



KINDERGARTEN
Curriculum

2020 Edition

Phonemic Awareness

35-Weeks of Daily Explicit and Systematic Phonological and Phonemic Awareness Lessons



OVER 250,000
HEGGERTY
BOOKS SOLD

Michael Heggerty, Ed.D.

With Revisions By Alisa VanHekken, M.Ed.

Kindergarten Phonemic Awareness Lesson for Week 17

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -ub	Rime: -uck	Rime: -ug	Rime: -um	Rime: -un
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> cub Possible Student Responses: sub tub club rub	<i>Teacher example:</i> duck Possible Student Responses: truck tuck stuck luck	<i>Teacher example:</i> bug Possible Student Responses: hug dug plug rug	<i>Teacher example:</i> gum Possible Student Responses: drum hum plum sum	<i>Teacher example:</i> sun Possible Student Responses: bun run done fun
Onset Fluency	bandage /b/	hundred /h/	package /p/	accent /ă/	restaurant /r/
Teacher says the word. Students repeat the word and isolate the onset. Ex. T: extra S: extra /ĕ/	edge /ĕ/	octagon /ŏ/	echo /ĕ/	circle /s/	operation /ŏ/
	quickly /kw/	neighbor /n/	tumble /t/	escalator /ĕ/	into /i/
	ignore /ĩ/	everyone /ĕ/	activity /ă/	family /f/	golden /g/
	avenue /ă/	uphill /ũ/	object /ŏ/	upset /ũ/	effort /ĕ/
Blending Phonemes	l - ě - d led	w - ũ - n won	j - ě - t jet	h - ă - z has	t - ě - n ten
Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: k - a - n S: k - a - n, can	r - ă - n ran	m - ŏ - p mop	s - ũ - b sub	s - ě - t set	f - ĩ - n fin
	n - ŏ - t not	f - ĩ - b fib	l - ŏ - k lock	b - ũ - g bug	v - ě - t vet
	t - ũ - b tub	h - ě - n hen	p - ě - n pen	n - ŏ - b knob	h - ũ - g hug
	m - ă - n man	t - ă - g tag	g - ũ - m gum	h - ĩ - m him	t - ŏ - p top
	w - ě - t wet	f - ă - n fan	w - ă - g wag	d - ě - n den	s - ă - p sap
	d - ĩ - g dig	k - ũ - t cut	p - ĩ - g pig	l - ŏ - t lot	b - ě - d bed
	j - ŏ - b job	h - ŏ - p hop	n - ě - t net	m - ũ - d mud	j - ă - m jam
	s - ĩ - p sip	l - ě - t let	s - ă - d sad	k - ă - n can	n - ũ - t nut
	f - ũ - n fun	d - ĩ - p dip	d - ũ - g dug	p - ě - g peg	d - ŏ - k dock
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	bed /ĕ/	thumb /ũ/	get /ĕ/	chop /ŏ/	web /ĕ/
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: hen S: hen, /ĕ/	tag /ă/	ten /ĕ/	wick /ĩ/	hip /ĩ/	back /ă/
	dot /ŏ/	sag /ă/	red /ĕ/	net /ĕ/	fish /ĩ/
	fun /ũ/	neck /ĕ/	tug /ũ/	zap /ă/	yes /ĕ/
	met /ĕ/	mop /ŏ/	sap /ă/	bell /ĕ/	mud /ũ/
	shin /ĩ/	fuss /ũ/	leg /ĕ/	hum /ũ/	pet /ĕ/
	them /ĕ/	guess /ĕ/	fit /ĩ/	jet /ĕ/	not /ŏ/
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 17

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Segmenting Phonemes	jet	j - ě - t		has	h - ä - z		ten	t - ě - n		led	l - ě - d		won	w - ů - n	
Teacher says the word. Students repeat the word and segment it into individual phonemes.	sub	s - ů - b		set	s - ě - t		fin	f - ĭ - n		ran	r - ä - n		mop	m - ǒ - p	
Ex. T: tub S: tub, t-u-b	lock	l - ǒ - k		bug	b - ů - g		vet	v - ě - t		not	n - ǒ - t		fib	f - ĭ - b	
	pen	p - ě - n		knob	n - ǒ - b		hug	h - ů - g		tub	t - ů - b		hen	h - ě - n	
	gum	g - ů - m		him	h - ĭ - m		top	t - ǒ - p		man	m - ä - n		tag	t - ä - g	
	wag	w - ä - g		den	d - ě - n		sap	s - ä - p		wet	w - ě - t		fan	f - ä - n	
	pig	p - ĭ - g		lot	l - ǒ - t		bed	b - ě - d		dig	d - ĭ - g		cut	k - ů - t	
	net	n - ě - t		mud	m - ů - d		jam	j - ä - m		job	j - ǒ - b		hop	h - ǒ - p	
	sad	s - ä - d		can	k - ä - n		nut	n - ů - t		sip	s - ĭ - p		let	l - ě - t	
*Say sound, not letter name	dug	d - ů - g		peg	p - ě - g		dock	d - ǒ - k		fun	f - ů - n		dip	d - ĭ - p	
Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme in the word.															

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ock S: ock T: Add /p/ at the beginning and the word is? S: lock	-et	/p/	pet	-op	/h/	hop	-ap	/t/	tap	-un	/f/	fun	-um	/s/	sum
*Say sound, not letter name	-ock	/d/	dock	-un	/d/	done	-in	/w/	win	-ock	/l/	lock	-op	/m/	mop
	-id	/h/	hid	-it	/m/	mitt	-ox	/f/	fox	-ip	/s/	sip	-im	/d/	dim
	-ub	/r/	rub	-ed	/r/	red	-en	/m/	men	-eg	/b/	beg	-ab	/t/	tab
	-am	/j/	jam	-at	/s/	sat	-ut	/n/	nut	-at	/h/	hat	-et	/l/	let
Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.															

