



PRIMARY
Curriculum

2020 Edition

Phonemic Awareness

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



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Primary Phonemic Awareness Lesson for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	Thumbs Up / Thumbs Down	Repeat the word that <i>doesn't</i> rhyme.	Repeat the word that <i>doesn't</i> rhyme.	Thumbs Up / Thumbs Down	Repeat the two words that rhyme.
<p>Mon & Thur: Thumbs up if words rhyme or thumbs down if words don't rhyme.</p> <p>Tues, Wed & Fri: Teacher reads the word set. Students repeat only the two rhyming words or the non-rhyming word. (See daily heading.)</p>	<p>scatter, flatter</p> <p>crashing, smashing</p> <p>stumble, spider</p> <p>trickle, prickle</p> <p>blanket, plastic</p>	<p>sneak, glance, prance</p> <p>trick, stick, press</p> <p>slow, class, grow</p> <p>graph, trust, crust</p> <p>crack, snack, fruit</p>	<p>proof, crow, flow</p> <p>snack, track, brown</p> <p>green, grand, clean</p> <p>plus, plowed, crowd</p> <p>glide, tried, globe</p>	<p>clapping, flapping</p> <p>driver, dreamy</p> <p>flower, shower</p> <p>treasure, pleasure</p> <p>thunder, creature</p>	<p>sweet, tweet, snow</p> <p>friend, spy, spend</p> <p>grapes, fleece, grease</p> <p>draft, draw, craft</p> <p>style, bring, sting</p>
Onset Fluency					
Teacher says the word. Students repeat the word and isolate only the first phoneme (not the two sounds of the consonant blend).	<p>float, frown /f/</p> <p>snooze, slice /s/</p> <p>glove, grape /g/</p> <p>plum, prize /p/</p> <p>brown, blank /b/</p>	<p>grip, globe /g/</p> <p>press, plant /p/</p> <p>crown, clown /k/</p> <p>splash, skill /s/</p> <p>flame, frost /f/</p>	<p>crumb, climb /k/</p> <p>fruit, flight /f/</p> <p>slice, spoil /s/</p> <p>gruff, glue /g/</p> <p>spread, steak /s/</p>	<p>frame, flat /f/</p> <p>bright, block /b/</p> <p>glow, greet /g/</p> <p>pride, place /p/</p> <p>scout, sleeve /s/</p>	<p>stone, sleep /s/</p> <p>crush, crowd /k/</p> <p>blue, brake /b/</p> <p>stand, sneak /s/</p> <p>proud, please /p/</p>
Blending Phonemes					
<p>Teacher says the phonemes for each word. Students blend the sounds to say the whole word.</p> <p>Ex. T: t-w-ī-s S: twice</p> <p>*voiced /th/</p> <p>*Say sounds, not letter names</p>	<p>s-t-ŭ-m-p stump</p> <p>ch-oo-z choose</p> <p>p-l-ā-s place</p> <p>c-r-ī-s-p crisp</p> <p>sh-r-ī-m-p shrimp</p> <p>f-l-ō-p flop</p> <p>s-p-l-ā-sh splash</p> <p>b-l-ī-n-d blind</p> <p>ch-ā-n-s chance</p> <p>s-l-ē-p-t slept</p>	<p>p-l-ā-n-t plant</p> <p>ch-ī-m-p chimp</p> <p>g-r-ā-p-s grapes</p> <p>f-r-ō-z froze</p> <p>b-l-ē-n-d blend</p> <p>c-r-ŭ-n-ch crunch</p> <p>f-l-oo-t flute</p> <p>s-t-ā-ck stack</p> <p>t-w-ī-s-t twist</p> <p>s-m-ā-sh smash</p>	<p>s-n-ā-ck snack</p> <p>p-l-ŭ-m-p plump</p> <p>s-t-r-ē-t street</p> <p>c-r-ow-d crowd</p> <p>g-l-ī-tch glitch</p> <p>c-r-ē-k-ē creaky</p> <p>s-t-ī-l style</p> <p>f-l-ŭ-d flood</p> <p>sh-ō-ck shock</p> <p>t-w-ī-s twice</p>	<p>s-t-r-ā-t straight</p> <p>f-r-ē-sh fresh</p> <p>s-n-ē-z-d sneezed</p> <p>th-r-ō-n throne</p> <p>s-l-ā-n-t slant</p> <p>b-l-ī-m-p blimp</p> <p>g-r-ā-v-ē gravy</p> <p>b-r-ē-z breeze</p> <p>c-l-ā-sh clash</p> <p>g-l-ī-d glide</p>	<p>b-r-ē-th* breathe</p> <p>s-t-ā-m-p stamp</p> <p>s-l-ā-t slate</p> <p>b-r-ī-t bright</p> <p>f-r-ā-l frail</p> <p>c-l-ō-m-p clomp</p> <p>f-l-ā-sh flash</p> <p>g-r-ē-n green</p> <p>s-l-ŭ-m-p slump</p> <p>c-l-ā-s-p clasp</p>
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.					
Phoneme Location	Where do you hear /st/?	Where do you hear /pl/?	Where do you hear /sp/?	Where do you hear /cl/?	Where do you hear /sk/?
<p>Teacher says the word. Students repeat the word and say where they hear the blend, the beginning, middle, or end of the word.</p> <p>Ex. T: Where do you hear /st/ in store? S: store, beginning</p> <p>*Say 2 sounds of the consonant blend</p>	<p>faster</p> <p>sticker</p> <p>sister</p> <p>toast</p> <p>stormy</p> <p>wrist</p> <p>restaurant</p>	<p>planet</p> <p>complete</p> <p>please</p> <p>replace</p> <p>plus</p> <p>explain</p> <p>pleasant</p>	<p>space</p> <p>spaghetti</p> <p>gasp</p> <p>suspense</p> <p>whisper</p> <p>crisp</p> <p>sport</p>	<p>climate</p> <p>exclaim</p> <p>class</p> <p style="text-align: center;">Where do you hear /bl/?</p> <p>blanket</p> <p>emblem</p> <p>blossom</p>	<p>skunk</p> <p>task</p> <p>skillet</p> <p>desk</p> <p>asking</p> <p>sketch</p> <p>basket</p>

Primary Phonemic Awareness Lesson for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	chimp	ch-ĭ-m-p	breathe	b-r-ē-th	choose	ch-oo-z	style	s-t-ī-l	straight	s-t-r-ā-t
Teacher says the word. Students repeat the word and segment it into phonemes.	flute	f-l-oo-t	clomp	c-l-ō-m-p	place	p-l-ā-s	snack	s-n-ă-k	sneezed	s-n-ē-z-d
Ex. T: blend S: blend, b-l-ĕ-n-d	grapes	g-r-ā-p-s	slump	s-l-ŭ-m-p	flop	f-l-ō-p	steep	s-t-ē-p	breeze	b-r-ē-z
	smash	s-m-ă-sh	front	f-r-ŭ-n-t	stump	s-t-ŭ-m-p	glitch	g-l-ĭ-tch	gravy	g-r-ā-v-ē
	plant	p-l-ă-n-t	flood	f-l-ŭ-d	slept	s-l-ĕ-p-t	twice	t-w-ī-s	throne	th-r-ō-n
	froze	f-r-ō-z	stamp	s-t-ă-m-p	crisp	c-r-ĭ-s-p	creaky	c-r-ē-k-ē	slant	s-l-ă-n-t
	blend	b-l-ĕ-n-d	frail	f-r-ā-l	blind	b-l-ī-n-d	plump	p-l-ŭ-m-p	glide	g-l-ī-d
	twist	t-w-ĭ-s-t	clasp	c-l-ă-s-p	shrimp	sh-r-ĭ-m-p	crunch	c-r-ŭ-n-ch	fresh	f-r-ĕ-sh
	stack	s-t-ă-ck	green	g-r-ē-n	splash	s-p-l-ă-sh	shock	sh-ō-k	clash	c-l-ă-sh
*Students say sounds, not letter names	crowd	c-r-ow-d	flash	f-l-ă-sh	chance	ch-ă-n-s	slate	s-l-ā-t	blimp	b-l-ĭ-m-p

