | hām - mer      | number   | nŭm - ber        |                |                 |
|   | napkin  | nāp - kĭn      | carpet   | car - pĕt        | sister  | sĭs - ter       | blanket   | blān - kĕt     | after  | āf - ter         |                |                 |
|   | ticket  | tĭck - ĭt      | elbow  | ĕl - bō          | moment  | mō - mĕnt       | absent  | āb - sĕnt      | jacket   | jāck - ĭt        |                |                 |
|   | candy   | cān - dĕ       | until  | ŭn - tĭl         | little  | lĭt - tle       | baby  | bā - bĕ        | monkey   | mŭn - kĕ         |                |                 |
| <b>Segmenting hand motion:</b> Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. *Note: Teachers will chop from right to left so that students mirror your movements.       |   |                |  |                  |   |                 |   |                |  |                  |                |                 |
| <b>Adding Syllables</b>   | <b>Adding to the end:</b>   |                | <b>Adding to the end:</b>  |                  | <b>Adding to the end:</b>   |                 | <b>Adding to the end:</b>   |                | <b>Adding to the end:</b>  |                  |                |                 |
| The teacher says the word and the students repeat it. The teacher says, "Add /*/ at the end and the word is?" Teacher & students respond together. Ex. T: play S: play Add /ing/* at the end and the word is?<br>T & S: playing *Use sounds.  | <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> |
|   | clean-  | /ing/          | cleaning   | meet-            | /ing/   | meeting         | play-   | /ing/          | playing  | pick-            | /ing/          | picking         |
|   | walk-   | /ing/          | walking  | think-           | /ing/   | thinking        | read-   | /ing/          | reading  | fish-            | /ing/          | fishing         |
|   | cook-   | /ing/          | cooking  | dust-            | /ing/   | dusting         | count-  | /ing/          | counting   | kick-            | /ing/          | kicking         |
|   | talk-   | /ing/          | talking  | cry-             | /ing/   | crying          | see-  | /ing/          | seeing   | plant-           | /ing/          | planting        |
|   | look-   | /ing/          | looking  | jump-            | /ing/   | jumping         | help-   | /ing/          | helping  | melt-            | /ing/          | melting         |
|   |   |                |  |                  |   |                 |   |                |  | rain-            | /ing/          | raining         |
|   |   |                |  |                  |   |                 |   |                |  | storm-           | /ing/          | storming        |
|   |   |                |  |                  |   |                 |   |                |  | snow-            | /ing/          | snowing         |
|   |   |                |  |                  |   |                 |   |                |  | freeze-          | /ing/          | freezing        |
|   |   |                |  |                  |   |                 |   |                |  | hail-            | /ing/          | hailing         |
| <b>Adding to the end hand motion:</b> Teacher holds right palm out in front to show the first syllable. Add the second syllable with your left hand and lightly clap hands together for the whole word.                                       |   |                |  |                  |   |                 |   |                |  |                  |                |                 |