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: hop S: hop T: Without /h/, what's left is? S: op	<u>t</u> ap	/t/	ap	<u>f</u> un	/f/	un	<u>s</u> um	/s/	um	<u>p</u> et	/p/	et	<u>h</u> op	/h/	op
*Say sound, not letter name	<u>w</u> in	/w/	in	<u>l</u> ock	/l/	ock	<u>m</u> op	/m/	op	<u>d</u> ock	/d/	ock	<u>d</u> one	/d/	un
	<u>f</u> ox	/f/	ox	<u>s</u> ip	/s/	ip	<u>d</u> im	/d/	im	<u>h</u> id	/h/	id	<u>m</u> itt	/m/	it
	<u>m</u> en	/m/	en	<u>b</u> eg	/b/	eg	<u>t</u> ab	/t/	ab	<u>r</u> ub	/r/	ub	<u>r</u> ed	/r/	ed
	<u>n</u> ut	/n/	ut	<u>h</u> at	/h/	at	<u>l</u> et	/l/	et	<u>j</u> am	/j/	am	<u>s</u> at	/s/	at
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.															

Kindergarten Phonemic Awareness Lesson for Week 17

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 <u>/*/</u> to <u>/*/</u> and the word is?" Ex. T: not S: not T: Change /n/ to /h/ and the word is? S: hot *Say sound, not letter name	<u>p</u> et /g/ g <u>e</u> t <u>r</u> un /s/ s <u>u</u> n <u>m</u> op /p/ p <u>o</u> p <u>p</u> it /h/ h <u>i</u> t <u>y</u> es /g/ g <u>u</u> ess	<u>t</u> ell /f/ f <u>e</u> ll <u>g</u> um /s/ s <u>u</u> m <u>f</u> in /b/ b <u>i</u> n <u>n</u> et /w/ w <u>e</u> t <u>l</u> ess /m/ m <u>e</u> ss	<u>t</u> ap /k/ c <u>a</u> p <u>w</u> ed /r/ r <u>e</u> d <u>b</u> ug /h/ h <u>u</u> g <u>s</u> et /y/ y <u>e</u> t <u>r</u> ocks /f/ f <u>o</u> x	<u>l</u> ot /p/ p <u>o</u> t <u>s</u> aid /h/ h <u>e</u> ad <u>b</u> ed /l/ l <u>e</u> d <u>w</u> ax /t/ t <u>a</u> x <u>h</u> ut /n/ n <u>u</u> t	<u>f</u> ill /w/ w <u>i</u> ll <u>d</u> eck /n/ n <u>e</u> ck <u>b</u> us /f/ f <u>u</u> ss <u>d</u> en /p/ p <u>e</u> n <u>p</u> ick /s/ s <u>i</u> ck										

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say each letter's name and sound.	Show the flashcards and say, "Letter is _____; Sound is _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Show the flashcards and say, "Letter is _____; Sound is _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter is _____; Sound is _____."

Language Awareness	Hey, Diddle, Diddle				
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.	Hey, Diddle, Diddle, The cat and the fiddle,	Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon;	Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight,	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.	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.

Kindergarten Phonemic Awareness Lesson for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	dip, rip, tag lap, cap, den beg, leg, nod rough, tough, cat Sam, lamb, him hot, not, bug toss, loss, hard	seem, team, man paw, saw, give will, hill, job mop, pop, toe hen, den, cub bird, heard, foot rack, pack, glove	rain, cold, told best, sing, thing help, pick, kick fox, rug, tug cape, gem, stem lock, door, floor ten, pad, sad	sail, head, pail pet, pig, net key, knob, bee mad, bet, dad June, nice, soon gum, rim, sum sell, roll, well	Category: Farm Animals
Teacher reads the series of words. Students repeat only the two rhyming words. Ex. T: gum, hum, rat S: gum, hum Fri: Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"					lig (pig) porse (horse) tricken (chicken) looster (rooster) cheep (sheep) lurkey (turkey)
Onset Fluency	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?
Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo	upstairs: curtain, usher elbow: echo, zero boulder: Texas, buffalo octopus: forever, option landing: listen, sister	actress: admit, dancer poetry: doctor, pencil iguana: itchy, regular nervous: harbor, napkin explore: enter, captain	ostrich: opera, sister garden: cotton, gallon excellent: extra, lunchbox daughter: total, distant avenue: actor, quickly	editor: winner, excuse corner: puddle, caboose itself: igloo, rapid journey: copy, justice upper: ugly, visit	obstacle: ladder, opposite victory: violet, concert everyone: jacket, effort sandal: singer, officer adding: button, activity
Blending Phonemes	s - ī - d side f - ō - m foam b - ī - t bite v - ā - s vase p - ō - k poke r - ī - s rice f - ā - d fade m - ō - n moan h - ī - k hike *Say sound, not letter name	w - ō - k woke l - ī - d lied p - ī - k pike r - ā - z raise s - ō - k soak v - ā - n vane k - ō - d code d - ī - v dive p - ā - v pave k - ā - p cape	r - ō - d road k - ī - t kite p - ā - n pain l - ā - t late n - ō - t note r - ī - p ripe w - ī - z wise g - ā - v gave l - ō - n loan f - ī - n fine	s - ā - v save z - ō - n zone f - ī - l file t - ō - d toad p - ī - n pine r - ō - b robe f - ā - m fame b - ī - k bike h - ō - m home t - ā - p tape	b - ō - n bone l - ī - k like h - ō - p hope b - ā - t bait w - ī - p wipe g - ō - t goat s - ā - m same d - ī - s dice k - ā - n cane p - ā - d paid
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	cake /ā/ note /ō/ side /ī/ read /ē/ cute /ū/ base /ā/ dime /ī/	hike /ī/ race /ā/ heat /ē/ kite /ī/ boat /ō/ same /ā/ teeth /ē/	goat /ō/ wise /ī/ reach /ē/ date /ā/ peek /ē/ code /ō/ mute /ū/	feet /ē/ sign /ī/ phone /ō/ duke /oo/ hide /ī/ leap /ē/ came /ā/	fuse /ū/ ride /ī/ lane /ā/ meet /ē/ dude /oo/ hope /ō/ raise /ā/
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	road	r - ō - d	save	s - ā - v	bone	b - ō - n	side	s - ī - d	woke	w - ō - k
Teacher says the word. Students repeat the word and segment it into individual phonemes.	kite	k - ī - t	zone	z - ō - n	like	l - ī - k	foam	f - ō - m	lied	l - ī - d
Ex. T: cape S: cape, k-ā-p	pain	p - ā - n	file	f - ī - l	hope	h - ō - p	bite	b - ī - t	pike	p - ī - k
	late	l - ā - t	toad	t - ō - d	bait	b - ā - t	vase	v - ā - s	raise	r - ā - z
	note	n - ō - t	pine	p - ī - n	wipe	w - ī - p	poke	p - ō - k	soak	s - ō - k
	ripe	r - ī - p	robe	r - ō - b	goat	g - ō - t	rice	r - ī - s	vane	v - ā - n
	wise	w - ī - z	fame	f - ā - m	same	s - ā - m	fake	f - ā - k	code	k - ō - d
	gave	g - ā - v	bike	b - ī - k	dice	d - ī - s	moan	m - ō - n	dive	d - ī - v
	loan	l - ō - n	home	h - ō - m	cane	k - ā - n	hike	h - ī - k	pave	p - ā - v
*Say sound, not letter name	fine	f - ī - n	tape	t - ā - p	paid	p - ā - d	cove	c - ō - v	cape	k - ā - p