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Initial Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word or word part.	-lack	/b/	black	-lane	/p/	plane	-lend	/b/	blend	-lash	/f/	flash	-link	/b/	blink
Students repeat the word. Teacher says, "Add */ at the beginning and the word is?"	-lap	/c/	clap	-rack	/c/	crack	-lake	/f/	flake	-car	/s/	scar	-leaner	/c/	cleaner
Ex. T: nail S: nail T: Add /s/ at the beginning and the word is? S: snail	-lance	/g/	glance	-rize	/p/	prize	-resident	/p/	resident	-led	/s/	sled	-leap	/s/	sleep
	-raise	/p/	praise	-platter	/s/	splatter	-late	/s/	slate	-cab	/s/	scab	-room	/g/	groom
	-pace	/s/	space	-rib	/c/	crib	-lay	/c/	clay	-rade	/g/	grade	-wallow	/s/	swallow
	-race	/g/	grace	-rink	/b/	brink	-ride	/b/	bride	-low	/s/	slow	-mash	/s/	smash
*Say sound, not letter name	-weep	/s/	sweep	-mile	/s/	smile	-ray	/g/	gray	-lass	/c/	class	-tar	/s/	star

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

Deleting Initial Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without */, what's left is?"	<u>f</u> lash	/f/	lash	<u>b</u> link	/b/	link	<u>b</u> lack	/b/	lack	<u>p</u> lane	/p/	lane	<u>b</u> lend	/b/	lend
Ex. T: groom S: groom	<u>c</u> rane	/c/	rain	<u>c</u> leaner	/c/	leaner	<u>c</u> lap	/c/	lap	<u>c</u> rack	/c/	rack	<u>f</u> lake	/f/	lake
T: Without /g/, what's left is? S: room	<u>s</u> led	/s/	led	<u>s</u> leep	/s/	leap	<u>g</u> rab	/g/	rab	<u>p</u> rize	/p/	rise	<u>p</u> resident	/p/	resident
	<u>g</u> loat	/g/	loat	<u>g</u> lance	/g/	lance	<u>p</u> raise	/p/	raise	<u>s</u> platter	/s/	platter	<u>s</u> late	/s/	late
	<u>g</u> rade	/g/	raid	<u>s</u> wallow	/s/	wallow	<u>s</u> pace	/s/	pace	<u>c</u> rib	/c/	rib	<u>s</u> kin	/s/	kin
	<u>s</u> low	/s/	low	<u>s</u> plash	/s/	smash	<u>g</u> race	/g/	race	<u>b</u> rink	/b/	rink	<u>b</u> room	/b/	room
	<u>c</u> loud	/c/	loud	<u>s</u> tar	/s/	tar	<u>b</u> rick	/b/	Rick	<u>s</u> mile	/s/	mile	<u>g</u> ray	/g/	ray
	<u>s</u> cab	/s/	cab	<u>g</u> room	/g/	room	<u>s</u> way	/s/	way	<u>g</u> loom	/g/	loom	<u>c</u> lay	/c/	lay
	<u>s</u> car	/s/	car	<u>s</u> cream	/s/	cream	<u>s</u> weep	/s/	weep	<u>f</u> rame	/f/	rame	<u>s</u> lime	/s/	lime
*Say sound, not letter name	<u>b</u> loom	/b/	loom	<u>s</u> trap	/s/	trap	<u>f</u> light	/f/	light	<u>b</u> lock	/b/	lock	<u>b</u> ride	/b/	ride

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

Primary Phonemic Awareness Lesson for Week 18

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Rimes	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: bus S: bus T: Change /u/ to /un/ and the word is? S: bun	<u>ham</u>	/at/	hat	<u>bus</u>	/un/	bun	<u>map</u>	/an/	man	<u>got</u>	/et/	get	<u>nap</u>	/ail/	nail
	<u>hat</u>	/it/	hit	<u>bun</u>	/ud/	bud	<u>man</u>	/at/	mat	<u>big</u>	/ag/	bag	<u>duck</u>	/ump/	dump
	<u>hit</u>	/ad/	had	<u>bud</u>	/ed/	bed	<u>mat</u>	/ade/	made	<u>pen</u>	/ot/	pot	<u>coil</u>	/ook/	cook
	<u>had</u>	/ed/	head	<u>bed</u>	/ad/	bad	<u>made</u>	/et/	met	<u>cap</u>	/up/	cup	<u>fit</u>	/or/	for
	<u>head</u>	/en/	hen	<u>bad</u>	/et/	bet	<u>met</u>	/iss/	miss	<u>fish</u>	/ine/	fine	<u>game</u>	/ap/	gap
	<u>hen</u>	/ot/	hot	<u>bet</u>	/it/	bit	<u>miss</u>	/eat/	meat	<u>neck</u>	/eat/	neat	<u>lock</u>	/ink/	link
	<u>hot</u>	/id/	hid	<u>bit</u>	/in/	bin	<u>meat</u>	/ake/	make	<u>tile</u>	/ent/	tent	<u>zoom</u>	/ip/	zip
	<u>hid</u>	/op/	hop	<u>bin</u>	/ell/	bell	<u>make</u>	/ight/	might	<u>jog</u>	/oke/	joke	<u>vent</u>	/est/	vest
	<u>hop</u>	/ide/	hide	<u>bell</u>	/all/	ball	<u>might</u>	/oon/	moon	<u>rest</u>	/ight/	right	<u>sash</u>	/oon/	soon
	<u>hide</u>	/ope/	hope	<u>ball</u>	/ake/	bake	<u>moon</u>	/ess/	mess	<u>while</u>	/ood/	wood	<u>pack</u>	/eel/	peel

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

Alphabet Knowledge	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, sw
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"	1. Letter names only 2. Sounds only (for speed and accuracy)

Primary Phonemic Awareness Lesson for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyming	Rhyme Recognition: Thumbs Up / Thumbs Down	Rhyme Recognition: Thumbs Up / Thumbs Down	Rhyme Recognition: Thumbs Up / Thumbs Down	Rhyme Recognition: Thumbs Up / Thumbs Down	Rhyme Production: Tell me a word that rhymes with *
<p>Mon-Thur: Thumbs up if words rhyme or thumbs down if words don't rhyme.</p> <p>Fri: Teacher says the word and students supply three words that rhyme.</p>	start, cart art, are mark, dark harm, hard part, start	for, or fork, first horn, corn port, short born, barn	girl, swirl her, far burst, first firm, farm hurt, dirt	first, farm girl, twirl barn, dart her, purr short, fort	more <i>(store, floor, four)</i> car <i>(far, star, par)</i> dear <i>(fear, steer, cheer)</i>
Onset Fluency	lantern, leopard, winter follow , pattern, party rooster, contain , repair hammer, harvest, resource pepper, letter , perfect	garden, temper , guitar servant, sister, member hermit , fireman, formal telescope, talented, pattern soccer , vertical, vendor	manner , lantern, ladder curtain, concert, barber winter, lumber , winning market, master, litter never, singer , normal	garlic, garnish, turkey before, textbook , batter mister, morning, silver person , return, reverse berry, copper , better	rubber, mirror , rumor hunger, hornet, pouring turnip , doctor, dollar fourteen, pardon , favor summer, circus, before
Blending Phonemes	j-ar jar f-ar far b-ar bar b-ar-k bark d-ar-k dark f-ar-m farm ch-ar-m charm ch-ar-t chart s-t-ar-t start ũ-l-ar-m alarm	f-or for f-or-k fork p-or-k pork sh-or-t short b-or-n born th-or-n thorn s-t-or-m storm s-p-or-t-s sports s-t-or-ē story s-c-or score	f-ur fur b-ur-n burn t-ur-n turn s-t-ir stir h-ur-t hurt sh-ir-t shirt f-ir-m firm ũ-d-or adore j-er-m-z germs p-ur-s purse	k-or core b-ar-n barn f-ar-m-er farmer p-ar-k park p-or-ch porch ā-k-or-n acorn sh-or-t short n-ur-s nurse w-er-k work f-ur-th-er further	h-er her b-ur-s-t burst t-w-ir-l twirl n-or-th north s-t-ar-v starve l-ar-j large y-ar-n yarn f-or-g-ī-v forgive g-ar-l-ī-k garlic g-ar-d guard
<p>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.</p>					
Isolating Final or Medial Sounds	Isolate the Final Sound	Isolate the Final Sound	Isolate the Final Sound	Isolate the Medial Sound	Isolate the Medial Sound
<p>Mon-Wed: Teacher reads the word series. Students say the final sound heard in the words.</p> <p>Thurs & Fri: Teacher says the word. Students repeat the word and isolate the r-controlled vowel sound.</p>	arch, starch, march /ch/ hard, card, yard /d/ barge, large, charge /j/ part, mart, smart /t/ charm, harm, farm /m/ harp, carp, sharp /p/ barn, yarn, darn /n/	cord, ford, sword /d/ stork, fork, cork /k/ dorm, norm, storm /m/ turn, horn, thorn /n/ force, horse, verse /s/ court, sort, short /t/ porch, torch, scorch /ch/	perch, arch, search /ch/ bird, heard, third /d/ jerk, clerk, smirk /k/ nurse, course, purse /s/ earn, learn, torn /n/ germ, form, squirm /m/ dirt, hurt, squirt /t/	farm /ar/ verb /er/ short /or/ dart /ar/ girl /ir/ fork /or/ turn /ur/ third /ir/	yarn /ar/ fern /er/ sort /or/ verse /er/ curve /ur/ hard /ar/ torn /or/ chart /ar/