| <b>Deleting Syllables</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> |
| The teacher says the word and the students repeat it. The teacher says, "Without /_*/ and the word is?" Teacher & students respond together. Ex. T: seeing S: seeing T: Without /ing/* and the word is? T & S: see *Use sounds.               | play <u>ing</u>   | /ing/          | play   | pick <u>ing</u>  | /ing/   | pick            | rain <u>ing</u>   | /ing/          | rain   | clean <u>ing</u> | /ing/          | clean           |
|   | read <u>ing</u>   | /ing/          | read   | fish <u>ing</u>  | /ing/   | fish            | storm <u>ing</u>  | /ing/          | storm  | walk <u>ing</u>  | /ing/          | walk            |
|   | count <u>ing</u>  | /ing/          | count  | kick <u>ing</u>  | /ing/   | kick            | snow <u>ing</u>   | /ing/          | snow   | cook <u>ing</u>  | /ing/          | cook            |
|   | see <u>ing</u>  | /ing/          | see  | plant <u>ing</u> | /ing/   | plant           | freeze <u>ing</u>   | /ing/          | freeze   | talk <u>ing</u>  | /ing/          | talk            |
|   | help <u>ing</u>   | /ing/          | help   | mel <u>ing</u>   | /ing/   | melt            | hail <u>ing</u>   | /ing/          | hail   | look <u>ing</u>  | /ing/          | look            |
|   |   |                |  |                  |   |                 |   |                |  | meet <u>ing</u>  | /ing/          | meet            |
|   |   |                |  |                  |   |                 |   |                |  | think <u>ing</u> | /ing/          | think           |
|   |   |                |  |                  |   |                 |   |                |  | dust <u>ing</u>  | /ing/          | dust            |
|   |   |                |  |                  |   |                 |   |                |  | cry <u>ing</u>   | /ing/          | cry             |
|   |   |                |  |                  |   |                 |   |                |  | jump <u>ing</u>  | /ing/          | jump            |
| <b>Deleting hand motion:</b> Hold 2 open palms in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull your left hand away to delete the ending, and show what word remains with your right hand. |   |                |  |                  |   |                 |   |                |  |                  |                |                 |
| <b>Language Awareness</b>   | The Itsy Bitsy Spider   |                | Little Miss Muffet   |                  | 1, 2, Buckle My Shoe  |                 | Old Mother Hubbard  |                |  |                  |                |                 |
| <b>Nursery Rhyme Review:</b><br>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.  | The itsy, bitsy spider went up the water spout.<br>Down came the rain and washed the spider out.<br>Out came the sun and dried up all the rain,<br>And the itsy, bitsy spider climbed up the spout again. |                | Little Miss Muffet sat on a tuffet,<br>Eating her curds and whey;<br>When along came a spider,<br>Who sat down beside her<br>And frightened<br>Miss Muffet away. |                  | 1, 2, buckle my shoe.<br>3, 4, shut the door.<br>5, 6, pick up sticks.<br>7, 8, lay them straight.<br>9, 10, put them back again. |                 | Old Mother Hubbard<br>Went to the cupboard<br>To get her poor dog a bone;<br>But when she got there,<br>The cupboards were bare,<br>So the poor dog had none. |                | Students choose their favorite nursery rhyme from the week and recite it together. |                  |                |                 |

