



PRE-  
KINDERGARTEN  
Curriculum

2020 Edition

# Phonemic Awareness

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



OVER 250,000  
HEGGERTY  
BOOKS SOLD

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## Pre-Kindergarten Phonemic Awareness Lesson for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>					
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.	rock, sock car, back white, peak best, nest sun, fun	seed, read head, dime bake, make come, some rock, pole	map, nap fish, dish dive, home low, bōw shoe, new	book, look line, keep will, hill six, date that, sat	saw, paw lip, rip four, more bean, give share, chair

<b>Onset Fluency</b>					
The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme).	pay, pick /p/ how, hope /h/ man, mice /m/ day, did /d/ baby, bird /b/	cane, cold /k/ for, five /f/ girl, good /g/ joke, jet /j/ look, left /l/	Tuesday, toe /t/ Friday, few /f/ Wednesday, with /w/ Saturday, sight /s/ Monday, made /m/	keep, case /k/ best, book /b/ new, nice /n/ quiet, quick /kw/ read, rain /r/	very, vine /v/ yes, yawn /y/ zero, zone /z/ hook, hang /h/ tell, tape /t/
Ex. T: sing, soft, /s/ S: sing, soft, /s/					

<b>Blending Syllables</b>										
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.	ōn - er tur - kē tēch - ing pīll - ō ēn - joy	owner turkey teaching pillow enjoy	wīg - le hān - dle rāb - ĭt car - toon cūm - ing	wiggle handle rabbit cartoon coming	mūf - ĩn hām - er dir - tē jūn - gle nēt - ěst	muffin hammer dirty jungle neatest	ŭn - doo hōp - ful brān - ē sē - ing count - ing	undo hopeful brainy seeing counting	new - er hāp - ē glād - lē wīn - ter rē - tī	newer happy gladly winter retie
Ex. T: ōn - er, owner S: ōn - er, owner										

**Blending hand motion:** Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per syllable. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

<b>Isolating Medial Sounds</b>								
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.	cat /ă/ hen /ĕ/ pig /ĭ/ mom /ō/ bug /ŭ/	ran /ă/ set /ĕ/ hit /ĭ/ top /ō/ rug /ŭ/	bag /ă/ fell /ĕ/ sit /ĭ/ hot /ō/ run /ŭ/	hat /ă/ sell /ĕ/ win /ĭ/ pop /ō/ sun /ŭ/	ham /ă/ pen /ĕ/ fill /ĭ/ sock /ō/ cut /ŭ/			
Ex. T: sock /ō/ S: sock /ō/								

**Optional roller coaster hand motion:** Teacher and students move one arm like a roller coaster going over a hill. 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 Syllables</b>										
The teacher says the word and then segments it into syllables. The students repeat the word and then segment it into separate syllables.	muffin hammer dirty jungle neatest	mūf - ĩn hām - er dir - tē jūn - gle nēt - ěst	undo hopeful brainy seeing counting	ŭn - doo hōp - ful brān - ē sē - ing count - ing	newer happy gladly winter retie	new - er hāp - ē glād - lē wīn - ter rē - tī	owner turkey teaching pillow enjoy	ōn - er tur - kē tēch - ing pīll - ō ēn - joy	wiggle handle rabbit cartoon coming	wīg - le hān - dle rāb - ĭt car - toon cūm - ing
Ex. T: undo, ŭn - doo S: undo, ŭn - doo										

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each syllable. Teachers chop from right to left so that students mirror your movements.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday											
<b>Adding Syllables</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.	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	<b>Word</b>	<b>Add</b>	<b>Response</b>	
Ex. T: want S: want T: Add /ed/* at the end and the word is? T & S: wanted	list-	/ed/	listed	park-	/ing/	parking	cool-	/est/	coolest	dirt-	/ē/	dirty	help-	/ful/	helpful	
*Say sounds, not letter names.	want-	/ed/	wanted	play-	/ing/	playing	bright-	/est/	brightest	cloud-	/ē/	cloudy	hope-	/ful/	hopeful	
	heat-	/ed/	heated	see-	/ing/	seeing	high-	/est/	highest	storm-	/ē/	stormy	wish-	/ful/	wishful	
	rent-	/ed/	rented	hope-	/ing/	hoping	large-	/est/	largest	rain-	/ē/	rainy	play-	/ful/	playful	
	rest-	/ed/	rested	wait-	/ing/	waiting	strong-	/est/	strongest	snow-	/ē/	snowy	thank-	/ful/	thankful	
<b>Adding hand motion:</b> The teacher holds out the right hand with an open palm to represent the initial syllable. Then show the left hand to represent/add the final syllable, and lightly clap hands together for the whole word.																
<b>Deleting Syllables</b>	<b>Deleting from the end:</b>															
The teacher says the word and the students repeat it. The teacher says, "Without /*/, what's left is?" Teacher & students respond together.	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	<b>Word</b>	<b>Without</b>	<b>Response</b>	
Ex. T: coolest S: coolest T: Without /est/*, what's left is? T & S: cool	coolest	/est/	cool	dirty	/ē/	dirt	helpful	/ful/	help	listed	/ed/	list	parking	/ing/	park	
*Say sounds, not letter names.	brightest	/est/	bright	cloudy	/ē/	cloud	hopeful	/ful/	hope	wanted	/ed/	want	playing	/ing/	play	
	highest	/est/	high	stormy	/ē/	storm	wishful	/ful/	wish	heated	/ed/	heat	seeing	/ing/	see	
	largest	/est/	large	rainy	/ē/	rain	playful	/ful/	play	rented	/ed/	rent	hoping	/ing/	hope	
	strongest	/est/	strong	snowy	/ē/	snow	thankful	/ful/	thank	rested	/ed/	rest	waiting	/ing/	wait	
<b>Deleting hand motion:</b> The teacher holds out both hands with open palms. The right hand represents the initial syllable and the left hand represents the final syllable. Remove the left hand to delete the final syllable and show the remaining word with the right hand.																
<b>Alphabet Knowledge</b>	ABC Song:		ABC Song:		ABC Song:		ABC Song:		ABC Song:		ABC Song:		ABC Song:		ABC Song:	
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.	Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.		Sing and hold up letter cards as you sing.	
<b>Language Awareness</b>	One, Two, Three, Four, Five		Little Boy Blue		Hey Diddle Diddle		Twinkle, Twinkle Little Star									
<b>Nursery Rhyme Review:</b>	One, two, three, four, five.		Little Boy Blue,		Hey diddle diddle		Twinkle, twinkle, little star,									
<b>Monday - Thursday:</b> Each day review a nursery rhyme from the previous four weeks.	Once I caught a fish alive.		come blow your horn,		The cat and the fiddle		how I wonder what you are!									
<b>Friday:</b> The students choose their favorite nursery rhyme from any of the previous weeks.	Six, seven, eight, nine, ten,		the sheep's in the meadow,		The cow jumped		Up above the world so high,									
	then I let it go again.		the cow's in the corn.		Over the moon.		like a diamond in the sky.									
	Why did you let it go?		Where is the boy who looks		The little dog laughed		Twinkle, twinkle, little star,									
	Because he bit my finger so.		after the sheep?		To see such a sight,		how I wonder what you are!									
	Which finger did he bite?		He's under the haystack,		And the dish ran away											
	This little finger on the right.		fast asleep.		With the spoon.											