Primary Phonemic Awareness Lesson for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	car	k-ar	more	m-or	fur	f-ur	shark	sh-ar-k	first	f-ir-s-t
Teacher says the word. Students repeat the word and segment it into phonemes.	hard	h-ar-d	torn	t-or-n	dirt	d-ir-t	baker	b-ā-k-er	swirl	s-w-ir-l
Ex. T: mark S: mark, m-ar-k	mark	m-ar-k	horse	h-or-s	curl	k-ur-l	mother	m-ū-th-er	guard	g-ar-d
	start	s-t-ar-t	floor	f-l-or	third	th-ir-d	thirty	th-ir-t-ē	market	m-ar-k-ē-t
	large	l-ar-j	north	n-or-th	burst	b-ur-s-t	yarn	y-ar-n	purse	p-ur-s
	farm	f-ar-m	short	sh-or-t	adore	ū-d-or	forgive	f-or-g-i-v	squirm	s-kw-ir-m
	marker	m-ar-k-er	bored	b-or-d	whirl	wh-ir-l	starve	s-t-ar-v	worst	w-ir-s-t
	farther	f-ar-th-er	score	s-c-or	squirt	s-kw-ir-t	twirl	t-w-ir-l	sharp	sh-ar-p
*Students say sounds, not letter names.	dark	d-ar-k	born	b-or-n	thirst	th-ir-s-t	germs	j-er-m-z	nurse	n-ur-s

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Final Phonemes	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word or word part.	bar-	/n/	barn	her-	/t/	hurt	farm-	/er/	farmer	shar-	/k/	shark	shir-	/t/	shirt
Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"	car-	/d/	card	mar-	/ch/	march	tur-	/n/	turn	smar-	/t/	smart	part-	/ē/	party
Ex. T: arm S: arm T: Add /ē/ at the end and the word is? S: army	tor-	/n/	torn	purr-	/s/	purse	star-	/t/	start	spark-	/l/	sparkle	char-	/m/	charm
	sir-	/ch/	search	char-	/t/	chart	arm-	/ē/	army	score-	/ch/	scorch	shore-	/t/	short
	for-	/t/	fort	stor-	/m/	storm	core-	/s/	course	ver-	/s/	verse	for-	/s/	force
	her-	/d/	herd	short-	/s/	shorts	bur-	/n/	burn	spor-	/t/	sport	dar-	/k/	dark
*Say sound, not letter name	car-	/t/	cart	mar-	/k/	mark	store-	/ē/	story	turk-	/ē/	turkey	pour-	/ch/	porch

Adding hand motion: Teacher holds right palm out to show the word/word part. Add the final sound with left hand and lightly clap together for the whole word.

Deleting Final Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	dark	/k/	dar	barn	/n/	bar	shark	/k/	shar	turn	/n/	tur	hurt	/t/	her
Ex. T: search S: search	fort	/t/	for	start	/t/	star	smart	/t/	smar	starve	/v/	star	march	/ch/	mar
T: Without /ch/, what's left is? S: sir	born	/n/	bore	charm	/m/	char	spark	/k/	spar	worm	/m/	were	purse	/s/	purr
	farm	/m/	far	first	/st/	fir	party	/ē/	part	course	/s/	core	chart	/t/	char
	mark	/k/	mar	army	/ē/	arm	verse	/s/	ver	former	/er/	form	board	/d/	bore
	cord	/d/	core	storm	/m/	store	sport	/t/	spor	burn	/n/	bur	shorts	/s/	short
	fork	/k/	for	short	/t/	shore	curb	/b/	cur	story	/ē/	store	corn	/n/	core
	heard	/d/	her	card	/d/	car	turkey	/ē/	turk	mourn	/n/	more	stormy	/ē/	storm
	park	/k/	par	stern	/n/	stir	scorch	/ch/	score	sor	/t/	sore	farmer	/er/	farm
*Say sound, not letter name	worse	/s/	were	pork	/k/	pore	port	/t/	pour	perch	/ch/	per	perk	/k/	per

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

Primary Phonemic Awareness Lesson for Week 19

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Rimes	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: best S: best T: Change /est/ to /ack/ and the word is? S: back	<u>b</u> unk	/ank/	bank	<u>b</u> ēak	/ōth/	both	<u>s</u> līght	/īde/	slide	<u>f</u> lash	/ōat/	float	<u>s</u> mell	/all/	small
	<u>t</u> rāil	/īde/	tried	<u>m</u> āin	/ēal/	meal	<u>b</u> rāin	/ick/	brick	<u>s</u> tart	/ing/	sting	<u>t</u> āke	/alk/	talk
	<u>s</u> kip	/ūll/	skull	<u>s</u> eed	/āil/	sail	<u>s</u> tump	/ash/	stash	<u>t</u> roop	/ot/	trot	<u>d</u> ress	/awn/	drawn
	<u>w</u> eed	/est/	west	<u>k</u> nōck	/ōt/	knot	<u>s</u> kll	/āte/	skate	<u>s</u> lump	/eep/	sleep	<u>c</u> reek	/awl/	crawl
	<u>r</u> ōad	/ōpe/	rope	<u>m</u> īght	/ore/	more	<u>w</u> hēat	/en/	when	<u>p</u> lot	/āte/	plate	<u>h</u> īgh	/all/	hall
	<u>p</u> ick	/āin/	pain	<u>w</u> rōte	/ēad/	read	<u>s</u> pent	/īce/	spice	<u>c</u> lick	/ump/	clump	<u>ch</u> op	/alk/	chalk
	<u>d</u> ent	/esk/	desk	<u>st</u> āck	/īll/	still	<u>th</u> ink	/ank/	thank	<u>sn</u> āil	/ug/	snug	<u>d</u> ōwn	/awn/	dawn
	<u>f</u> ast	/ōne/	phone	<u>l</u> ēak	/oop/	loop	<u>sm</u> all	/ōke/	smoke	<u>sp</u> oon	/oil/	spoil	<u>l</u> ife	/awn/	lawn
	<u>g</u> ive	/āme/	game	<u>cr</u> ōak	/ōwn/	crown	<u>f</u> rown	/og/	frog	<u>sc</u> ore	/oop/	scoop	<u>st</u> āy	/all/	stall
	<u>l</u> ove (ŭv)	/ēap/	leap	<u>l</u> ēan	/ump/	lump	<u>br</u> ook	/oom/	broom	<u>bu</u> g	/all/	ball	<u>bl</u> ank	/ack/	black
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right hand is the onset, left hand is the rime. Pull the fist away that represents the part to be substituted and lightly pound fists together when you say the new word.															

Alphabet Knowledge	Monday		Tuesday		Wednesday		Thursday		Friday	
Teacher holds up flashcards one at a time in random order. Students and teacher say the letters' name(s) and sound(s). Provide long and short vowel sounds.	Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"		Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)		Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"		Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are _____;" "Sound is / Sounds are _____;"		Card pack: Vowels: a, i, o, u, e, y R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)	

Primary Phonemic Awareness Lesson for Week 20

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?	Which word rhymes with *?
Teacher says, "Which word rhymes with *?" and then reads the two choices. The students say the rhyming word. Ex. T: Which word rhymes with car; star or can? S: car	dear: dust, ear park: push, shark nurse: night, purse porch: torch , teach hard: hand, card	heart: start , her corn: torn , course first: fist, worst car: star , can verse: van, nurse	short: sort , shout hurt: shirt , home art: cart , arm thorn: then, worn harp: shape, sharp	dirt: hurt , door shark: park , ship course: cost, horse sir: her , sore arm: mark, farm	fork: fast, pork yarn: barn , ship force: first, source shore: floor , shut large: leg, charge

Onset Fluency	person /p/	leader /l/	favor /f/	corner /k/	garden /g/
Teacher says the word. Students repeat the word and isolate the onset.	morning /m/	certain /s/	purple /p/	return /r/	visitor /v/
Ex. T: garden S: garden, /g/	turtle /t/	birthday /b/	carton /k/	harvest /h/	merchant /m/
	firmer /f/	normal /n/	silver /s/	sailor /s/	reader /r/
	harder /h/	disturb /d/	turkey /t/	winter /w/	desert /d/

Blending Phonemes	h-or-s horse	n-or-th north	s-ur-f surf	s-c-ar-f scarf	ar-t-ĭ-s-t artist
Teacher says the phonemes for each word. Students blend the sounds to say the whole word.	sh-ar-k-s sharks	b-or-d board	ch-air-ē cherry	v-er-s verse	s-w-er-v swerve
Ex. T: s-m-ar-t S: smart	h-ar-p harp	c-ur-v curve	c-or-d cord	ch-ar-m charm	p-ar-t-ē party
	s-m-ar-t smart	c-l-er-k clerk	ŭ-l-ar-m alarm	m-or-n mourn	kw-ir-k quirk
	th-ir-t-ē-n thirteen	w-er-s-t worst	g-ir-l-z girls	h-ar-m harm	h-ar-d hard
	b-ir-d bird	b-ar-n barn	f-or-s force	d-ir-t dirt	d-or-z doors
	ō-v-er over	h-ar-t-s hearts	j-ar jar	s-p-ur-t spurt	s-p-l-ur-j splurge
	l-ō-ck-er locker	ur-j urge	p-er-l pearl	t-ē-ch-er teacher	th-air there
	y-ar-d yard	sh-or-t short	ar-ch arch	t-or-ch torch	w-er-k work
*Say sounds, not letter names	n-ur-s nurse	b-ar-j barge	f-air-ē fairy	t-ur-t-l turtle	ch-ir-p chirp

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.