## Phonemic Awareness Training Lesson Plan for Week 20

| Skills  | Monday  | Tuesday   | Wednesday   | Thursday   | Friday   |
|---|---|---|---|--|--|
| <p><b>Letter Naming</b></p> <p><b>Monday, Tuesday, &amp; Thursday:</b> The teacher holds up alphabet flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students say the letter name &amp; sound.</p>   | <p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say,<br/>"Letter is ____;<br/>"Sound is ____."<br/>Show only upper case letters.</p> | <p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say,<br/>"Letter is ____;<br/>"Sound is ____."<br/>Show only lower case letters.</p> | <p>ABC Song:</p> <p>Sing and hold up letter cards as you sing.</p>              | <p>Card Pack: Letters A - Z</p> <p>Show the flashcards &amp; say,<br/>"Letter is ____;<br/>"Sound is ____."<br/>Show upper and lower case letters.</p> | <p>ABC Song:</p> <p>Sing and hold up letter cards as you sing.</p>                     |
| <p><b>Rhyme Recognition</b></p> <p>The teacher says the word pair. The students repeat the word pair and show thumbs up if the words rhyme, or thumbs down if the words do not rhyme.</p>   | <p>play, stay<br/>chair, me<br/>wet, net<br/>harp, sharp<br/>joke, mess</p>   | <p>dry, my<br/>here, cheer<br/>lid, tab<br/>now, too<br/>jump, bump</p>   | <p>hose, rose<br/>new, who<br/>fort, sort<br/>home, car<br/>no, yes</p>         | <p>wet, he<br/>five, live<br/>park, dark<br/>nut, cut<br/>go, so</p>   | <p>jet, get<br/>ice, nice<br/>dime, ten<br/>map, cap<br/>goat, barn</p>                |
| <p><b>Onset Fluency</b></p> <p><b>Option 1:</b> The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: pail, /p/ S: pail, /p/</p> <p><b>Option 2:</b> The teacher says the word, repeating the first sound two times. Students repeat teacher. Ex. T: /p/, /p/, pail S: /p/, /p/, pail</p> | <p>me /m/<br/>pail /p/<br/>name /n/<br/>top /t/<br/>hair /h/</p>  | <p>jeep /j/<br/>salt /s/<br/>new /n/<br/>fair /f/<br/>mail /m/</p>  | <p>day /d/<br/>wet /w/<br/>go /g/<br/>sock /s/<br/>bus /b/</p>                  | <p>can /k/<br/>hand /h/<br/>light /l/<br/>quiet /kw/<br/>ring /r/</p>  | <p>voice /v/<br/>yawn /y/<br/>new /n/<br/>heart /h/<br/>zone /z/</p>                   |
| <p><b>Blending Phonemes</b></p> <p>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: /g - o/, go S: /g - o/, go</p>  | <p>/b - ē/ be<br/>/s - ē/ see<br/>/f - ē/ fee<br/>/k - ē/ key<br/>/m - ē/ me</p>  | <p>/b - ā/ bay<br/>/w - ā/ way<br/>/p - ā/ pay<br/>/m - ā/ may<br/>/l - ā/ lay</p>  | <p>/n - ō/ no<br/>/l - ō/ low<br/>/g - ō/ go<br/>/s - ō/ so<br/>/t - ō/ toe</p> | <p>/p - ī/ pie<br/>/wh - ī/ why<br/>/t - ī/ tie<br/>/b - ī/ by<br/>/h - ī/ hi</p>  | <p>/t - oo/ too<br/>/z - oo/ zoo<br/>/d - oo/ do<br/>/m - oo/ moo<br/>/y - oo/ you</p> |
| <p><b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop for each phoneme. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.</p>   |   |   |   |  |  |

**Phonemic Awareness Training Lesson Plan for Week 20**

| Skills  | Monday |     | Tuesday |     | Wednesday |     | Thursday |     | Friday |     |
|---|--------|-----|---------|-----|-----------|-----|----------|-----|--------|-----|
| <b>Identifying Medial Sounds</b>  | can    | /ă/ | hat     | /ă/ | cash      | /ă/ | back     | /ă/ | jam    | /ă/ |
| The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.<br>Ex. T: cat, /ă/ S: cat, /ă/   | net    | /ě/ | wet     | /ě/ | hen       | /ě/ | then     | /ě/ | set    | /ě/ |
|   | sit    | /ĩ/ | lick    | /ĩ/ | hip       | /ĩ/ | hill     | /ĩ/ | with   | /ĩ/ |
|   | top    | /ö/ | hop     | /ö/ | clock     | /ö/ | hot      | /ö/ | doll   | /ö/ |
|   | jump   | /ů/ | bug     | /ů/ | such      | /ů/ | cup      | /ů/ | fun    | /ů/ |
|   |        |     |         |     |           |     |          |     |        |     |
| <b>Optional roller coaster hand motion:</b> Teacher and students move one arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word. |        |     |         |     |           |     |          |     |        |     |