## Pre-Kindergarten Phonemic Awareness Lesson for Week 17

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>	three, he	they, play	tail, mail	mouse, house	you, too
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.	blind, find	how, now	not, get	cut, hut	ever, never
	yes, no	run, fun	so, then	knife, there	see, no
	mice, dice	all, not	farm, charm	tail, yes	such, much
	grow, too	fall, tall	wife, knife	did, hid	life, do

<b>Onset Fluency</b>										
The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme).	mess, more	/m/	hop, how	/h/	tail, toy	/t/	fair, fast	/f/	page, pine	/p/
Ex. T: mile, mice, /m/ S: mile, mice, /m/	life, lion	/l/	real, roll	/r/	knife, nurse	/n/	game, goal	/g/	rule, race	/r/
	talk, turn	/t/	farmer, fox	/f/	dig, deer	/d/	jeep, juice	/j/	vase, voice	/v/
	bus, box	/b/	wife, wave	/w/	your, year	/y/	kid, key	/k/	zoom, zebra	/z/
	seem, sign	/s/	cut, comb	/k/	bear, bell	/b/	note, night	/n/	such, soup	/s/

<b>Blending Onset - Rime</b>										
The teacher says the onset and rime with a pause between them and then says the word. The students repeat the onset and rime with a pause, and then say the word.	m - ice	mice	f - arm	farm	n - ife	knife	t - an	tan	f - ind	find
Ex. T: h - ow, how S: h - ow, how	l - ife	life	w - ife	wife	d - id	did	p - age	page	h - ow	how
	s - ee	see	k - ut	cut	f - or	for	k - id	kid	d - own	down
	n - ow	now	h - im	him	j - ar	jar	z - oo	zoo	n - ail	nail
	r - un	run	t - ail	tail	n - ow	now	h - ouse	house	f - ood	food

**Blending hand motion:** Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per onset and rime. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

<b>Isolating Medial Sounds</b>										
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.	can	/ă/	dad	/ă/	man	/ă/	hat	/ă/	pan	/ă/
Ex. T: cat /ă/ S: cat /ă/	men	/ě/	set	/ě/	pen	/ě/	bell	/ě/	get	/ě/
	hit	/ĩ/	fin	/ĩ/	kit	/ĩ/	sip	/ĩ/	lid	/ĩ/
	top	/õ/	hop	/õ/	fox	/õ/	lot	/õ/	dock	/õ/
	nut	/ũ/	run	/ũ/	cut	/ũ/	duck	/ũ/	sun	/ũ/

**Optional roller coaster hand motion:** Teacher and students move one arm like a roller coaster going over a hill. 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 Onset - Rime</b>										
The teacher says the word and then segments it into onset and rime. The students repeat the word and then segment the word into onset and rime.	knife	n - ife	tan	t - an	find	f - ind	mice	m - ice	farm	f - arm
Ex. T: tan, t - an S: tan, t - an	did	d - id	page	p - age	how	h - ow	life	l - ife	wife	w - ife
	for	f - or	kid	k - id	down	d - own	see	s - ee	cut	k - ut
	jar	j - ar	zoo	z - oo	nail	n - ail	cow	k - ow	him	h - im
	now	n - ow	house	h - ouse	food	f - ood	run	r - un	tail	t - ail