Isolating Final or Medial Sounds	Which 2 words end with the same sound?	Which 2 words end with the same sound?	Which 2 words have the same <u>medial</u> sound?	Which word doesn't belong, and why?	Which word doesn't belong, and why?
Teacher reads the series of words and asks the question listed for each day. Students respond with 1 or 2 words, depending on the activity. Th & Fri: The word does not belong because of a different final or medial sound.	germ, arm, find north, south, reach spin, scarce, nurse card, glaze, scared large, merge, spine skirt, dart, sharp	park, hurt, smart search, march, yard nerve, check, carve yarn, stare, turn firm, spark, perk chop, sharp, speech	purse, shirt, shine fort, barn, porch bird, part, shark corn, turn, short tarp, smart, storm keep, serve, dirt	curl, mile, seat back, chair, pair sort, horn, mix type, fork, work twirl, fin, herd verge, charge, keep	half, guard, sword dark, farm, wish start, twig, sport dive, first, swirl stern, wave, thorn purse, hurt, game

Primary Phonemic Awareness Lesson for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	surf	s-ur-f	scarf	s-k-ar-f	artist	ar-t-i-s-t	north	n-or-th	horse	h-or-s
Teacher says the word. Students repeat the word and segment it into phonemes.	cord	c-or-d	turtle	t-ur-t-l	there	th-air	worst	w-er-s-t	sharks	sh-ar-k-s
Ex. T: force S: force, f-or-s	arch	ar-ch	charm	ch-ar-m	swerve	s-w-er-v	curve	k-ur-v	nurse	n-ur-s
	girls	g-ir-l-z	spurt	s-p-ur-t	party	p-ar-t-ē	barn	b-ar-n	yard	y-ar-d
	alarm	ū-l-ar-m	mourn	m-or-n	quirk	kw-ir-k	clerk	c-l-er-k	locker	l-ō-k-er
	cherry	ch-air-ē	verse	v-er-s	hard	h-ar-d	board	b-or-d	harp	h-ar-p
	jar	j-ar	torch	t-or-ch	doors	d-or-z	short	sh-or-t	bird	b-ir-d
	force	f-or-s	dirt	d-ir-t	work	w-er-k	urge	ur-j	smart	s-m-ar-t
	fairy	f-air-ē	harm	h-ar-m	share	sh-air	barge	b-ar-j	over	ō-v-er
*Students say sounds, not letter names	pearl	p-er-l	teacher	t-ē-ch-er	chirp	ch-ir-p	hearts	h-ar-t-s	thirteen	th-ir-t-ē-n

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Final Phonemes or Rime	Word	Add	Response	Word	Add	Response	Word	Add	Response	Onset	Add	Response	Onset	Add	Response
Teacher says the word or word part.	sell-	/f/	self	for-	/s/	force	stay-	/t/	state	d-	/orm/	dorm	ch-	/or/	chore
Students repeat the word. Teacher says, "Add /*/ at the end and the word is?"	star-	/t/	start	shy-	/n/	shine	boo-	/th/	booth	sp-	/ine/	spine	l-	/earn/	learn
M-W: Ex. T: were S: were T: Add /m/ at the end and the word is? S: worm	too-	/th/	tooth	let-	/er/	letter	shell-	/f/	shelf	f-	/ork/	fork	st-	/ear/	steer
	ten-	/t/	tent	play-	/t/	plate	stor-	/ē/	story	r-	/ead/	read	th-	/ink/	think
Th-F: Ex. T: /s/ S: /s/ T: Add /tore/ at the end and the word is? S: store	far-	/m/	farm	chair-	/ē/	cherry	splur-	/j/	splurge	sh-	/irt/	shirt	sh-	/ark/	shark
	stay-	/k/	stake	cent-	/er/	center	clove-	/er/	clover	b-	/arn/	barn	t-	/each/	teach
	play-	/n/	plane	when-	/t/	went	feel-	/d/	field	ch-	/in/	chin	r-	/ush/	rush

Adding hand motion: Teacher holds right palm to show the word/word part. Add the final sound or rime with left hand and lightly clap hands together for the the whole word.

Deleting Final Phoneme or Rime	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	state	/t/	stay	self	/f/	sell	force	/s/	for	steer	/ēar/	/st/	fair	/āir/	/f/
	booth	/th/	boo	start	/t/	star	shine	/n/	shy	breeze	/ēase/	/br/	tank	/ank/	/t/
Mon - Wed: Ex. T: herd S: herd T: Without /d/, what's left is? S: her	shelf	/f/	shell	tooth	/th/	too	letter	/er/	let	north	/orth/	/n/	shark	/ark/	/sh/
	story	/ē/	store	tent	/t/	ten	plate	/t/	play	sing	/ing/	/s/	wore	/ore/	/w/
	splurge	/j/	splur	farm	/m/	far	cherry	/ē/	chair	flour	/our/	/fl/	learn	/earn/	/l/
	clover	/er/	clove	storm	/m/	store	croak	/k/	crow	hang	/ang/	/h/	tone	/ōne/	/t/
Thurs - Fri: Ex. T: sand S: sand T: Without /and/, what's left is? S: /s/	field	/d/	feel	plain	/n/	play	went	/t/	when	wise	/ise/	/w/	heat	/ēat/	/h/
	shovel	/l/	shove	checker	/er/	check	stark	/k/	star	shin	/in/	/sh/	bread	/ēad/	/br/
	cart	/t/	car	beach	/ch/	bee	center	/er/	cent	zoom	/oom/	/z/	starch	/arch/	/st/
*Say sound, not letter name	better	/er/	bet	chilly	/ē/	chill	bench	/ch/	Ben	crust	/ust/	/cr/	peek	/eek/	/p/

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

Primary Phonemic Awareness Lesson for Week 20

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Final 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 /*/ to */ and the word is?" Ex. T: bite S: bite T: Change /t/ to /k/ and the word is? S: bike *Say sound, not letter name	bite	/k/	bike	seat	/d/	seed	line	/m/	lime	bone	/l/	bowl	might	/s/	mice
	goat	/l/	goal	pain	/l/	pail	mee <u>k</u>	/t/	meet	sea <u>l</u>	/m/	seem	wha <u>l</u> e	/d/	wade
	lake	/t/	late	beep	/m/	beam	pine	/l/	pile	pa <u>ce</u>	/v/	pave	ba <u>i</u> t	/k/	bake
	sa <u>ve</u>	/m/	same	li <u>ke</u>	/v/	live	nee <u>d</u>	/s/	neice	goa <u>l</u>	/z/	goes	fee <u>d</u>	/l/	feel
	bea <u>k</u>	/n/	bean	key <u>s</u> (/z/)	/p/	keep	see <u>n</u>	/k/	seek	lai <u>d</u>	/n/	lane	seiz <u>e</u>	/t/	seat
	si <u>d</u> e	/z/	size	me <u>e</u> t	/n/	mean	mi <u>l</u> e	/n/	mine	her <u>d</u>	/t/	hurt	for <u>k</u>	/m/	form
	loa <u>n</u>	/d/	load	wa <u>y</u> e	/k/	wake	ba <u>i</u> l	/s/	base	li <u>ce</u>	/d/	lied	heigh <u>t</u>	/v/	hive
	kne <u>e</u> l	/t/	neat	for <u>m</u>	/t/	fort	da <u>te</u>	/z/	daze	ow <u>n</u>	/k/	oak	plac <u>e</u>	/n/	plane
	pi <u>k</u> e	/p/	pipe	hi <u>k</u> e	/d/	hide	fee <u>l</u>	/t/	feet	shee <u>t</u>	/p/	sheep	hea <u>l</u>	/t/	heat
	bir <u>d</u>	/n/	burn	ner <u>v</u> e	/s/	nurse	cor <u>n</u>	/d/	cord	par <u>k</u>	/t/	part	tra <u>i</u> n	/l/	trail