|  |     |         |     |          |     |          |     |         |     |         |
|--|-----|---------|-----|----------|-----|----------|-----|---------|-----|---------|
| <b>Segmenting Phonemes</b>   | no  | /n - ō/ | pie | /p - ĩ/  | too | /t - oo/ | be  | /b - ē/ | bay | /b - ā/ |
| The teacher says the word and then segments it into phonemes. The students repeat the word and then the phonemes.<br>Ex. T: knee, /n - ē/ S: knee, /n - ē/   | low | /l - ō/ | why | /wh - ĩ/ | zoo | /z - oo/ | see | /s - ē/ | way | /w - ā/ |
|  | go  | /g - ō/ | tie | /t - ĩ/  | do  | /d - oo/ | fee | /f - ē/ | pay | /p - ā/ |
|  | so  | /s - ō/ | by  | /b - ĩ/  | moo | /m - oo/ | key | /k - ē/ | may | /m - ā/ |
|  | toe | /t - ō/ | hi  | /h - ĩ/  | you | /y - oo/ | me  | /m - ē/ | lay | /l - ā/ |
|  |     |         |     |          |     |          |     |         |     |         |
| <b>Segmenting hand motion:</b> Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. *Note: Teachers will chop from right to left so that students mirror your movements. |     |         |     |          |     |          |     |         |     |         |

| Adding Phonemes  | Adding to the beginning: |     |          | Adding to the beginning: |     |          | Adding to the beginning: |     |          | Adding to the beginning: |     |          | Adding to the beginning: |     |          |
|--|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|--------------------------|-----|----------|
|  | Word                     | Add | Response | Word                     | Add | Response | Word                     | Add | Response | Word                     | Add | Response | Word                     | Add | Response |
| The teacher says the phoneme and the students repeat it. The teacher says, "Add /*/ at the beginning and the word is?" Teacher & students respond together. Ex. T: /ō/ S: /ō/ T: Add /l/* at the beginning and the word is? T & S: low<br>*Use sounds. | -ē                       | /h/ | he       | -oo                      | /g/ | goo      | -ō                       | /g/ | go       | -ī                       | /h/ | high     | -ā                       | /m/ | may      |
|  | -ā                       | /d/ | day      | -ī                       | /h/ | hi       | -ī                       | /h/ | hi       | -ō                       | /t/ | toe      | -ē                       | /w/ | we       |
|  | -oo                      | /t/ | too      | -ā                       | /w/ | way      | -ā                       | /l/ | lay      | -oo                      | /d/ | do       | -ī                       | /t/ | tie      |
|  | -ī                       | /p/ | pie      | -ē                       | /b/ | be       | -oo                      | /y/ | you      | -ē                       | /m/ | me       | -ō                       | /s/ | so       |
|  | -ō                       | /l/ | low      | -ō                       | /m/ | mow      | -ē                       | /s/ | see      | -ā                       | /s/ | say      | -oo                      | /z/ | zoo      |
| <b>Adding hand motion:</b> Teacher holds left palm out in front to show the word part. Add the first sound with your right hand and lightly clap hands together for the whole word.  |                          |     |          |                          |     |          |                          |     |          |                          |     |          |                          |     |          |

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| Skills  | Monday      |         |          | Tuesday     |         |          | Wednesday   |         |          | Thursday    |         |          | Friday      |         |          |
|---|-------------|---------|----------|-------------|---------|----------|-------------|---------|----------|-------------|---------|----------|-------------|---------|----------|
| Deleting Phonemes   | Word        | Without | Response | Word        | Without | Response | Word        | Without | Response | Word        | Without | Response | Word        | Without | Response |
| The teacher says the word and the students repeat it. The teacher says, "Without / <u>  </u> / and what's left is?" Teacher & students respond together.<br>Ex. T: way S: way T: Without /w/* and what's left is? T & S: /ā/ *Use sounds. | <u>p</u> ay | /p/     | /ā/      | <u>w</u> e  | /w/     | /ē/      | <u>t</u> ie | /t/     | /ī/      | <u>s</u> o  | /s/     | /ō/      | <u>z</u> oo | /z/     | /oo/     |
|   | <u>b</u> e  | /b/     | /ē/      | <u>m</u> y  | /m/     | /ī/      | <u>m</u> ow | /m/     | /ō/      | <u>m</u> oo | /m/     | /oo/     | <u>s</u> ay | /s/     | /ā/      |
|   | <u>h</u> i  | /h/     | /ī/      | <u>t</u> oe | /t/     | /ō/      | <u>d</u> o  | /d/     | /oo/     | <u>d</u> ay | /d/     | /ā/      | <u>m</u> e  | /m/     | /ē/      |
|   | <u>g</u> o  | /g/     | /ō/      | <u>y</u> ou | /y/     | /oo/     | <u>w</u> ay | /w/     | /ā/      | <u>s</u> ee | /s/     | /ē/      | <u>b</u> y  | /b/     | /ī/      |
|   | <u>t</u> oo | /t/     | /oo/     | <u>l</u> ay | /l/     | /ā/      | <u>h</u> e  | /h/     | /ē/      | <u>p</u> ie | /p/     | /ī/      | <u>l</u> ow | /l/     | /ō/      |