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

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The teacher says the rime and the students repeat it. The teacher says, "Add /*/ at the beginning and the word is?" Teacher & students respond together. Ex. T: /am/ S: /am/ T: Add /h/* at the beginning and the word is? T & S: ham *Say sounds, not letter names.	<table border="1"> <thead> <tr> <th>Rime</th> <th>Add</th> <th>Response</th> </tr> </thead> <tbody> <tr><td>-ăt</td><td>/h/</td><td>hat</td></tr> <tr><td>-ăn</td><td>/f/</td><td>fan</td></tr> <tr><td>-ăt</td><td>/p/</td><td>pet</td></tr> <tr><td>-în</td><td>/h/</td><td>hip</td></tr> <tr><td>-it</td><td>/s/</td><td>sit</td></tr> <tr><td>-ock</td><td>/r/</td><td>rock</td></tr> <tr><td>-op</td><td>/p/</td><td>pop</td></tr> <tr><td>-ut</td><td>/b/</td><td>bug</td></tr> </tbody> </table>	Rime	Add	Response	-ăt	/h/	hat	-ăn	/f/	fan	-ăt	/p/	pet	-în	/h/	hip	-it	/s/	sit	-ock	/r/	rock	-op	/p/	pop	-ut	/b/	bug	<table border="1"> <thead> <tr> <th>Rime</th> <th>Add</th> <th>Response</th> </tr> </thead> <tbody> <tr><td>-ăn</td><td>/f/</td><td>fan</td></tr> <tr><td>-ăt</td><td>/p/</td><td>pet</td></tr> <tr><td>-ip</td><td>/h/</td><td>hip</td></tr> <tr><td>-ot</td><td>/l/</td><td>lot</td></tr> <tr><td>-ock</td><td>/r/</td><td>rock</td></tr> <tr><td>-un</td><td>/f/</td><td>fun</td></tr> </tbody> </table>	Rime	Add	Response	-ăn	/f/	fan	-ăt	/p/	pet	-ip	/h/	hip	-ot	/l/	lot	-ock	/r/	rock	-un	/f/	fun	<table border="1"> <thead> <tr> <th>Rime</th> <th>Add</th> <th>Response</th> </tr> </thead> <tbody> <tr><td>-ăd</td><td>/m/</td><td>mad</td></tr> <tr><td>-ăll</td><td>/b/</td><td>bell</td></tr> <tr><td>-it</td><td>/s/</td><td>sit</td></tr> <tr><td>-ock</td><td>/r/</td><td>rock</td></tr> <tr><td>-un</td><td>/f/</td><td>fun</td></tr> </tbody> </table>	Rime	Add	Response	-ăd	/m/	mad	-ăll	/b/	bell	-it	/s/	sit	-ock	/r/	rock	-un	/f/	fun	<table border="1"> <thead> <tr> <th>Rime</th> <th>Add</th> <th>Response</th> </tr> </thead> <tbody> <tr><td>-ăm</td><td>/h/</td><td>ham</td></tr> <tr><td>-ăd</td><td>/s/</td><td>sack</td></tr> <tr><td>-ăd</td><td>/h/</td><td>had</td></tr> <tr><td>-ăd</td><td>/r/</td><td>rad</td></tr> <tr><td>-ăd</td><td>/l/</td><td>lad</td></tr> <tr><td>-ăd</td><td>/p/</td><td>pad</td></tr> <tr><td>-ăd</td><td>/b/</td><td>bad</td></tr> </tbody> </table>	Rime	Add	Response	-ăm	/h/	ham	-ăd	/s/	sack	-ăd	/h/	had	-ăd	/r/	rad	-ăd	/l/	lad	-ăd	/p/	pad	-ăd	/b/	bad	<table border="1"> <thead> <tr> <th>Rime</th> <th>Add</th> <th>Response</th> </tr> </thead> <tbody> <tr><td>-ăck</td><td>/s/</td><td>sack</td></tr> <tr><td>-ăd</td><td>/h/</td><td>had</td></tr> <tr><td>-ăd</td><td>/r/</td><td>rad</td></tr> <tr><td>-ăd</td><td>/l/</td><td>lad</td></tr> <tr><td>-ăd</td><td>/p/</td><td>pad</td></tr> <tr><td>-ăd</td><td>/b/</td><td>bad</td></tr> </tbody> </table>	Rime	Add	Response	-ăck	/s/	sack	-ăd	/h/	had	-ăd	/r/	rad	-ăd	/l/	lad	-ăd	/p/	pad	-ăd	/b/	bad
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<b>Alphabet Knowledge</b>	Card Pack: Letters A - Z	Card Pack: Letters A - Z	ABC Song:	Card Pack: Letters A - Z	ABC Song:																																																																																																															
<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 & sound.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only upper case letters.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only lower case letters.	Sing and hold up letter cards as you sing.	Show the flashcards & say, "Letter is ____; Sound is ____." Show upper and lower case letters.	Sing and hold up letter cards as you sing.																																																																																																															
<b>Language Awareness</b>	<b>Three Blind Mice</b>																																																																																																																			
The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.	Three blind mice, three blind mice.	Three blind mice, three blind mice. See how they run, see how they run.	Three blind mice, three blind mice. See how they run, see how they run. They all ran after the farmer's wife,	Three blind mice, three blind mice. See how they run, see how they run. They all ran after the farmer's wife, who cut off their tails with a carving knife.	Three blind mice, three blind mice. See how they run, see how they run. They all ran after the farmer's wife, who cut off their tails with a carving knife. Did you ever see such a sight in your life, as three blind mice?																																																																																																															

## Pre-Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>					
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.	dirt, shirt less, will bird, four money, honey see, bee	hip, cot found, round sheep, make in, pin well, bell	how, now jump, them if, him toad, road jet, get	pack, back cheese, please rain, so on, this not, hot	sweet, neat rose, nose what, keep red, bed blue, you

Onset Fluency					
<b>Onset Fluency</b>	paint, pen /p/	girl, golf /g/	bell, band /b/	home, hill /h/	lamp, life /l/
The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme).	near, name /n/	boy, base /b/	cough, card /k/	jam, jaw /j/	wash, well /w/
Ex. T: fix, find, /f/ S: fix, find, /f/	mom, most /m/	lost, land /l/	day, desk /d/	kick, cost /k/	tooth, touch /t/
	find, feel /f/	her, heart /h/	soap, sand /s/	quail, quilt /kw/	here, hand /h/
	room, ramp /r/	fence, fur /f/	gone, gift /g/	two, talk /t/	math, make /m/