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

Alphabet Knowledge	Card pack: Vowels: a, i, o, u, e, y	Card pack: Vowels: a, i, o, u, e, y	Card pack: Vowels: a, i, o, u, e, y	Card pack: Vowels: a, i, o, u, e, y	Card pack: Vowels: a, i, o, u, e, y
Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)	R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)

Primary Phonemic Awareness Lesson for Week 21

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Rhyme Recognition	Thumbs Up / Thumbs Down		Repeat the two words that rhyme		Thumbs Up / Thumbs Down		Repeat the two words that rhyme		Repeat the two words that rhyme	
Mon & Wed: Thumbs up if words rhyme or thumbs down if words don't rhyme. Tues, Thurs & Fri: Teacher reads the word set. Students repeat the two rhyming words.	saw, draw fault, vault port, chart yawn, yarn burn, born	bark, shark straw, paw twirl, girl	sauce, thaw, paw drawn, lawn, quack caught, taught, float crawl, drawl, cream haul, tall, walk	straw, claw burst, far taught, caught law, land haunt, taunt	claw, flaw pause, hawk launch, luck	cause, pause, breeze small, tall, feel sauce, raw, saw gawk, hawk, hook branch, launch, staunch	chalk, walk, work salt, street, fault freeze, jaws, laws dawn, run, brawn straw, slaw, slow			

Onset Fluency	saucer	/s/	awesome	/aw/	seesaw	/s/	August	/au/	gnawing	/n/
Teacher says word. Students repeat the word and isolate the onset.	yawning	/y/	withdraw	/w/	faucet	/f/	sausage	/s/	awkward	/aw/
	daughter	/d/	jigsaw	/j/	autumn	/au/	vaulted	/v/	baseball	/b/
	awful	/aw/	default	/d/	lawnchair	/l/	snowball	/s/	talking	/t/
Ex. T: calling S: calling, /k/	haunted	/h/	football	/f/	boardwalk	/b/	pitfall	/p/	wallet	/w/

Blending Phonemes	l-aw	law	au-th-er	author	s-au-s	sauce	j-aw	jaw	au-t-ũ-m	autumn
Teacher says the phonemes for each word. Students blend the sounds to say the whole word.	h-au-l	haul	au-g-ũ-s-t	August	j-au-n-t	jaunt	h-aw-k	hawk	h-au-n-t	haunt
Ex. T: s-au-s-ĩ-j S: sausage	p-aw-n	pawn	b-aw-l	bawl	b-ẽ-f-or	before	v-a-u-l-t	vault	y-aw-n-d	yawned
	ch-aw-k	chalk	s-aw-n	sawn	t-w-ir-l	twirl	k-au-z	cause	c-r-aw-l	crawl
	au-t-õ	auto	j-aw-z	jaws	P-au-l	Paul	d-aw-n	dawn	h-aw-k-s	hawks
	l-ur-ch	lurch	f-aw-l-s	false	l-au-n-ch	launch	f-aw-n	fawn	th-aw	thaw
	l-aw-n	lawn	c-au-t	caught	c-l-aw	claw	c-r-aw-l-d	crawled	m-ar-sh	marsh
	b-au-l-d	bald	s-aw	saw	f-au-l-t	fault	p-ur-s	purse	c-l-aw-z	clause
	d-au-t-er	daughter	p-au-z	pause	y-aw-n	yawn	aw-s-ũ-m	awesome	r-aw	raw
*Say sounds, not letter names	f-au-s-ẽ-t	faucet	f-l-aw	flaw	t-au-t	taught	g-aw-k	gawk	n-aw	gnaw

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.

Isolating Medial Sounds	lawn /aw/	fort /or/	germ /er/	caught /au/	paws /aw/	talk /au/	fawn /aw/	laws /aw/	port /or/	cork /or/
Teacher says the word. Students repeat the word and isolate the medial sound.	mark /ar/	dart /ar/	taught /au/	pawn /aw/	fern /er/	dawn /aw/	yard /ar/	porch /or/	cause /au/	yawn /aw/
Ex. T: lawn S: lawn /aw/	hurt /ur/	girl /ir/	firm /ir/	born /or/	yarn /ar/	torn /or/	hawk /aw/	turn /ur/	curl /ur/	walk /au/
	haul /au/		tart /ar/		burn /ur/				pause /au/	

Punch it out hand motion for Medial Sounds: Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.

Primary Phonemic Awareness Lesson for Week 21

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	sauce	s-au-s	jaw	j-aw	autum	au-t-ū-m	law	l-aw	author	au-th-er
Teacher says the word. Students repeat the word and segment it into phonemes.	jaunt	j-au-n-t	hawk	h-aw-k	haunt	h-au-n-t	haul	h-au-l	August	au-g-ū-s-t
Ex. T: taught S: taught, t-au-t	before	b-ē-f-or	vault	v-a-u-l-t	yawned	y-aw-n-d	pawn	p-aw-n	bawl	b-aw-l
	twirl	t-w-ir-l	cause	k-au-z	crawl	c-r-aw-l	chalk	ch-aw-k	dawn	d-aw-n
	Paul	P-au-l	sawn	s-aw-n	hawks	h-aw-k-s	auto	au-t-ō	jaws	j-aw-z
	launch	l-au-n-ch	fawn	f-aw-n	thaw	th-aw	lurch	l-ur-ch	false	f-aw-l-s
	claw	c-l-aw	crawled	c-r-aw-l-d	marsh	m-ar-sh	lawn	l-aw-n	caught	c-au-t
	fault	f-au-l-t	purse	p-ur-s	clause	c-l-aw-z	bald	b-au-l-d	saw	s-aw
	yawn	y-aw-n	awesome	aw-s-ū-m	raw	r-aw	daughter	d-au-t-er	pause	p-au-z
*Students say sounds, not letter names	taught	t-au-t	gawk	g-aw-k	gnaw	n-aw	faucet	f-au-s-ĕ-t	flaw	f-l-aw

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Final Phonemes	Adding to the end:			Adding to the end:			Adding to the end:			Adding the rime:			Adding the rime:		
Teacher says the word or onset. Students repeat. Teacher says, "Add /*/ at the end and the word is?"	Word	Add	Response	Word	Add	Response	Word	Add	Response	Onset	Add	Response	Onset	Add	Response
Ex. T: draw S: draw T: Add /n/ at the end and the word is? S: drawn	law-	/n/	lawn	taw-	/k/	talk	craw-	/l/	crawl	sm-	/ile/	smile	k-	/all/	call
*Say sound, not letter name	zoo-	/m/	zoom	star-	/t/	start	fall-	/t/	fault	h-	/air/	hair	w-	/ink/	wink
	claw-	/s/	claws	she-	/p/	sheep	sauce-	/er/	saucer	br-	/ing/	bring	gl-	/ad/	glad
	fine-	/d/	find	yaw-	/n/	yawn	fair-	/ē/	fairy	t-	/aste/	taste	p-	/ort/	port
	paw-	/z/	paws	car-	/v/	carve	chaw-	/k/	chalk	w-	/ish/	wish	fl-	/ame/	flame
	fur-	/n/	fern	store-	/m/	storm	tor-	/ch/	torch	r-	/ong/	wrong	t-	/aught/	taught

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

Deleting Final Phonemes	Deleting from the end:			Deleting from the end:			Deleting from the end:			Deleting the rime:			Deleting the rime:		
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
Mon - Wed: Ex. T: lawn S: lawn T: Without /n/, what's left is? S: law	<u>draw</u> n	/n/	draw	<u>perch</u>	/ch/	per	<u>saw</u> n	/n/	saw	<u>jaw</u>	/aw/	/j/	<u>smile</u>	/ile/	/sm/
	<u>torch</u>	/ch/	tore	<u>saucer</u>	/er/	sauce	<u>course</u>	/s/	core	<u>spend</u>	/end/	/sp/	<u>hair</u>	/air/	/h/
	<u>fault</u>	/t/	fall	<u>fairy</u>	/ē/	fair	<u>lost</u>	/t/	loss	<u>taught</u>	/aught/	/t/	<u>taste</u>	/aste/	/t/
	<u>grape</u>	/p/	grey	<u>handle</u>	/l/	hand	<u>paste</u>	/t/	pace	<u>call</u>	/all/	/k/	<u>bring</u>	/ing/	/br/
	<u>storm</u>	/m/	store	<u>pork</u>	/k/	pour	<u>tick</u> le	/l/	tick	<u>wink</u>	/ink/	/w/	<u>wish</u>	/ish/	/w/
	<u>batter</u>	/er/	bat	<u>lawn</u>	/n/	law	<u>clause</u>	/z/	claw	<u>glad</u>	/ad/	/gl/	<u>small</u>	/all/	/sm/
	<u>straws</u>	/z/	straw	<u>place</u>	/s/	play	<u>pawn</u>	/n/	paw	<u>port</u>	/ort/	/p/	<u>wrong</u>	/ong/	/r/
	<u>halt</u>	/t/	hall	<u>paws</u>	/z/	paw	<u>treat</u>	/t/	tree	<u>flame</u>	/ame/	/fl/	<u>thank</u>	/ank/	/th/
*Say sound, not letter name	<u>pine</u>	/n/	pie	<u>chalk</u>	/k/	chaw	<u>winner</u>	/er/	win	<u>steep</u>	/eep/	/st/	<u>stall</u>	/all/	/st/