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word.

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ine S: ine T: Add /m/ at the beginning and the word is? S: mine	-ake	/f/	fake	-ite	/b/	bite	-ote	/r/	wrote	-ace	/f/	face	-ope	/h/	hope
	-ake	/t/	take	-ite	/s/	sight	-ote	/n/	note	-ace	/l/	lace	-ope	/s/	soap
	-ake	/l/	lake	-ite	/r/	right	-ote	/b/	boat	-ace	/r/	race	-ope	/n/	nope
	-ake	/r/	rake	-ite	/h/	height	-ote	/k/	coat	-ace	/p/	pace	-ope	/k/	cope
*Say sound, not letter name	-ake	/m/	make	-ite	/m/	might	-ote	/m/	moat	-ace	/k/	case	-ope	/r/	rope

Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: coat S: coat T: Without /k/, what's left is? S: oat	<u>f</u> ine	/f/	ine	<u>d</u> ime	/d/	ime	<u>g</u> ame	/s/	ame	<u>f</u> ace	/f/	ace	<u>j</u> oke	/j/	oke
	<u>c</u> age	/k/	age	<u>s</u> oak	/s/	oak	<u>l</u> ime	/l/	ime	<u>s</u> ight	/s/	ite	<u>g</u> ate	/g/	ate
	<u>l</u> oad	/l/	oad	<u>m</u> ite	/m/	ite	<u>t</u> one	/t/	one	<u>r</u> oam	/r/	oam	<u>d</u> ice	/d/	ice
	<u>m</u> ice	/m/	ice	<u>p</u> age	/p/	age	<u>k</u> ite	/k/	ite	<u>c</u> oat	/k/	oat	<u>f</u> oam	/f/	oam
*Say sound, not letter name	<u>s</u> ale	/s/	ale	<u>w</u> rote	/r/	rote	<u>m</u> ade	/m/	ade	<u>w</u> ide	/w/	ide	<u>p</u> aid	/p/	aid

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

Kindergarten Phonemic Awareness Lesson for Week 18

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 <u>/r/</u> to <u>/m/</u> and the word is?" T: Ex. T: line S: line T: Change /l/ to /m/ and the word is? S: mine *Say sound, not letter name	<u>d</u> ate /r/ rate <u>r</u> ate /g/ gate <u>g</u> ate /m/ mate <u>m</u> ate /l/ late <u>l</u> ate /d/ date	/r/ rate /g/ gate /m/ mate /l/ late /d/ date	/r/ rate /g/ gate /m/ mate /l/ late /d/ date	<u>h</u> ide /s/ side <u>s</u> ide /r/ ride <u>r</u> ide /w/ wide <u>w</u> ide /t/ tide <u>t</u> ide /h/ hide	/s/ side /r/ ride /w/ wide /t/ tide /h/ hide	/s/ side /r/ ride /w/ wide /t/ tide /h/ hide	<u>b</u> one /z/ zone <u>z</u> one /l/ lone <u>l</u> one /k/ cone <u>c</u> one /n/ known <u>k</u> nown /b/ bone	/z/ zone /l/ lone /k/ cone /n/ known /b/ bone	/z/ zone /l/ lone /k/ cone /n/ known /b/ bone	<u>s</u> ail /m/ mail <u>m</u> ail /p/ pail <u>p</u> ail /n/ nail <u>n</u> ail /w/ wail <u>w</u> ail /r/ rail	/m/ mail /p/ pail /n/ nail /w/ wail /r/ rail	/m/ mail /p/ pail /n/ nail /w/ wail /r/ rail	<u>k</u> ite /b/ bite <u>b</u> ite /s/ site <u>s</u> ite /l/ light <u>l</u> ight /n/ night <u>n</u> ight /m/ might	/b/ bite /s/ site /l/ light /n/ night /m/ might	/b/ bite /s/ site /l/ light /n/ night /m/ might

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Little Miss Muffet	One, Two, Three, Four, Five	Little Jack Horner	Hey, Diddle, Diddle	Student's choice from this week's nursery rhymes to recite or sing.
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.	Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.	One, two, three, four, five, Once I caught a fish alive, Six, seven, eight, nine, ten, Then I let it go again. Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on my right.	Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"	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.	Student's choice from this week's nursery rhymes to recite or sing.

Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -en	Rime: -et	Rime: -ed	Rime: -ent	Rime: -ell
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> hen Possible Student Response: ten den when then	<i>Teacher example:</i> get Possible Student Response: wet let net pet	<i>Teacher example:</i> red Possible Student Response: led bed sled fed	<i>Teacher example:</i> sent Possible Student Response: went rent dent tent	<i>Teacher example:</i> bell Possible Student Response: fell tell shell well
Onset Fluency	age /ā/ open /ō/ ice /ī/ unite /ū/ eat /ē/	ocean /ō/ eel /ē/ acorn /ā/ unicorn /ū/ idea /ī/	icing /ī/ apron /ā/ okay /ō/ east /ē/ use /ū/	useful /ū/ each /ē/ dinner /d/ oval /ō/ valley /v/	sincere /s/ ace /ā/ coffee /k/ over /ō/ isle /ī/
Blending Phonemes	m - ā - d made d - oo - k duke t - oo - n tune g - ō - l goal p - ī - p pipe l - ā - k lake s - ī - t site p - ā - v pave v - ā - s vase r - ō - d road	n - ī - n nine t - ō - n tone f - ī - v five m - ā - n mane s - ō - p soap k - ū - b cube j - oo - n June r - ī - p ripe g - ō - t goat b - ā - s base	t - oo - b tube w - ā - v wave k - ī - t kite d - ē - p deep r - oo - d rude h - ō - p hope f - ī - n fine k - ā - n cane L - ū - k Luke k - ō - l coal	d - oo - n dune r - ā - t rate p - ī - n pine r - ō - m roam k - ā - p cape n - ō - t note m - ī - s mice k - ū - t cute f - ū - z fuse l - ī - v live	r - ō - b robe b - ī - t bite f - ū - m fume g - ā - t gate m - ū - t mute n - ā - m name l - ī - k like m - ā - z maze n - ī - s nice k - ō - t coat
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.					
Isolating Medial Sounds	rake /ā/ dove /ō/ need /ē/ cube /ū/ soap /ō/ rime /ī/ tape /ā/	bead /ē/ soak /ō/ tide /ī/ name /ā/ fuse /ū/ dice /ī/ team /ē/	wide /ī/ mane /ā/ pole /ō/ tube /oo/ might /ī/ seem /ē/ nail /ā/	wrote /ō/ rise /ī/ June /oo/ beak /ē/ maze /ā/ dive /ī/ rode /ō/	mute /ū/ week /ē/ mail /ā/ woke /ō/ deep /ē/ ripe /ī/ cute /ū/
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Segmenting Phonemes	tube	t - oo - b		dune	d - oo - n		robe	r - o - b		made	m - ā - d		nine	n - ī - n	
Teacher says the word. Students repeat the word and segment it into individual phonemes.	wave	w - ā - v		rate	r - ā - t		bite	b - ī - t		duke	d - oo - k		tone	t - o - n	
Ex. T: keep S: keep, k - ē - p	kite	k - ī - t		pine	p - ī - n		fume	f - ū - m		tune	t - oo - n		five	f - ī - v	
	deep	d - ē - p		roam	r - o - m		gate	g - ā - t		goal	g - o - l		mane	m - ā - n	
	rude	r - oo - d		cape	k - ā - p		mute	m - ū - t		pipe	p - ī - p		soap	s - o - p	
	hope	h - o - p		note	n - o - t		name	n - ā - m		lake	l - ā - k		cube	k - ū - b	
	fine	f - ī - n		mice	m - ī - s		like	l - ī - k		site	s - ī - t		June	j - oo - n	
	cane	k - ā - n		cute	k - ū - t		maze	m - ā - z		pave	p - ā - v		ripe	r - ī - p	
	Luke	L - ū - k		fuse	f - ū - s		nice	n - ī - s		vase	v - ā - s		goat	g - o - t	
*Say sound, not letter name	coal	k - o - l		live	l - ī - v		coat	k - o - t		road	r - o - d		base	b - ā - s	
Segmenting hand motion: Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme in the word.															

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ife S: ife T: Add /l/ at the beginning and the word is? S: life	-ūme	/f/	fume	-ōad	/t/	toad	-ake	/w/	wake	-oot	/r/	root	-ape	/k/	cape
	-oze	/n/	nose	-īde	/h/	hide	-oom	/r/	room	-āve	/s/	save	-oose	/g/	goose
	-āin	/p/	pain	-oon	/s/	soon	-ōve	/k/	cove	-oop	/h/	hoop	-ice	/n/	nice
	-oon	/t/	tune	-ood	/m/	mood	-ike	/b/	bike	-oke	/p/	poke	-oot	/b/	boot
*Say sound, not letter name	-ice	/r/	rice	-ate	/d/	date	-oon	/m/	moon	-ife	/l/	life	-obe	/r/	robe
Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.															

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /_/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: rice S: rice T: Without /r/, what's left is? S: ice	<u>w</u> ake	/w/	ake	<u>r</u> oot	/r/	oot	<u>c</u> ape	/k/	ape	<u>f</u> ume	/f/	ūme	<u>t</u> oad	/t/	ōad
	<u>r</u> oom	/r/	oom	<u>s</u> ave	/s/	āve	<u>g</u> oose	/g/	oose	<u>n</u> ose	/n/	ōze	<u>h</u> ide	/h/	ide
	<u>c</u> ove	/k/	ōve	<u>h</u> oop	/h/	oop	<u>n</u> ice	/n/	ice	<u>p</u> ain	/p/	āin	<u>s</u> oon	/s/	oon
	<u>b</u> ike	/b/	ike	<u>p</u> oke	/p/	oke	<u>b</u> oot	/b/	oot	<u>t</u> une	/t/	oon	<u>m</u> ood	/m/	ood
*Say sound, not letter name	<u>m</u> oon	/m/	oon	<u>l</u> ife	/l/	ife	<u>r</u> obe	/r/	obe	<u>r</u> ice	/r/	ice	<u>d</u> ate	/d/	ate
Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.															

Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 / <u>*/</u> to / <u>*/</u> and the word is?" Ex. T: ride S: ride T: Change /r/ to /s/ and the word is? S: side *Say sound, not letter name	<u>d</u> ime	/l/	lime	<u>b</u> oat	/g/	goat	<u>n</u> ice	/m/	mice	<u>g</u> ave	/s/	save	<u>h</u> ook	/t/	took
	<u>l</u> ime	/m/	mime	<u>g</u> oat	/k/	coat	<u>m</u> ice	/d/	dice	<u>s</u> ave	/k/	cave	<u>t</u> ook	/l/	look
	<u>m</u> ime	/t/	time	<u>c</u> oat	/n/	note	<u>d</u> ice	/r/	rice	<u>c</u> ave	/p/	pave	<u>l</u> ook	/h/	hook
	<u>t</u> ime	/ch/	chime	<u>n</u> ote	/v/	vote	<u>r</u> ice	/v/	vice	<u>p</u> ave	/r/	rave	<u>h</u> ook	/k/	cook
	<u>ch</u> ime	/d/	dime	<u>v</u> ote	/b/	boat	<u>v</u> ice	/n/	nice	<u>r</u> ave	/g/	gave	<u>c</u> ook	/b/	book

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Little Boy Blue				
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.	Little Boy Blue, come blow your horn.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep?	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.