Blending Phonemes										
<b>Blending Phonemes</b>	s - ē	see	g - ō	go	l - ī	lie	h - ā	hay	d - oo	do
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.	h - ē	he	l - ō	low	b - ī	by	s - ā	say	b - oo	boo
Ex. T: w - ē, we S: w - ē, we	m - ē	me	n - ō	no	p - ī	pie	d - ā	day	t - oo	too
	w - ē	we	b - ō	bow	m - ī	my	w - ā	way	z - oo	zoo
	b - ē	be	r - ō	row	h - ī	high	p - ā	pay	y - oo	you

**Blending hand motion:** Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

Isolating Medial Sounds					
<b>Isolating Medial Sounds</b>	mat /ă/	hat /ă/	mad /ă/	ham /ă/	van /ă/
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.	hen /ĕ/	pen /ĕ/	get /ĕ/	well /ĕ/	met /ĕ/
Ex. T: mat /ă/ S: mat /ă/	sit /ĩ/	did /ĩ/	kit /ĩ/	sick /ĩ/	six /ĩ/
	top /ŏ/	mop /ŏ/	dot /ŏ/	nod /ŏ/	rock /ŏ/
	cut /Û/	hum /Û/	fun /Û/	duck /Û/	hut /Û/

**Optional roller coaster hand motion:** Teacher and students move one arm like a roller coaster going over a hill. 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.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	hay	h - ā	do	d - oo	see	s - ē	go	g - ō	lie	l - ī
The teacher says the word and then segments it into phonemes. The students repeat the word and then segment it into separate phonemes.	say	s - ā	boo	b - oo	he	h - ē	low	l - ō	by	b - ī
Ex. T: say, s - ā S: say, s - ā	day	d - ā	too	t - oo	me	m - ē	no	n - ō	pie	p - ī
	way	w - ā	zoo	z - oo	we	w - ē	bow	b - ō	my	m - ī
	pay	p - ā	you	y - oo	be	b - ē	row	r - ō	high	h - ī

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. Teachers chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	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.	-ō	/g/	go	-ī	/m/	my	-ā	/m/	may	-ē	/h/	he	-oo	/g/	goo
Ex. T: /ō/ S: /ō/ T: Add /g/* at the beginning and the word is? T & S: go	-ī	/h/	hi	-ō	/t/	toe	-ē	/w/	we	-ā	/l/	lay	-ī	/s/	sigh
*Say sounds, not letter names.	-ā	/d/	day	-oo	/d/	do	-ī	/t/	tie	-oo	/t/	too	-ā	/w/	way
	-oo	/y/	you	-ē	/m/	me	-ō	/s/	so	-ī	/p/	pie	-ē	/b/	be
	-ē	/s/	see	-ā	/s/	say	-oo	/z/	zoo	-ō	/l/	low	-ō	/m/	mow

**Adding hand motion:** The teacher holds out the left hand with an open palm to represent the final phoneme. Then show the right hand to represent/add the initial phoneme, and lightly clap hands together for the whole word.

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
	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 /*/, what's left is?" Teacher & students respond together.	<u>m</u> ay	/m/	/ā/	<u>m</u> e	/m/	/ē/	<u>g</u> oo	/g/	/oo/	<u>g</u> o	/g/	/ō/	<u>m</u> y	/m/	/ī/
Ex. T: we S: we T: Without /w/*, what's left is? T & S: /ē/	<u>w</u> e	/w/	/ē/	<u>l</u> ay	/l/	/ā/	<u>h</u> i	/h/	/ī/	<u>s</u> igh	/s/	/ī/	<u>t</u> oe	/t/	/ō/
*Say sounds, not letter names.	<u>t</u> ie	/t/	/ī/	<u>t</u> oo	/t/	/oo/	<u>w</u> ay	/w/	/ā/	<u>d</u> ay	/d/	/ā/	<u>d</u> o	/d/	/oo/
	<u>l</u> ow	/l/	/ō/	<u>p</u> ie	/p/	/ī/	<u>b</u> e	/b/	/ē/	<u>y</u> ou	/y/	/oo/	<u>h</u> e	/h/	/ē/
	<u>z</u> oo	/z/	/oo/	<u>s</u> o	/s/	/ō/	<u>m</u> ow	/m/	/ō/	<u>s</u> ee	/s/	/ē/	<u>s</u> ay	/s/	/ā/

**Deleting hand motion:** The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 19

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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.	<b>g</b> o	/s/	s <b>o</b>	<b>d</b> ay	/m/	m <b>a</b> y	<b>z</b> oo	/t/	t <b>o</b> o	<b>l</b> ie	/t/	t <b>i</b> e	<b>m</b> e	/w/	w <b>e</b>
The teacher says, "Change /*/ to *// and the word is?" Teacher & students respond together.	<b>s</b> o	/n/	n <b>o</b>	<b>m</b> ay	/p/	p <b>a</b> y	<b>t</b> oo	/d/	d <b>o</b>	<b>t</b> ie	/h/	h <b>i</b>	<b>w</b> e	/s/	s <b>e</b> e
Ex. T: hi S: hi T: Change /h/* to /b/* and the word is? T & S: by	<b>n</b> o	/l/	l <b>o</b> w	<b>p</b> ay	/w/	w <b>a</b> y	<b>d</b> o	/g/	g <b>o</b> o	<b>h</b> i	/b/	b <b>y</b>	<b>s</b> ee	/b/	b <b>e</b>
*Say sounds, not letter names.	<b>l</b> ow	/t/	t <b>o</b> e	<b>w</b> ay	/s/	s <b>a</b> y	<b>g</b> oo	/b/	b <b>o</b> o	<b>b</b> y	/g/	g <b>u</b> y	<b>b</b> e	/n/	k <b>n</b> ee
<b>toe</b>	/g/	g <b>o</b>	<b>s</b> ay	/d/	d <b>a</b> y	<b>b</b> oo	/z/	z <b>o</b> o	<b>g</b> uy	/l/	l <b>i</b> e	<b>k</b> nee	/m/	m <b>e</b>	

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	Monday, Tuesday, & Thursday		Tuesday	Wednesday	Thursday & Friday	
Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show only upper case letters.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show only lower case letters.		ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing and hold up letter cards as you sing.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is ____; Sound is ____." Show upper and lower case letters.	