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

Primary Phonemic Awareness Lesson for Week 21

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Final 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: bark S: bark T: Change /k/ to /n/ and the word is? S: barn *Say sound, not letter name	bark	/n/	barn	curb	/v/	curve	harm	/p/	harp	write	/z/	rise	theme	/f/	thief
	fork	/t/	fort	whirl	/d/	word	verb	/s/	verse	cart	/d/	card	hard	/m/	harm
	chart	/m/	charm	hurl	/t/	hurt	corn	/t/	court	barge	/k/	bark	fight	/v/	five
	part	/k/	park	leave	/s/	lease	birth	/n/	burn	print	/s/	prince	wreath	/ch/	reach
	ride	/z/	rise	yard	/n/	yarn	chart	/j/	charge	hark	/t/	heart	cream	/s/	crease
	curve	/l/	curl	card	/p/	carp	mark	/t/	mart	nerve	/s/	nurse	neat	/d/	need
	deep	/d/	deed	wide	/z/	wise	tile	/p/	type	teen	/m/	team	plead	/z/	please
	pork	/ch/	porch	hide	/v/	hive	gave	/z/	gaze	dice	/v/	dive	stork	/ē/	story
	shark	/p/	sharp	peak	/s/	peace	creek	/m/	cream	home	/l/	hole	lawn	/g/	log
	mark	/sh/	marsh	dōve	/m/	dome	nice (/s/)	/f/	knife	pose (/z/)	/k/	poke	grove	/s/	gross

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

Alphabet Knowledge	Card pack: Advanced Vowels: aw, au		Card pack: Advanced Vowels: aw, au		Card pack: Advanced Vowels: aw, au		Card pack: Advanced Vowels: aw, au	
Teacher holds up flashcards one at a time and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	R-controlled vowels: ar, er, ir, or, ur (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)	R-controlled vowels: ar, er, ir, or, ur (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	R-controlled vowels: ar, er, ir, or, ur 1. Letter names only 2. Sounds only (for speed and accuracy)	R-controlled vowels: ar, er, ir, or, ur (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	

Primary Phonemic Awareness Lesson for Week 22

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyme Recognition Thumbs up if the words rhyme or thumbs down if the words don't rhyme. Option to ask students to produce 1 or 2 additional rhyming words to continue the series.	house, mouse loud, load gown, crown couch, pouch scowl, growl	cloud, proud month, mouth now, vow bounce, hound pound, owl	round, bound cloud, could count, mount town, frown crouch, crowd	slouch, vouch found, sound ounce, bounce scour, hour ground, grand	shout, pout proud, paid chow, plow brown, brain mouse, blouse
Onset Fluency Teacher says word. Students repeat the word and isolate the onset. Ex. T: careful S: careful, /k/	millionaire /m/ rebate /r/ discount /d/ sequence /s/ honeysuckle /h/	dinosaur /d/ monument /m/ silverware /s/ captivate /k/ purchase /p/	prepare /p/ audience /au/ saucer /s/ conservative /k/ formulate /f/	sunburn /s/ curtain /k/ wheelchair /w/ turquoise /t/ necessary /n/	living /l/ seminar /s/ participate /p/ waterfall /w/ terrible /t/
Blending Phonemes Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: p-ou-n-d S: pound *Say sounds, not letter names	f-ou-n-d found p-ou-ch pouch c-r-ow-d crowd s-ou-n-d sound t-ow-er tower m-ou-s mouse p-ou-t pout s-p-ou-t spout b-r-ow-n brown s-p-r-ou-t sprout	h-ow how v-ou-ch vouch l-ou-d loud p-ou-n-d pound s-t-ou-t stout sh-ou-t shout k-ou-n-t count t-ow-l towel f-l-ow-er flower p-ow-d-er powder	k-ou-ch couch p-ou-n-s pounce h-ou-n-d hound w-ou-n-d wound p-l-ow-d plowed p-ow-er power ũ-m-ou-n-t amount c-r-ow-n crown ũ-l-ow-d allowed m-ou-n-d mound	b-ou-n-s bounce g-r-ou-n-d ground c-l-ou-d cloud p-r-ou-d proud r-ou-n-d round w-ow wow sh-ow-er shower h-ou-s house s-ou-th south t-ow-n town	m-ou-th mouth b-r-ow brow g-r-ou-ch-ē grouchy ũ-b-ou-t about ou-t-s-ī-d outside s-c-ow-l scowl g-r-ow-l growl ou-er hour f-r-ow-n frown ou-t-er outer
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.					
Isolating Medial Sounds Teacher says the word. Students repeat the word and isolate the medial sound. Ex. T: south S: south, /ou/	Isolate the medial sound south /ou/ town /ow/ caught /au/ howl /ow/ jaws /aw/ germ /er/	Isolate the medial sound couch /ou/ hawk /aw/ doubt /ou/ harp /ar/ shout /ou/ mouth /ou/	Isolate the medial sound loud /ow/ serve /er/ house /ou/ paws /aw/ gown /ow/ taught /au/	Isolate the medial sound pouch /ou/ born /or/ pout /ou/ firm /ir/ mouse /ou/ dawn /aw/	Isolate the medial sound scowl /ow/ drawn /aw/ ground /ou/ mount /ou/ launch /au/ proud /ou/
Punch it out hand motion: Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.					

Primary Phonemic Awareness Lesson for Week 22

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	bounce	b-ou-n-s	found	f-ou-n-d	how	h-ow	brow	b-r-ow	couch	k-ou-ch
Teacher says the word. Students repeat the word and segment it into phonemes. Ex. T: found S: found, f-ou-n-d	<u>g</u> rouch	g-r-ou-ch	<u>p</u> ouch	p-ou-ch	<u>v</u> ouch	v-ou-ch	<u>s</u> cowl	s-k-ow-l	<u>p</u> ounce	p-ou-n-s
	<u>c</u> loud	c-l-ou-d	<u>p</u> lowed	p-l-ow-d	<u>l</u> oud	l-ou-d	<u>g</u> rowl	g-r-ow-l	<u>h</u> ound	h-ou-n-d
	<u>p</u> rroud	p-r-ou-d	<u>s</u> ound	s-ou-n-d	<u>p</u> ound	p-ou-n-d	<u>o</u> uter	ou-t-er	<u>w</u> ound	w-ou-n-d
	<u>r</u> ound	r-ou-n-d	<u>t</u> ower	t-ow-er	<u>s</u> pouse	s-p-ou-s	<u>c</u> lown	c-l-ow-n	<u>g</u> round	g-r-ou-n-d
	<u>w</u> ow	w-ow	<u>m</u> ouse	m-ou-s	<u>s</u> hout	sh-ou-t	<u>a</u> bout	ū-b-ou-t	<u>p</u> ower	p-ow-er
	<u>s</u> hower	sh-ow-er	<u>p</u> out	p-ou-t	<u>c</u> ount	k-ou-n-t	<u>h</u> our	ou-er	<u>a</u> mount	ū-m-ou-n-t
	<u>h</u> ouse	h-ou-s	<u>s</u> pout	s-p-ou-t	<u>t</u> owel	t-ow-l	<u>g</u> rouchy	g-r-ou-ch-ē	<u>c</u> rown	c-r-ow-n
	<u>s</u> outh	s-ou-th	<u>b</u> rown	b-r-ow-n	<u>f</u> lower	f-l-ow-er	<u>o</u> utside	ou-t-s-ī-d	<u>a</u> llowed	ū-l-ow-d
	<u>c</u> rowd	c-r-ow-d	<u>m</u> ount	m-ou-n-t	<u>p</u> owder	p-ow-d-er	<u>m</u> outh	m-ou-th	<u>m</u> ound	m-ou-n-d
	*Students say sounds, not letter names									