**Deleting hand motion:** 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.

| Substituting Phonemes   | Word         | Change to | Response | Word         | Change to | Response | Word        | Change to | Response | Word        | Change to | Response | Word        | Change to | Response |
|---|--------------|-----------|----------|--------------|-----------|----------|-------------|-----------|----------|-------------|-----------|----------|-------------|-----------|----------|
| The teacher says the word and the students repeat it. The teacher says, "Change the / <u>  </u> / to / <u>  </u> / and the word is?" Teacher & students respond together.<br>Ex. T: so S: so T: Change the /s/* to /n/* and the word is? T & S: no *Use sounds. | <u>b</u> e   | /s/       | see      | <u>m</u> y   | /b/       | buy      | <u>l</u> ay | /s/       | say      | <u>w</u> ho | /z/       | zoo      | <u>s</u> o  | /n/       | no       |
|   | <u>s</u> ee  | /n/       | knee     | <u>b</u> uy  | /l/       | lie      | <u>s</u> ay | /m/       | may      | <u>z</u> oo | /g/       | goo      | <u>n</u> o  | /g/       | go       |
|   | <u>k</u> nee | /m/       | me       | <u>l</u> ie  | /t/       | tie      | <u>m</u> ay | /p/       | pay      | <u>g</u> oo | /t/       | too      | <u>g</u> o  | /l/       | low      |
|   | <u>m</u> e   | /f/       | fee      | <u>t</u> ie  | /s/       | sigh     | <u>p</u> ay | /w/       | way      | <u>t</u> oo | /m/       | moo      | <u>l</u> ow | /m/       | mow      |
|   | <u>f</u> ee  | /b/       | bee      | <u>s</u> igh | /m/       | my       | <u>w</u> ay | /d/       | day      | <u>m</u> oo | /z/       | zoo      | <u>m</u> ow | /s/       | so       |

**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 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.

| Language Awareness   | Baa, Baa Black Sheep  | Three Blind Mice  | Week Willie Winkie  | Roses are Red   |  |
|--|---|---|---|---|--|
| <b>Nursery Rhyme Review:</b><br>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. | Baa, baa black sheep<br>Have you any wool?<br>Yes, sir, yes, sir<br>Three bags full<br>Baa, baa black sheep<br>Have you any wool? | Three blind mice,<br>three blind mice<br>See how they run,<br>see how they run.<br>They all ran after<br>the farmer's wife,<br>Who cut off their tails<br>with a carving knife.<br>Did you ever see such<br>a sight in your life,<br>as three blind mice? | Wee Willie Winkie runs<br>through the town.<br>Upstairs and downstairs<br>in his nightgown.<br>Tapping at the window,<br>crying at the lock<br>"Are all the children in their<br>beds?<br>It's past ten o'clock!" | Roses are red<br>Violets are blue<br>Sugar is sweet<br>And so are you | Students choose their favorite<br>nursery rhyme from the week<br>and recite it together. |