Language Awareness	Roses are Red				
The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.	Roses are red,	Roses are red, violets are blue,	Roses are red, violets are blue, sugar is sweet,	Roses are red, violets are blue, sugar is sweet, and so are you.	Roses are red, violets are blue, sugar is sweet, and so are you.



## Pre-Kindergarten Phonemic Awareness Lesson for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>					
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.	play, stay chair, me wet, net harp, sharp joke, mess	dry, my here, cheer lid, tab now, too jump, bump	hose, rose new, who fort, sort home, car no, yes	wet, he five, live park, dark nut, cut go, so	jet, get ice, nice dime, ten map, cap goat, barn

<b>Onset Fluency</b>					
The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme).	men, mouse /m/ pail, pour /p/ name, nest /n/ ton, tuck /t/ hair, hold /h/	jeep, jog /j/ salt, sort /s/ north, nap /n/ fence, far /f/ mail, may /m/	day, dish /d/ wipe, warm /w/ gone, gate /g/ sock, size /s/ bus, bead /b/	cost, coin /k/ hand, hunt /h/ light, lake /l/ put, post /p/ ring, ride /r/	voice, van /v/ yawn, yellow /y/ nail, nut /n/ hear, hood /h/ farm, few /f/
Ex. T: pet, pail, /p/ S: pet, pail, /p/					

<b>Blending Phonemes</b>					
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.	b - ē      be s - ē      see f - ē      fee k - ē      key m - ē      me	b - ā      bay w - ā      way p - ā      pay m - ā      may l - ā      lay	n - ō      no l - ō      low g - ō      go s - ō      so t - ō      toe	p - ī      pie wh - ī      why t - ī      tie b - ī      by h - ī      hi	t - oo      too z - oo      zoo d - oo      do m - oo      moo y - oo      you
Ex. T: g - o, go S: g - o, go					

**Blending hand motion:** Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.

<b>Isolating Medial Sounds</b>					
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.	can /ă/ net /ĕ/ sit /ĭ/ top /ŏ/ jump /ŭ/	hat /ă/ wet /ĕ/ lick /ĭ/ hop /ŏ/ bug /ŭ/	cash /ă/ hen /ĕ/ hip /ĭ/ clock /ŏ/ such /ŭ/	back /ă/ then /ĕ/ hill /ĭ/ hot /ŏ/ cup /ŭ/	jam /ă/ set /ĕ/ with /ĭ/ doll /ŏ/ fun /ŭ/
Ex. T: cat /ă/ S: cat /ă/					

**Optional roller coaster hand motion:** Teacher and students move one arm like a roller coaster going over a hill. 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.

### Pre-Kindergarten Phonemic Awareness Lesson for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	no	n - ō	pie	p - ī	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 segment it into separate phonemes.	low	l - ō	why	wh - ī	zoo	z - oo	see	s - ē	way	w - ā
Ex. T: knee, n - ē S: knee, n - ē	go	g - ō	tie	t - ī	do	d - oo	fee	f - ē	pay	p - ā
	so	s - ō	by	b - ī	moo	m - oo	key	k - ē	may	m - ā
	toe	t - ō	hi	h - ī	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. Teachers 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:		
	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	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.	-ē	/h/	he	-oo	/g/	goo	-ō	/g/	go	-ī	/h/	high	-ā	/m/	may
Ex. T: /ā/ S: /ā/ T: Add /d/* at the beginning and the word is? T & S: day	-ā	/d/	day	-ī	/h/	hi	-ī	/b/	by	-ō	/t/	toe	-ē	/w/	we
*Say sounds, not letter names.	-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> The teacher holds out the left hand with an open palm to represent the final phoneme. Then show the right hand to represent/add the initial phoneme, 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:		
	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 /*/, what's left is?" Teacher & students respond together.	pay	/p/	/ā/	we	/w/	/ē/	tie	/t/	/ī/	so	/s/	/ō/	zoo	/z/	/oo/
Ex. T: way S: way T: Without /w/*, what's left is? T & S: /ā/	be	/b/	/ē/	my	/m/	/ī/	mow	/m/	/ō/	moo	/m/	/oo/	say	/s/	/ā/
*Say sounds, not letter names.	hi	/h/	/ī/	toe	/t/	/ō/	do	/d/	/oo/	day	/d/	/ā/	me	/m/	/ē/
	go	/g/	/ō/	you	/y/	/oo/	way	/w/	/ā/	see	/s/	/ē/	by	/b/	/ī/
	too	/t/	/oo/	lay	/l/	/ā/	he	/h/	/ē/	pie	/p/	/ī/	low	/l/	/ō/
<b>Deleting hand motion:</b> The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.															

**Pre-Kindergarten Phonemic Awareness Lesson for Week 20**

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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.	<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
The teacher says, "Change */ to */ and the word is?" Teacher & students respond together.	<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
Ex. T: so S: so T: Change /s/* to /n/* and the word is? T & S: no	<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	/n/	new	<u>m</u> ow	/s/	so

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	ABC Song:	Card Pack: Letters A - Z	ABC Song:
<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 & sound.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only upper case letters.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only lower case letters.	Sing and hold up letter cards as you sing.	1. Letter names only 2. Sounds only (for speed and accuracy) Show upper and lower case letters.	Sing and hold up letter cards as you sing.