Kindergarten Phonemic Awareness Lesson for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -eck	Rime: -ance	Rime: -end	Rime: -est	Rime: -ump
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> neck Possible Student Response: deck wreck check peck	<i>Teacher example:</i> dance Possible Student Response: France chance glance prance	<i>Teacher example:</i> bend Possible Student Response: spend send lend blend	<i>Teacher example:</i> west Possible Student Response: chest rest best test	<i>Teacher example:</i> jump Possible Student Response: lump bump stump pump
Onset Fluency	aim /ā/ united /ū/ eve /ē/ island /ī/ own /ō/	unify /ū/ oak /ō/ ate /ā/ eating /ē/ ideal /ī/	able /ā/ eastern /ē/ oath /ō/ using /ū/ icicle /ī/	random /r/ obey /ō/ humble /h/ even /ē/ journal /j/	silver /s/ locate /l/ oatmeal /ō/ museum /m/ erase /ē/
Blending Phonemes	h - ū - j huge k - ē - p keep w - ō - k woke s - ē - t seat g - ā - t gate d - ī - s dice t - ī - t tight g - ō - l goal l - ā - s lace t - oo - b tube	r - ā - z raise s - ī - t sight n - ō - t note t - ō - d toad j - oo - n June f - ē - t feet n - ī - t night l - ē - k leak t - ī - p type m - ū - l mule	g - ā - m game r - ī - t right h - ē - p heap f - ī - v five r - oo - l rule l - ē - s lease k - ō - d code t - ā - k take d - ō - m dome p - ā - n pain	f - ī - t fight h - ē - t heat t - ī - d tide k - ō - t coat b - ē - d bead r - ā - s race w - ē - v weave l - ī - t light m - ē - n mean j - ō - k joke	m - ī - t might b - ā - l bale n - ē - t neat f - ā - k fake l - ē - p leap w - ī - f wife t - ō - t tote p - ē - k peak f - ā - s face c - ū - b cube
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then teacher and students slide hands right to left to say the whole word.					
Isolating Medial Sounds	not /ō/ note /ō/ mad /ă/ made /ā/ kit /ĩ/ kite /ī/	dim /ĩ/ dime /ī/ tap /ă/ tape /ā/ red /ě/ rēad /ē/	hop /ō/ hope /ō/ fin /ĩ/ fine /ī/ can /ă/ cane /ā/	hid /ĩ/ hide /ī/ cut /ũ/ cute /ū/ set /ě/ seat /ē/	man /ă/ mane /ā/ led /ě/ lead /ē/ rod /ō/ rode /ō/
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	game	g - ā - m	fight	f - ī - t	might	m - ī - t	huge	h - ū - j	raise	r - ā - z
Teacher says the word. Students repeat the word and segment it into individual phonemes.	right	r - ī - t	heat	h - ē - t	bale	b - ā - l	keep	k - ē - p	sight	s - ī - t
Ex. T: heat S: heat, h-ē-t	heap	h - ē - p	tide	t - ī - d	neat	n - ē - t	woke	w - ō - k	note	n - ō - t
	five	f - ī - v	coat	k - ō - t	fake	f - ā - k	seat	s - ē - t	toad	t - ō - d
	rule	r - oo - l	bead	b - ē - d	leap	l - ē - p	gate	g - ā - t	June	j - oo - n
	lease	l - ē - s	race	r - ā - s	wife	w - ī - f	dice	d - ī - s	feet	f - ē - t
	code	k - ō - d	weave	w - ē - v	tote	t - ō - t	tight	t - ī - t	night	n - ī - t
	take	t - ā - k	light	l - ī - t	peak	p - ē - k	goal	g - ō - l	leak	l - ē - k
	dome	d - ō - m	mean	m - ē - n	face	f - ā - s	lace	l - ā - s	type	t - ī - p
*Say sound, not letter name	pain	p - ā - n	joke	j - ō - k	cube	k - ū - b	tube	t - oo - b	mule	m - ū - l

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word.

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ace S: ace T: Add /f/ at the beginning and the word is? S: face	-eed	/n/	need	-ate	/w/	wait	-eep	/b/	beep	-oke	/p/	poke	-āit	/b/	bait
	-ade	/f/	fade	-ome	/h/	home	-ime	/l/	lime	-ēan	/b/	bean	-ōan	/l/	loan
	-ize	/w/	wise	-eet	/f/	feet	-ace	/v/	vase	-ane	/k/	cane	-ēam	/t/	team
	-ōat	/g/	goat	-ipe	/r/	ripe	-ode	/k/	code	-eep	/j/	jeep	-oon	/j/	June
*Say sound, not letter name	-ūte	/k/	cute	-eep	/k/	keep	-eed	/s/	seed	-ite	/n/	night	-ize	/r/	rise

Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: gate S: gate T: Without /g/, what's left is? S: ate	<u>b</u> eep	/b/	eep	<u>p</u> oke	/p/	oke	<u>b</u> ait	/b/	āit	<u>n</u> eed	/n/	eed	<u>w</u> ait	/w/	ate
	<u>l</u> ime	/l/	ime	<u>b</u> ean	/b/	ēan	<u>l</u> oan	/l/	ōan	<u>f</u> ade	/f/	ade	<u>h</u> ome	/h/	ome
	<u>v</u> ase	/v/	ase	<u>c</u> ane	/k/	ane	<u>t</u> eam	/t/	ēam	<u>w</u> ise	/w/	ize	<u>f</u> eet	/f/	eet
	<u>c</u> ode	/k/	ode	<u>j</u> eeep	/j/	eep	<u>J</u> une	/j/	oon	<u>g</u> oat	/g/	ōat	<u>r</u> ipe	/r/	ipe
*Say sound, not letter name	<u>s</u> eed	/s/	eed	<u>n</u> ight	/n/	ite	<u>r</u> ise	/r/	ize	<u>c</u> ute	/k/	ūte	<u>k</u> eeep	/k/	eep