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Final Phonemes	Adding to the end:			Adding to the end:			Adding to the end:			Adding the rime:			Adding the rime:		
Teacher says the word or onset. Students repeat. Teacher says, "Add /*/ at the end and the word is?" Ex. T: toy S: toy T: Add /l/ to the end and the word is? S: toil *Say sound, not letter name	Word	Add	Response	Word	Add	Response	Word	Add	Response	Onset	Add	Response	Onset	Add	Response
	lease-	/t/	least	stay-	/t/	state	core-	/s/	course	sh-	/out/	shout	sh-	/ark/	shark
	brow-	/n/	brown	ram-	/p/	ramp	tōw-	/n/	town	bl-	/ew/	blew	k-	/all/	call
	purr-	/s/	purse	we-	/k/	week	go-	/t/	goat	cr-	/oud/	crowd	y-	/ear/	year
	pow-	/t/	pout	may-	/n/	main	bar-	/k/	bark	d-	/ear/	dear	d-	/ōwn/	down
	bee-	/n/	bean	fall-	/t/	fault	me-	/l/	meal	sp-	/ark/	spark	bl-	/oom/	bloom

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

Deleting Final Phonemes	Deleting from the end:			Deleting from the end:			Deleting from the end:			Deleting the rime:			Deleting the rime:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?" Ex. T: howl S: howl T: Without /l/, what's left is? S: how *Say sound, not letter name	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	<u>p</u> ouch	/ch/	pow	<u>s</u> outh	/th/	sōw	<u>c</u> loudy	/ē/	cloud	<u>f</u> lour	/our/	/fl/	<u>s</u> oar	/oar/	/s/
	<u>c</u> ourse	/s/	core	<u>l</u> east	/t/	lease	<u>p</u> awn	/n/	paw	<u>p</u> erch	/erch/	/p/	<u>b</u> lew	/ew/	/bl/
	<u>t</u> own	/n/	tōw	<u>b</u> rown	/n/	brow	<u>s</u> tate	/t/	stay	<u>g</u> round	/ound/	/gr/	<u>c</u> rowd	/oud/	/cr/
	<u>c</u> ouch	/ch/	cow	<u>h</u> owl	/l/	how	<u>r</u> amp	/p/	ram	<u>c</u> all	/all/	/k/	<u>d</u> ear	/ēar/	/d/
	<u>p</u> rouder	/er/	proud	<u>p</u> ower	/er/	pow	<u>c</u> rawl	/l/	craw	<u>s</u> cowl	/owl/	/sc/	<u>h</u> owl	/owl/	/h/
	<u>b</u> ark	/k/	bar	<u>p</u> urse	/s/	purr	<u>w</u> ee <u>k</u>	/k/	we	<u>s</u> hark	/ark/	/sh/	<u>s</u> park	/ark/	/sp/
	<u>l</u> oud	/d/	lōu	<u>s</u> torm	/m/	store	<u>p</u> lowed	/d/	plow	<u>y</u> ear	/ēar/	/y/	<u>n</u> ewt	/ewt/	/n/
	<u>h</u> ouse	/s/	how	<u>p</u> out	/t/	pow	<u>b</u> oom	/m/	boo	<u>d</u> own	/ōwn/	/d/	<u>c</u> hew	/ew/	/ch/
	<u>b</u> urn	/n/	burr	<u>n</u> ews	/z/	new	<u>f</u> ault	/t/	fall	<u>b</u> loom	/oom/	/bl/	<u>s</u> hout	/out/	/sh/

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

Primary Phonemic Awareness Lesson for Week 22

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Final 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 /*/ to /*/ and the word is?" Ex. T: sweet S: sweet T: Change /t/ to /p/ and the word is? S: sweep *Say sound(s), not letter name(s)	sweet	/p/	sweep	luck	/v/	love	pack	/st/	past	speak	/d/	speed	skate	/l/	scale
	height	/d/	hide	red	/st/	rest	spade	/s/	space	crab	/sh/	crash	spine	/s/	spice
	clap	/s/	class	bark	/n/	barn	prime	/z/	prize	trail	/n/	train	light	/k/	like
	toad	/st/	toast	wrote	/d/	road	duck	/st/	dust	scoop	/l/	school	cloud	/n/	clown
	grade	/p/	grape	mad	/sk/	mask	stove	/n/	stone	brain	/d/	braid	burn	/d/	bird
	plug	/m/	plum	rise (/z/)	/s/	rice	swish	/m/	swim	glum	/v/	glove	trash	/p/	trap
	grease	/n/	green	snake	/l/	snail	plane	/t/	plate	team	/ch/	teach	crumb	/sh/	crush
	sun	/ch/	such	bird	/th/	birth	teen	/th/	teeth	boat	/th/	both	beach	/st/	beast
	work	/th/	worth	cone	/ch/	coach	flap	/sh/	flash	fish	/st/	fist	groan	/th/	growth
	moon	/s/	moose	booth	/t/	boot	rich	/sk/	risk	map	/th/	math	drip	/l/	drill
Substituting hand motion: Teacher holds two closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the body of the word, left fist is the final sound. Pull the fist away that represents the part to be substituted and lightly pound your fists together when you say the new word.															

Alphabet Knowledge	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels
Teacher holds up flashcards one at a time and students & teacher say the letter's name and sound(s). Provide long and short sounds for vowels.	aw, au, ow, ou (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou 1. Letter names only 2. Sounds only (for speed and accuracy)	aw, au, ow, ou (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou 1. Letter names only 2. Sounds only (for speed and accuracy)

Primary Phonemic Awareness Lesson for Week 23

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Rhyming	Rhyme Recognition: Thumbs Up / Thumbs Down	Rhyme Recognition: Repeat the word that <i>doesn't</i> rhyme	Rhyme Recognition: Repeat the two words that rhyme	Rhyme Recognition: Repeat the two word that rhyme	Rhyme Production: Students supply real rhyming words
<p>Mon: Thumbs up if words rhyme or thumbs down if words don't rhyme.</p> <p>Tue-Th: Teacher says the series of words. Students respond with the rhyming words or the non-rhyming word. (See daily heading)</p> <p>Fri: Students produce rhyming words.</p>	<p>toy, joy</p> <p>boy, ball</p> <p>join, coin</p> <p>point, joint</p> <p>joy, jar</p>	<p>see, he, joy</p> <p>no, boy, go</p> <p>can, pan, coin</p> <p>feel, seal, foil</p> <p>join, hi, by</p>	<p>boy, joy, go</p> <p>coin, can, join</p> <p>tape, toil, coil</p> <p>toy, tar, boy</p> <p>Roy, toy, Ray</p>	<p>soil, bake, boil</p> <p>oil, spoil, to</p> <p>join, vote, coin</p> <p>me, hoist, moist</p> <p>choice, voice, lost</p>	<p>zoy (Ex. toy, boy, joy)</p> <p>noil (Ex. spoil, boil, foil)</p> <p>loint (Ex. point, joint)</p> <p>hoice (Ex. voice, choice)</p>
Onset Fluency	accurate /ă/ numeral /n/ author /au/ understood /ü/ lonesome /l/	voyage /v/ isolate /ī/ confusing /k/ argument /ar/ octopus /ō/	discount /d/ applaud /ü/ overlook /ō/ moisture /m/ auditorium /au/	either /ē/ afternoon /ă/ joyful /j/ operation /ō/ escalator /ě/	cowboy /k/ uniform /ū/ oatmeal /ō/ iceberg /ī/ onomatopoeia /ō/
Blending Phonemes	<p>t-oy toy</p> <p>v-oi-d void</p> <p>j-oi-n join</p> <p>s-ou-th south</p> <p>n-oi-z noise</p> <p>ŭ-l-ou-d aloud</p> <p>b-r-oi-l broil</p> <p>m-ou-th mouth</p> <p>f-ou-n-d found</p>	<p>R-oy Roy</p> <p>t-ur-m-oi-l turmoil</p> <p>l-ou-d-er louder</p> <p>sh-ow-er shower</p> <p>j-oi-n-z joins</p> <p>s-p-oi-l spoil</p> <p>t-oi-l toil</p> <p>ch-ow-d-er chowder</p> <p>c-l-ow-n clown</p>	<p>ch-oi-s choice</p> <p>l-oy-l loyal</p> <p>h-ow-l howl</p> <p>b-r-ow-n brown</p> <p>k-oi-l coil</p> <p>s-oi-l soil</p> <p>b-r-ow-z browse</p> <p>p-ou-n-d pound</p> <p>c-r-ow-d crowd</p>	<p>r-oy-l royal</p> <p>f-oi-l foil</p> <p>k-oi-n coin</p> <p>k-ou-n-t count</p> <p>g-r-ou-n-d ground</p> <p>p-oi-z-ŭ-n poison</p> <p>c-ow-b-oy cowboy</p> <p>h-ou-s house</p> <p>s-ou-n-d sound</p>	<p>j-oi-n-t joint</p> <p>k-oi-n-z coins</p> <p>r-ē-j-oi-s rejoice</p> <p>m-ou-s mouse</p> <p>ŭ-v-oi-d avoid</p> <p>p-oi-n-t point</p> <p>j-oy joy</p> <p>k-ou-ch couch</p> <p>g-r-ow-l growl</p>
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.					
Isolating Final or Medial Sounds	Isolate the medial sound	Isolate the medial sound	Isolate the medial sound	Isolate the final sound	Isolate the final sound
<p>Teacher says the word. Students repeat the word and isolate the medial sound (Mon-Wed) or final sound (Thur-Fri)</p> <p>Mon-Wed: Ex. T: coin S: coin, /oi/</p> <p>Thurs - Fri: Ex. T: coin S: coiN, /n/</p>	<p>loud /ou/</p> <p>dawn /aw/</p> <p>join /oi/</p> <p>dart /ar/</p> <p>hurt /ur/</p> <p>voice /oi/</p> <p>born /or/</p>	<p>noise /oi/</p> <p>corn /or/</p> <p>soil /oi/</p> <p>couch /ou/</p> <p>boil /oi/</p> <p>taught /au/</p> <p>choice /oi/</p>	<p>coin /oi/</p> <p>bounce /ou/</p> <p>void /oi/</p> <p>crawl /aw/</p> <p>poise /oi/</p> <p>down /ow/</p> <p>broil /oi/</p>	<p>joiN /n/</p> <p>spoiL /l/</p> <p>avoiD /d/</p> <p>voyaGe /j/</p> <p>rejaiCe /s/</p> <p>coiL /l/</p> <p>appoint /t/</p>	<p>broiL /l/</p> <p>noiSe /z/</p> <p>choiCe /s/</p> <p>poisoN /n/</p> <p>destrOY /oy/</p> <p>spoileD /d/</p> <p>viewpoinT /t/</p>
punch iT ouT hand motion: (Final Sound) The teacher models punch iT ouT using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.					
Punch it out hand motion: (Medial Sound) Raise both arms up when saying the middle sound of the word. May use roller coaster hand motion instead.					