Language Awareness	It's Raining, It's Pouring	Three Blind Mice	Week Willie Winkie	Roses are Red	
<b>Nursery Rhyme Review:</b> <b>Monday - Thursday:</b> Each day review a nursery rhyme from the previous four weeks. <b>Friday:</b> The students choose their favorite nursery rhyme from any of the previous weeks.	It's raining, it's pouring, the old man is snoring. He went to bed and bumped his head And couldn't get up in the morning.	Three blind mice, three blind mice. See how they run, see how they run. They all ran after the farmer's wife, who cut off their tails with a carving knife. Did you ever see such a sight in your life, as three blind mice?	Wee Willie Winkie runs through the town. Upstairs and downstairs in his nightgown. Tapping at the window, crying at the lock "Are all the children in their beds? It's past ten o'clock!"	Roses are red, violets are blue, sugar is sweet, and so are you.	Students choose their favorite nursery rhyme from the week and recite it together.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b>					
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.	rat, hat cake, he man, pan fast, fin you, too	made, they pat, no fast, cast you, now read, seed	side, hide roll, she that, cat mark, shark fan, can	sign, fine plum, plate you, shoe check, chips dust, rust	pat, sat man, ran roll, bowl mark, men cake, bake
<b>Onset Fluency</b>					
The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme).	point, pond /p/ ask, act /ă/ itch, is /ĩ/ bake, born /b/ fast, foot /f/	as, after /ă/ roll, rake /r/ baby, bow /b/ down, did /d/ if, it /ĩ/	fork, fade /f/ have, hard /h/ at, apple /ă/ kid, cold /k/ its, is /ĩ/	igloo, ill /ĩ/ add, ask /ă/ save, says /s/ take, told /t/ pie, pass /p/	win, wise /w/ iguana, if /ĩ/ mark, most /m/ action, app /ă/ neck, napkin /n/
Ex. T: more, meet, /m/ S: more, meet, /m/					
<b>Blending Phonemes</b>					
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.	b - ē      bee l - ā      lay m - oo     moo t - ō      toe l - ī      lie	m - ā      may t - ē      tea n - ē      knee b - ō      bow m - ī      my	s - ē      see h - ī      high b - ī      by n - ō      no s - ā      say	m - ē      me g - ō      go p - ā      pay h - ē      he s - ō      so	z - oo     zoo w - ā      way f - ē      fee d - ā      day y - oo     you
Ex. T: n - ē, knee S: n - ē, knee					
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
<b>Isolating Medial Sounds</b>					
The teacher says the word and then isolates the medial sound. The students repeat the word and the medial sound.	pat /ă/ gem /ě/ pin /ĩ/ hot /õ/ sun /ũ/	man /ă/ set /ě/ rip /ĩ/ doll /õ/ cut /ũ/	can /ă/ yell /ě/ hip /ĩ/ lot /õ/ luck /ũ/	bat /ă/ hen /ě/ did /ĩ/ sock /õ/ bun /ũ/	pan /ă/ sell /ě/ give /ĩ/ mop /õ/ fun /ũ/
Ex. T: gem /ě/ S: gem /ě/					
<b>Optional roller coaster hand motion:</b> Teacher and students move one arm like a roller coaster going over a hill. 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.					

## Pre-Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Segmenting Phonemes</b>	<b>see</b> s - ē	<b>me</b> m - ē	<b>zoo</b> z - oo	<b>bee</b> b - ē	<b>may</b> m - ā
The teacher says the word and then segments it into phonemes. The students repeat the word and then segment it into separate phonemes.	<b>high</b> h - ī	<b>go</b> g - ō	<b>way</b> w - ā	<b>lay</b> l - ā	<b>tea</b> t - ē
Ex. T: day, d - ā S: day, d - ā	<b>by</b> b - ī	<b>pay</b> p - ā	<b>fee</b> f - ē	<b>moo</b> m - oo	<b>knee</b> n - ē
	<b>no</b> n - ō	<b>he</b> h - ē	<b>day</b> d - ā	<b>toe</b> t - ō	<b>bow</b> b - ō
	<b>say</b> s - ā	<b>so</b> s - ō	<b>you</b> y - oo	<b>lie</b> l - ī	<b>my</b> m - ī

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. Teachers chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
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: /ē/ S: /ē/ T: Add /n/* at the beginning and the word is? T & S: knee  *Say sounds, not letter names.	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response
	-oo	/z/	<b>zoo</b>	-ē	/b/	<b>bee</b>	-ā	/m/	<b>may</b>	-ē	/s/	<b>see</b>	-ē	/m/	<b>me</b>
	-ā	/w/	<b>way</b>	-ā	/l/	<b>lay</b>	-ē	/t/	<b>tea</b>	-ī	/h/	<b>high</b>	-ō	/g/	<b>go</b>
	-ē	/f/	<b>fee</b>	-oo	/m/	<b>moo</b>	-ē	/n/	<b>knee</b>	-ī	/b/	<b>by</b>	-ā	/p/	<b>pay</b>
	-ā	/d/	<b>day</b>	-ō	/t/	<b>toe</b>	-ō	/b/	<b>bow</b>	-ō	/n/	<b>no</b>	-ē	/h/	<b>he</b>
	-oo	/y/	<b>you</b>	-ī	/l/	<b>lie</b>	-ī	/m/	<b>my</b>	-ā	/s/	<b>say</b>	-ō	/s/	<b>so</b>

**Adding hand motion:** The teacher holds out the left hand with an open palm to represent the final phoneme. Then show the right hand to represent/add the initial phoneme, and lightly clap hands together for the whole word.