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

Kindergarten Phonemic Awareness Lesson for Week 20

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 <u>*/</u> to <u>*/</u> and the word is?" Ex. T: read S: read T: Change /r/ to /f/ and the word is? S: feed *Say sound, not letter name	<u>n</u> eed	/s/	seed	<u>f</u> ace	/p/	pace	<u>j</u> oke	/p/	poke	<u>l</u> ike	/b/	bike	<u>b</u> oom	/z/	zoom
	<u>s</u> eed	/l/	lead	<u>p</u> ace	/l/	lace	<u>p</u> oke	/w/	woke	<u>b</u> ike	/h/	hike	<u>z</u> oom	/l/	loom
	<u>l</u> ead	/b/	bead	<u>l</u> ace	/r/	race	<u>w</u> oke	/y/	yoke	<u>h</u> ike	/p/	pike	<u>l</u> oom	/r/	room
	<u>b</u> ead	/r/	read	<u>r</u> ace	/ch/	chase	<u>y</u> oke	/s/	soak	<u>p</u> ike	/m/	Mike	<u>r</u> oom	/d/	doom
	<u>r</u> ead	/n/	need	<u>ch</u> ase	/f/	face	<u>s</u> oak	/j/	joke	<u>M</u> ike	/l/	like	<u>d</u> oom	/b/	boom

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z		Card Pack: Letters A - Z		Card Pack: Letters A - Z		Card Pack: Letters A - Z		Card Pack: Letters A - Z	
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."		1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.		Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."		1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.		Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	

Language Awareness	Jack Be Nimble				
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.	Jack be nimble, Jack be quick	Jack be nimble, Jack be quick Jack jump over the candlestick.	Jack be nimble, Jack be quick Jack jump over the candlestick.	Jack be nimble, Jack be quick Jack jump over the candlestick.	Jack be nimble, Jack be quick Jack jump over the candlestick.

Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -ake	Rime: -eed/-ead	Rime: -ight	Rime: -oat/-ote	Rime: -ool
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> take Possible Student Response: shake rake flake cake	<i>Teacher example:</i> need Possible Student Response: feed seed weed read	<i>Teacher example:</i> right Possible Student Response: sight night flight bright	<i>Teacher example:</i> boat Possible Student Response: note goat vote float	<i>Teacher example:</i> pool Possible Student Response: cool tool stool school
Onset Fluency	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?	Which word begins like *?
Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound Ex. T: lion S: lion T: Which word begins like lion; melon or little? S: little	over: ozone, ever target: siren, total ego: zero, evil limit: lesson, hidden anchor: donate, apron	odor: oval, total ice: atlas, idea complete: cactus, filter signal: timid, social even: odd, east	unite: use, nine happy: upset, human old: absent, open island: secret, isle master: never, market	able: after, age erode: erase, recite local: letter, manner better: center, butter gallon: guitar, sample	aim: soar, ace eagle: each, little perfect: admire, pepper double: donut, soccer unicorn: really, unit
Blending Phonemes	w - ŭ - z was k - ō - l coal m - ē - n mean l - ā - t late z - ă - g zag t - oo - b tube n - ī - t night k - ā - p cape y - ě - s yes j - ē - p jeep	h - ī - t height b - ă - g bag j - oo - n June k - ē - z keys v - ā - s vase m - oo - n moon p - ŭ - g pug s - ō - p soap t - ē - n teen m - ĩ - t mitt	f - ā - s face s - ē - d seed r - oo - m room k - ŭ - t cut t - ō - d toad h - ī - v hive b - ō - l bowl l - ă - b lab y - ŭ - k yuck h - ă - z has	m - ō - l mole w - ă - g wag s - ŭ - m sum t - ě - n ten f - ā - t fate s - ē - l seal k - ŭ - b cube l - ī - t light b - ē - z bees m - ĩ - s miss	d - ē - p deep g - ā - v gave k - ŭ - t cute t - ī - m time s - ă - p sap r - ō - z rose t - ĩ - k tick h - ŭ - t hut m - ā - d made f - ě - l fell
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then teacher and students slide hands right to left to say the whole word.					
Isolating Medial Sounds	less /ě/ fog /ō/ time /ī/ cub /ŭ/ same /ā/ rag /ă/ pick /ĩ/	paid /ā/ nose /ō/ head /ě/ write /ī/ have /ă/ log /ō/ tune /oo/	dot /ō/ came /ā/ keep /ē/ set /ě/ tub /ŭ/ hope /ō/ like /ī/	home /ō/ night /ī/ take /ā/ bell /ě/ wide /ī/ seed /ē/ mat /ă/	site /ī/ face /ā/ hop /ō/ dune /oo/ teach /ē/ led /ě/ rope /ō/
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday			Tuesday			Wednesday			Thursday			Friday	
Segmenting Phonemes	face	f - ā - s	mole	m - ō - l	deep	d - ē - p	was	w - ŭ - z	height	h - ī - t				
Teacher says the word. Students repeat the word and segment it into individual phonemes.	seed	s - ē - d	wag	w - ā - g	gave	g - ā - v	coal	k - ō - l	bag	b - ā - g				
Ex. T: cube S: cube, k - ū - b	room	r - oo - m	sum	s - ŭ - m	cute	k - ū - t	mean	m - ē - n	June	j - oo - n				
	cut	k - ŭ - t	ten	t - ě - n	time	t - ī - m	late	l - ā - t	keys	k - ē - z				
	toad	t - ō - d	fate	f - ā - t	sap	s - ā - p	zag	z - ā - g	vase	v - ā - s				
	hive	h - ī - v	seal	s - ē - l	rose	r - ō - z	tube	t - oo - b	moon	m - oo - n				
	bowl	b - ō - l	cube	k - ū - b	tick	t - ĭ - k	night	n - ī - t	pug	p - ŭ - g				
	lab	l - ā - b	light	l - ī - t	hut	h - ŭ - t	cape	k - ā - p	soap	s - ō - p				
	yuck	y - ŭ - k	bees	b - ē - z	made	m - ā - d	yes	y - ě - s	teen	t - ē - n				
*Say sound, not letter name	has	h - ā - z	miss	m - ĭ - s	fell	f - ě - l	jeep	j - ē - p	mitt	m - ĭ - t				

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word.