Primary Phonemic Awareness Lesson for Week 23

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Segmenting Phonemes	royal	r-oy-l	joint	j-oi-n-t	toy	t-oy	Roy	r-oy	boy	b-oy
Teacher says the word. Students repeat the word and segment it into phonemes.	foil	f-oi-l	coins	c-oi-n-z	void	v-oi-d	turmoil	t-ur-m-oi-l	choice	ch-oi-s
Ex. T: rejoice S: rejoice, r-ē-j-oi-s	point	p-oi-n-t	rejoice	r-ē-j-oi-s	join	j-oi-n	oil	oi-l	loyal	l-oy-l
	count	c-ou-n-t	mouse	m-ou-s	south	s-ou-th	louder	l-ou-d-er	howl	h-ow-l
	ground	g-r-ou-n-d	flower	f-l-ow-er	aloud	ū-l-ou-d	sour	s-ou-r	brown	b-r-ow-n
	soy	s-oy	pointer	p-oi-n-t-er	avoid	ū-v-oi-d	appoint	ū-p-oi-n-t	coil	k-oi-l
	poison	p-oi-z-ī-n	voice	v-oi-s	noise	n-oi-z	spoil	s-p-oi-l	soil	s-oi-l
	cowboy	c-ow-b-oy	joy	j-oy	broil	b-r-oi-l	toil	t-oi-l	browse	b-r-ow-z
	house	h-ou-s	couch	c-ou-ch	mouth	m-ou-th	chowder	ch-ow-d-er	pound	p-ou-n-d
*Students say sounds, not letter names	sound	s-ou-n-d	growl	g-r-ow-l	found	f-ou-n-d	clown	c-l-ow-n	crowd	c-r-ow-d

Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word.

Adding Final Phonemes	Adding to the end:			Adding to the end:			Adding to the end:			Adding the rime:			Adding the rime:		
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Onset	Add	Response	Onset	Add	Response
Teacher says the word or onset. Students repeat. Teacher says, "Add /*/ at the end and the word is?"	pea-	/ch/	peach	bes-	/t/	best	rye-	/s/	rice	f-	/oil/	foil	r-	/ash/	rash
Ex. T: /moo/ S: /moo/ T: Add /d/ at the end and the word is? S: mood	low-	/n/	loan	who-	/p/	hoop	voy-	/d/	void	sh-	/oo/	shoe	p-	/oint/	point
*Say sound, not letter name	mass-	/k/	mask	noy-	/z/	noise	me-	/t/	meat	j-	/oin/	join	h-	/eat/	heat
	boy-	/l/	boil	voy-	/s/	voice	coy-	/n/	coin	st-	/age/	stage	z-	/own/	zone
	we-	/t/	wheat	lease-	/t/	least	hole-	/d/	hold	pr-	/oud/	proud	sp-	/oil/	spoil

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

Deleting Final Phonemes	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?"	rice	/s/	rye	peach	/ch/	pea	pin t	/t/	pine	wed ge	/edge/	/w/	whee ze	/ēase/	/wh/
Ex. T: thump S: thump T: Without the /p/, what's left is? S: thumb	void	/d/	voy	loa n	/n/	low	arch	/ch/	are	poi nt	/oint/	/p/	nose	/ōze/	/n/
	mea t	/t/	me	mas k	/k/	mass	ligh t	/t/	lie	dar k	/ark/	/d/	hin t	/int/	/h/
	coi n	/n/	coy	boi l	/l/	boy	hoop	/p/	who	cow	/ow/	/k/	foi l	/oil/	/f/
	hol d	/d/	hole	whea t	/t/	we	awake	/k/	away	pou t	/out/	/p/	dear	/ēar/	/d/
	sa m e	/m/	say	nice	/s/	nī	goa t	/t/	go	zone	/ōwn/	/z/	join	/oin/	/j/
	how s e	/z/	who	soi l	/l/	soy	cars	/z/	car	held	/eld/	/h/	prou d	/oud/	/pr/
	how l	/l/	how	town	/n/	tōw	know n	/n/	know	bone	/ōwn/	/b/	yea st	/ēast/	/y/
	born	/n/	bore	rate	/t/	ray	voic e	/s/	voy	spoi l	/oil/	/sp/	bud ge	/udge/	/b/
*Say sound, not letter name	bunch	/ch/	bun	thump	/p/	thumb	nois e	/z/	noy	gear	/ēar/	/g/	sho e	/oo/	/sh

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

Primary Phonemic Awareness Lesson for Week 23

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Final 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: stop S: stop T: Change /p/ to /k/ and the word is? S: stock *Say sounds, not letter names	stop	/k/	stock	stake	/t/	state	flown	/t/	float	clap	/sp/	clasp	can	/st/	cast
	deep	/l/	deal	grip	/n/	grin	mouth	/s/	mouse	grown	/v/	grove	snoop	/z/	snooze
	moat	/st/	most	stem	/p/	step	slight	/m/	slime	swine	/p/	swipe	peel	/s/	peace
	read	/ch/	reach	twine	/s/	twice	white	/l/	while	stripe	/k/	strike	done	/sk/	dusk
	green	/t/	greet	road	/st/	roast	break	/n/	brain	brown	/z/	browse	brave	/k/	brake
	mug	/ch/	much	coin	/l/	coil	seem	/s/	cease	team	/ch/	teach	fork	/s/	force
	stage (/j/)	/n/	stain	stun	/ck/	stuck	math	/sk/	mask	log	/st/	lost	twin	/g/	twig
	snap	/ck/	snack	frog	/st/	frost	rim	/st/	wrist	void	/s/	voice	steep	/m/	steam
	street	/m/	stream	corn	/n/	corn	sleek	/p/	sleep	throat	/n/	throne	plead	/z/	please
	third	/st/	thirst	burn	/st/	burst	still	/ck/	stick	price (/s/)	/d/	pride	graze	/t/	great

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

Alphabet Knowledge	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels	Card pack: Advanced Vowels
Teacher holds up flashcards one at a time and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	aw, au, ow, ou, oi, oy (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou, oi, oy 1. Letter names only 2. Sounds only (for speed and accuracy)	aw, au, ow, ou, oi, oy (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou, oi, oy (Blends and Digraphs if needed) Show the flashcards & say, "Letter is / Letters are ____;" "Sound is / Sounds are ____;"	aw, au, ow, ou, oi, oy 1. Letter names only 2. Sounds only (for speed and accuracy)