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
The teacher says the word and the students repeat it. The teacher says, "Without /*/, what's left is?" Teacher & students respond together.  Ex. T: tea S: tea T: Without /t/*, what's left is? T & S: /ē/  *Say sounds, not letter names.	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	<u>m</u> ay	/m/	/ā/	<u>s</u> ee	/s/	/ē/	<u>m</u> e	/m/	/ē/	<u>z</u> oo	/z/	/oo/	<u>b</u> ee	/b/	/ē/
	<u>b</u> ow	/b/	/ō/	<u>n</u> o	/n/	/ō/	<u>g</u> o	/g/	/ō/	<u>w</u> ay	/w/	/ā/	<u>l</u> ay	/l/	/ā/
	<u>k</u> nee	/n/	/ē/	<u>b</u> y	/b/	/ī/	<u>p</u> ay	/p/	/ā/	<u>f</u> ee	/f/	/ē/	<u>m</u> oo	/m/	/oo/
	<u>h</u> igh	/h/	/ī/	<u>t</u> oo	/t/	/oo/	<u>h</u> e	/h/	/ē/	<u>d</u> ay	/d/	/ā/	<u>t</u> oe	/t/	/ō/
<u>t</u> ea	/t/	/ē/	<u>s</u> ay	/s/	/ā/	<u>s</u> o	/s/	/ō/	<u>y</u> ou	/y/	/oo/	<u>w</u> hy	/w/	/ī/	

**Deleting hand motion:** The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 21

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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 /*/ to */ and the word is?" Teacher & students respond together. Ex. T: lay S: lay T: Change /l/* to /s/* and the word is? T & S: say *Say sounds, not letter names.	<u>so</u>	/n/	no	<u>be</u>	/s/	see	<u>my</u>	/b/	by	<u>lay</u>	/s/	say	<u>who</u>	/z/	zoo
	<u>no</u>	/g/	go	<u>see</u>	/h/	he	<u>by</u>	/l/	lie	<u>say</u>	/m/	may	<u>zoo</u>	/g/	goo
	<u>go</u>	/l/	low	<u>he</u>	/m/	me	<u>lie</u>	/t/	tie	<u>may</u>	/p/	pay	<u>goo</u>	/t/	too
	<u>low</u>	/m/	mow	<u>me</u>	/w/	we	<u>tie</u>	/s/	sigh	<u>pay</u>	/w/	way	<u>too</u>	/m/	moo
	<u>mow</u>	/s/	so	<u>we</u>	/b/	be	<u>sigh</u>	/m/	my	<u>way</u>	/l/	lay	<u>moo</u>	/y/	you

**Substituting hand motion:** Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	ABC Song:	Card Pack: Letters A - Z	ABC Song:
<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 & sound.	Show the flashcards & say, "Letter is _____; Sound is _____." Show only upper case letters.	Show the flashcards & say, "Letter is _____; Sound is _____." Show only lower case letters.	Sing and hold up letter cards as you sing.	1. Letter names only 2. Sounds only (for speed and accuracy) Show upper and lower case letters.	Sing and hold up letter cards as you sing.

Language Awareness	Pat a Cake				
The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.	Pat a cake, pat a cake baker's man.	Pat a cake, pat a cake baker's man. Bake me a cake as fast as you can.	Pat a cake, pat a cake baker's man. Bake me a cake as fast as you can. Roll it and pat it and mark it with a B.	Pat a cake, pat a cake baker's man. Bake me a cake as fast as you can. Roll it and pat it and mark it with a B. Put it in the oven for baby and me.	Pat a cake, pat a cake baker's man. Bake me a cake as fast as you can. Roll it and pat it and mark it with a B. Put it in the oven for baby and me.

## Pre-Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rhyme Recognition</b> 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.	sat, mat in, win best, vest eat, they how, now	pie, high thumb, from dot, day sit, hit good, then	ate, hen tray, play ride, side bus, plus boy, best	sit, kit good, should eat, sheet plum, thumb in, out	Jack, back his, there pick, chick little, skittle pie, sigh
<b>Onset Fluency</b> The teacher says the two words and then isolates the onset. The students repeat the two words and the onset (initial phoneme). Ex. T: rice, rail, /r/ S: rice, rail, /r/	seat, song /s/ odd, ox /ō/ its, if /i/ bite, bag /b/ wash, wait /w/	good, gasp /g/ after, apple /ă/ option, otter /ō/ first, find /f/ help, hip /h/	coast, cow /k/ igloo, iguana /i/ mine, mix /m/ no, near /n/ octopus, ox /ō/	object, odd /ō/ red, race /r/ say, seem /s/ tail, took /t/ at, as /ă/	pedal, peel /p/ little, lost /l/ corner, cat /k/ horn, hot /h/ sat, saw /s/
<b>Blending Phonemes</b> 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: w - ā, way S: w - ā, way	b - ī by s - ā say d - oo do w - ā way k - ē key	m - oo moo w - ē we t - oo too t - ī tie p - ā pay	g - ō go h - ē he s - ō so b - oo boo b - ē be	s - ē see h - ā hay n - ē knee n - ō no p - ī pie	sh - ī shy z - oo zoo l - ō low y - oo you d - ā day
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
<b>Isolating Final Sounds</b> The teacher says the word and then isolates the final sound. The students repeat the word and the final sound. Ex. T: horse /s/ S: horse /s/	little /l/ cut /t/ cub /b/ pen /n/ Jack /k/	food /d/ his /z/ rain /n/ pull /l/ hop /p/	in /n/ thumb /m/ cob /b/ off /f/ dog /g/	cage /j/ miss /s/ love /v/ put /t/ cave /v/	buzz /z/ make /k/ eat /t/ plum /m/ good /d/
<b>Optional "punCH iT ouT" hand motion:</b> Teacher models using left arm. Say the word aloud and punch your left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.					