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: ice S: ice T: Add /n/ at the beginning and the word is? S: nice	-ome	/d/	dome	-ab	/l/	lab	-āil	/m/	mail	-ēam	/s/	seam	-oat	/k/	coat
	-ēs	/y/	yes	-ēal	/r/	real	-ice	/d/	dice	-ed	/h/	head	-ess	/g/	guess
	-ice	/m/	mice	-ike	/h/	hike	-en	/t/	ten	-oob	/t/	tube	-ime	/t/	time
	-an	/v/	van	-ell	/t/	tell	-um	/g/	gum	-ig	/w/	wig	-ud	/m/	mud
*Say sound, not letter name	-ēad	/b/	bead	-oke	/w/	woke	-ot	/n/	not	-am	/j/	jam	-āin	/v/	vain

Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: guess T: Without /g/, what's left is? S: ess	<u>m</u> ail	/m/	ail	<u>s</u> eam	/s/	ēam	<u>c</u> oat	/k/	oat	<u>d</u> ome	/d/	ome	<u>l</u> ab	/l/	ab
	<u>d</u> ice	/d/	ice	<u>h</u> ead	/h/	ed	<u>g</u> uess	/g/	ĕss	<u>y</u> es	/y/	es	<u>r</u> eal	/r/	ēal
	<u>t</u> en	/t/	en	<u>t</u> ube	/t/	oob	<u>t</u> ime	/t/	ime	<u>m</u> ice	/m/	ice	<u>h</u> ike	/h/	ike
	<u>g</u> um	/g/	um	<u>w</u> ig	/w/	ig	<u>m</u> ud	/m/	ud	<u>v</u> an	/v/	an	<u>t</u> ell	/t/	ell
*Say sound, not letter name	<u>n</u> ot	/n/	ot	<u>j</u> am	/j/	am	<u>v</u> ain	/v/	āin	<u>b</u> ead	/b/	ēad	<u>w</u> oke	/w/	oke

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 / <u>*/</u> to / <u>*/</u> and the word is?" Ex. T: wait S: wait T: Change /w/ to /l/ and the word is? S: late *Say sound, not letter name	b ike	/l/	like	r ead	/n/	need	n ight	/r/	right	c ane	/l/	lane	w ipe	/r/	ripe
	n ose	/r/	rose	m ail	/s/	sail	c oal	/g/	goal	t ime	/d/	dime	n ame	/s/	same
	t ake	/w/	wake	h ide	/r/	ride	c age	/p/	page	f eel	/s/	seal	h ole	/m/	mole
	h eat	/s/	seat	s oap	/h/	hope	t eam	/b/	beam	s oon	/m/	moon	p eak	/w/	week
	l oop	/h/	hoop	p ool	/k/	cool	g oose	/m/	moose	g oat	/n/	note	f ood	/m/	mood

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time out of alphabetical order . The students & teacher say the letters' name and sound. Provide multiple sounds for vowels and letters C, G, & S.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Little Bo Peep				
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.	Little Bo Peep Has lost her sheep,	Little Bo Peep Has lost her sheep, And doesn't know where to find them.	Little Bo Peep Has lost her sheep, And doesn't know where to find them. Leave them alone, And they'll come home,	Little Bo Peep Has lost her sheep, And doesn't know where to find them. Leave them alone, And they'll come home, wagging their tails behind them.	Little Bo Peep Has lost her sheep, And doesn't know where to find them. Leave them alone, And they'll come home, wagging their tails behind them.

Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Production	Rime: -ine	Rime: -ow	Rime: -ail/-ale	Rime: -eak/-eek	Rime: -ook
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> pine Possible Student Response: vine nine shine mine	<i>Teacher example:</i> row Possible Student Response: low slow show know	<i>Teacher example:</i> sail Possible Student Response: tale pail whale rail	<i>Teacher example:</i> beak Possible Student Response: seek leak cheek weak	<i>Teacher example:</i> hook Possible Student Response: look book shook took
Onset Fluency	minus /m/ opposite /ō/ uncle /ū/ island /ī/ animal /ă/ eagles /ē/	basic /b/ oval /ō/ each /ē/ weather /w/ interest /ī/ eraser /ē/	easy /ē/ yellow /y/ tulips /t/ useful /ū/ able /ā/ nature /n/	odor /ō/ locate /l/ athlete /ă/ pilot /p/ effort /ē/ reptile /r/	sequence /s/ upon /ū/ action /ă/ even /ē/ hurdle /h/ zebra /z/
Blending Phonemes	r - ō - p rope f - ī - g fig b - ē - t beat g - ě - s guess t - ū - k tuck w - ī - t white p - ā - s pace h - ă - m ham r - ō - l role l - oo - n loon	p - ě - g peg w - ā - k wake h - ō - l hole m - ĭ - t mitt j - oo - n June k - ū - f cuff d - ē - p deep r - ā - s race n - oo - t newt s - ī - z size	s - oo - n soon r - ī - z rise k - ă - p cap n - ō - z nose w - ā - l whale t - ē - m team r - ā - k rake f - ĭ - n fin b - oo - t boot l - ě - s less	l - oo - m loom t - ī - d tide d - ă - b dab r - ō - t wrote k - ā - s case b - ĭ - g big m - ē - l meal t - oo - b tube v - ī - n vine p - ū - f puff	f - ā - m fame k - ō - t coat w - ě - l well l - ă - m lamb s - ē - k seek l - oo - p loop k - ū - b cube r - ī - t right g - ā - n gain j - ō - k joke
*Say sound, not letter name					
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then students slide hands right to left to say the whole word.					
Isolating Medial Sounds	had /ă/ comb /ō/ beak /ē/ kite /ī/ fuss /ū/ pen /ē/ soap /ō/	lime /ī/ seem /ē/ tip /ī/ tuck /ū/ boat /ō/ mop /ō/ paid /ā/	cope /ō/ mice /ī/ laid /ā/ fin /ī/ keep /ē/ cap /ă/ zoom /oo/	real /ē/ same /ā/ lock /ō/ bite /ī/ pan /ă/ said /ē/ bone /ō/	bake /ā/ head /ē/ size /ī/ hope /ō/ pick /ī/ mute /ū/ lean /ē/
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: these S: these, /ē/					
Roller coaster hand motion: Teacher and students move their 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 vowel sound; bottom of the hill is the end of the word.					

Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Segmenting Phonemes	soon	s - oo - n		loom	l - oo - m		fame	f - ā - m		rope	r - ō - p		peg	p - ě - g	
Teacher says the word. Students repeat the word and segment it into individual phonemes.	rise	r - ī - z		tide	t - ī - d		coat	k - ō - t		fig	f - ĭ - g		wake	w - ā - k	
Ex. T: real S: r-ē-l	cap	k - ă - p		dab	d - ă - b		well	w - ě - l		beat	b - ě - t		hole	h - ō - l	
	nose	n - ō - z		wrote	r - ō - t		lamb	l - ă - m		guess	g - ě - s		mitt	m - ĭ - t	
	whale	w - ā - l		case	k - ā - s		seek	s - ē - k		tuck	t - ů - k		June	j - oo - n	
	team	t - ě - m		big	b - ĭ - g		loop	l - oo - p		white	w - ĭ - t		cuff	k - ů - f	
	rake	r - ā - k		meal	m - ē - l		cube	k - ū - b		pace	p - ā - s		deep	d - ē - p	
	fin	f - ĭ - n		tube	t - oo - b		right	r - ĭ - t		ham	h - ă - m		race	r - ā - s	
	boot	b - oo - t		vine	v - ĭ - n		gain	g - ā - n		role	r - ō - l		newt	n - oo - t	
*Say sound, not letter name	less	l - ě - s		puff	p - ů - f		joke	j - ō - k		loon	l - oo - n		size	s - ĭ - z	

Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word.

Adding Phonemes	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 /*/ at the beginning and the word is?"	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
Ex. T: in S: in T: Add /f/ at the beginning and the word is? S: fin	-āin	/m/	main	-im	/h/	him	-ŭv	/l/	love	-ile	/f/	file	-ope	/r/	rope
*Say sound, not letter name	-eep	/k/	keep	-ote	/v/	vote	-eck	/n/	neck	-un	/s/	sun	-an	/m/	man
	-ell	/b/	bell	-ite	/t/	tight	-ate	/d/	date	-in	/t/	tin	-ig	/p/	pig
	-ut	/n/	nut	-ake	/l/	lake	-ōap	/s/	soap	-ēal	/h/	heal	-ice	/v/	vice
	-oak	/s/	soak	-et	/j/	jet	-ēad	/r/	read	-āve	/p/	pave	-oon	/d/	dune

Adding hand motion: Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without / <u>*/</u> , what's left is?"	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Ex. T: vote T: Without /v/, what's left is? S: ote	<u>l</u> ove	/l/	ŭv	<u>f</u> ile	/f/	īle	<u>r</u> ope	/r/	ope	<u>m</u> ain	/m/	āin	<u>h</u> im	/h/	im
*Say sound, not letter name	<u>n</u> eck	/n/	eck	<u>s</u> un	/s/	un	<u>m</u> an	/m/	an	<u>k</u> ee <u>p</u>	/k/	eep	<u>v</u> ote	/v/	ote
	<u>d</u> ate	/d/	ate	<u>t</u> in	/t/	in	<u>p</u> ig	/p/	ig	<u>b</u> ell	/b/	ell	<u>t</u> ight	/t/	ite
	<u>s</u> oap	/s/	ōap	<u>h</u> eal	/h/	ēal	<u>v</u> ice	/v/	ice	<u>n</u> ut	/n/	ut	<u>l</u> ake	/l/	ake
	<u>r</u> ead	/r/	ēad	<u>p</u> ave	/p/	āve	<u>d</u> une	/d/	oon	<u>s</u> oak	/s/	ōak	<u>j</u> et	/j/	et

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	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 / <u>*/</u> to / <u>*/</u> and the word is?" Ex. T: game S: game T: Change /g/ to /k/ and the word is? S: came *Say sound, not letter name	<u>m</u> ade	/p/	paid	<u>t</u> ime	/r/	rime	<u>l</u> ead	/r/	read	<u>v</u> ote	/k/	coat	<u>f</u> ive	/d/	dive
	<u>r</u> ight	/t/	tight	<u>s</u> ave	/g/	gave	<u>f</u> ull	/p/	pull	<u>k</u> ee <u>p</u>	/j/	jeep	<u>h</u> oop	/s/	soup
	<u>f</u> ee <u>t</u>	/n/	neat	<u>r</u> oad	/t/	toad	<u>s</u> ame	/g/	game	<u>w</u> ise	/r/	rise	<u>t</u> one	/z/	zone
	<u>h</u> ome	/d/	dome	<u>m</u> eal	/d/	deal	<u>f</u> ile	/p/	pile	<u>c</u> ase	/b/	base	<u>n</u> iece	/p/	piece
	<u>w</u> ood	/g/	good	<u>c</u> ould	/w/	would	<u>w</u> ove	/k/	cove	<u>l</u> ook	/t/	took	<u>t</u> ail	/r/	rail

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.

Alphabet Knowledge	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z	Card Pack: Letters A - Z
Teacher holds up flashcards one at a time <i>out of alphabetical order</i> . The students & teacher say the letters' name and sound. Provide multiple sounds for vowels and letters C, G, & S.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Show the flashcards and say, "Letter(s) is/are _____; Sound is / Sounds are _____."

Language Awareness	Jack and Jill				
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.	Jack and Jill Went up the hill,	Jack and Jill Went up the hill, To fetch a pail of water.	Jack and Jill Went up the hill, To fetch a pail of water. Jack fell down And broke his crown,	Jack and Jill Went up the hill, To fetch a pail of water. Jack fell down And broke his crown, And Jill came tumbling after.	Jack and Jill Went up the hill, To fetch a pail of water. Jack fell down And broke his crown, And Jill came tumbling after.