## Pre-Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	<b>mow</b>	<b>m - ō</b>	<b>bee</b>	<b>b - ē</b>	<b>shy</b>	<b>sh - ī</b>	<b>high</b>	<b>h - ī</b>	<b>moo</b>	<b>m - oo</b>
The teacher says the word and then segments it into phonemes. The students repeat the word and then segment it into separate phonemes.	<b>she</b>	<b>sh - ē</b>	<b>too</b>	<b>t - oo</b>	<b>zoo</b>	<b>z - oo</b>	<b>may</b>	<b>m - ā</b>	<b>me</b>	<b>m - ē</b>
Ex. T: you, y - oo S: you, y - oo	<b>row</b>	<b>r - ō</b>	<b>knee</b>	<b>n - ē</b>	<b>low</b>	<b>l - ō</b>	<b>shoe</b>	<b>sh - oo</b>	<b>toe</b>	<b>t - ō</b>
	<b>we</b>	<b>w - ē</b>	<b>no</b>	<b>n - ō</b>	<b>you</b>	<b>y - oo</b>	<b>way</b>	<b>w - ā</b>	<b>sigh</b>	<b>s - ī</b>
	<b>see</b>	<b>s - ē</b>	<b>pie</b>	<b>p - ī</b>	<b>hay</b>	<b>h - ā</b>	<b>fee</b>	<b>f - ē</b>	<b>pay</b>	<b>p - ā</b>

**Segmenting hand motion:** Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. Teachers chop from right to left so that students mirror your movements.

<b>Adding Phonemes</b>	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
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: /ā/ S: /ā/ T: Add /w/* at the beginning and the word is? T & S: way  *Say sounds, not letter names.	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response	Phoneme	Add	Response
	-ē	/h/	he	-oo	/g/	goo	-ō	/g/	go	-ī	/m/	my	-ā	/m/	may
	-ā	/l/	lay	-ī	/h/	hi	-ī	/wh/	why	-ō	/t/	toe	-ē	/w/	we
	-oo	/t/	too	-ā	/w/	way	-ā	/d/	day	-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	

**Adding hand motion:** The teacher holds out the left hand with an open palm to represent the final phoneme. Then show the right hand to represent/add the initial phoneme, and lightly clap hands together for the whole word.

<b>Deleting Phonemes</b>	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
The teacher says the word and the students repeat it. The teacher says, "Without */, what's left is?" Teacher & students respond together.  Ex. T: you S: you T: Without /y*/, what's left is? T & S: /oo/  *Say sounds, not letter names.	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	<u>g</u> o	/g/	/ō/	<u>m</u> y	/m/	/ī/	<u>m</u> ay	/m/	/ā/	<u>h</u> e	/h/	/ē/	<u>g</u> oo	/g/	/oo/
	<u>w</u> hy	/wh/	/ī/	<u>t</u> oe	/t/	/ō/	<u>w</u> e	/w/	/ē/	<u>l</u> ay	/l/	/ā/	<u>h</u> i	/h/	/ī/
	<u>d</u> ay	/d/	/ā/	<u>d</u> o	/d/	/oo/	<u>t</u> ie	/t/	/ī/	<u>t</u> oo	/t/	/oo/	<u>w</u> ay	/w/	/ā/
	<u>y</u> ou	/y/	/oo/	<u>m</u> e	/m/	/ē/	<u>s</u> o	/s/	/ō/	<u>p</u> ie	/p/	/ī/	<u>b</u> e	/b/	/ē/
<u>s</u> ee	/s/	/ē/	<u>s</u> ay	/s/	/ā/	<u>z</u> oo	/z/	/oo/	<u>l</u> ow	/l/	/ō/	<u>m</u> ow	/m/	/ō/	

**Deleting hand motion:** The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.



## Pre-Kindergarten Phonemic Awareness Lesson for Week 22

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
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 */ to */ and the word is?" Teacher & students respond together. Ex. T: sat S: sat T: Change /s/* to /p/* and the word is? T & S: pat *Say sounds, not letter names.	<u>l</u> ie /t/ tie tie /h/ hi <u>h</u> i /b/ by <u>b</u> y /g/ guy <u>g</u> y /l/ lie	<u>m</u> e /w/ we <u>w</u> e /n/ knee <u>k</u> nee /s/ see <u>s</u> ee /t/ tea <u>t</u> ea /b/ bee	<u>s</u> at /p/ pat <u>p</u> at /b/ bat <u>b</u> at /k/ cat <u>c</u> at /m/ mat <u>m</u> at /s/ sat	<u>s</u> aid /b/ bed <u>b</u> ed /r/ red <u>r</u> ed /h/ head <u>h</u> ead /l/ led <u>l</u> ed /s/ said	<u>J</u> ack /b/ back <u>a</u> ck /t/ tack <u>t</u> ack /s/ sack <u>s</u> ack /p/ pack <u>p</u> ack /j/ Jack										
<b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the onset, 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	ABC Song:	Card Pack: Letters A - Z	ABC Song:
<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 & sound.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only upper case letters.	Show the flashcards & say, "Letter is ____; Sound is ____." Show only lower case letters.	Sing and hold up letter cards as you sing.	1. Letter names only 2. Sounds only (for speed and accuracy) Show upper and lower case letters.	Sing and hold up letter cards as you sing.

Language Awareness	Little Jack Horner				
The teacher says the sentence from the nursery rhyme and the students repeat it multiple times. The teacher repeats the previous day's lines to build on the nursery rhyme. The teacher can have the rhyme written out and track print while the rhyme is said together.	Little Jack Horner sat in a corner	Little Jack Horner sat in a corner eating a Christmas pie.	Little Jack Horner sat in a corner eating a Christmas pie. He put in his thumb	Little Jack Horner sat in a corner eating a Christmas pie. He put in his thumb and he pulled out a plum	Little Jack Horner sat in a corner eating a Christmas pie. He put in his thumb and he pulled out a plum and said, "What a good boy am I!"