



Heggerty

**EARLY
PRE-KINDERGARTEN
Curriculum**

2021 Edition

Phonological Awareness

35-weeks of Explicit and Systematic Phonological Awareness Lessons
with Teacher Modeling and Support

Based on the work of
Michael Heggerty, Ed.D.

Written by
**Marjorie Bottari, M.Ed.
Alisa VanHekken, M.Ed.**

Scope and Sequence

Phonological Awareness Skills	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Listening Games	What is a Sound?		Name Game & Animal Name Game		Same or Different?																														
Rhyme	Setting the Stage	Rhyme Repetition										Rhyme Recognition										Rhyme Production													
Initial Phoneme Isolation	Name Work	Initial Phoneme Isolation with focused sounds										Initial Phoneme Isolation with Generating Words			Initial Phoneme Isolation					Alliteration					Initial Phoneme Categorization					Generating Words					
		m,p,n	k,f,g	t,h,m	p,k,d	n,b,f	g,b,t	d,h,m	t,g,m	names	h,g,j	f,t,n																							
Blending		2 Words into a Compound Word										2 Syllables					Body - Coda					Onset - Rime													
Segmenting												Compound Words into 2 Words					2-Syllable Word into Syllables					Single Syllable Word into Onset - Rime													
Final Phoneme Isolation																							Phoneme Isolation: Final Sound with Focused Sound												
														m,p,k	b,n,d	t,g,k	f,m,p	t,f,g	b,n,d	k,p,m	n,d,t	g,f,b	d,p,n	k,b,t	g,m,n										
Early Literacy Skills																																			
Alphabet Knowledge	Learning Letter Names with an Alphabet Song																									Extension: Letter Names and Letter Sounds									
Language Awareness		Welcome Song	Pat-a-Cake	Hickety Pickety Bumble Bee	Star Light, Star Bright	Hey Diddle Diddle	Pattern Sentences	Repeating Sentences and Counting Words	Rain, Rain Go Away	Me	Itsy, Bitsy Spider	Twinkle, Twinkle Little Star	Down by the Bay	5 Little Peas in a Pod	Reciting Sentences	Nursery Rhyme Review																			

Day 1

Day 2

Day 3

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Setting the Stage for Phonological Awareness Activities

Setting the Stage for Rhyme

▷ Rhyming words are two words that have the same middle and final sounds. We are going to use a new song to hear rhyming words.

The teacher sings “Two Rhyming Words” to the tune of *Do You Know the Muffin Man?* with the words listed for the day.

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

Two Rhyming Words: Sing this song each day and add the words below.

We will say two rhyming words, two rhyming words, two rhyming words. When you say two rhyming words, they sound a lot alike.

No and **go** are rhyming words, rhyming words, rhyming words.

No and **go** are rhyming words, they sound a lot alike.

Hot and **not** are rhyming words, rhyming words, rhyming words.

Hot and **not** are rhyming words, they sound a lot alike.

Ten and **when** are rhyming words, rhyming words, rhyming words.

Ten and **when** are rhyming words, they sound a lot alike.

Cup and **pup** are rhyming words, rhyming words, rhyming words.

Cup and **pup** are rhyming words, they sound a lot alike.

Sat and **hat** are rhyming words, rhyming words, rhyming words.

Sat and **hat** are rhyming words, they sound a lot alike.

Nice and **mice** are rhyming words, rhyming words, rhyming words.

Nice and **mice** are rhyming words, they sound a lot alike

What is a Sound?

▷ We will play the “Ears Only” game.

We will close our eyes and I will make a sound. You will use your ears to hear the sounds. Listen carefully. Can you tell me the sound you hear?

► SKILL FOCUS: Students will distinguish sounds they hear.

Play the “Ears Only” game:

Students close their eyes and listen to the sounds in the room.

Teacher can:

- *knock on table or door
- *beep or play a horn
- *close doors
- *clap hands

Play the “Ears Only” game:

Students close their eyes and listen to the sounds in the room.

Teacher can:

- *shake or ring bells
- *stomp feet
- *shake a maraca
- *tap sticks together

Play the “Ears Only” game:

Students close their eyes and listen to the sounds in the room.

Teacher can:

- *rip a piece of paper
- *whistle or play a flute
- *snap your fingers
- *shake coins in a jar or cup

Name Work

▷ Our names are special words. Words are made up of sounds. Let’s listen for the first sound we hear in the names of our preschool friends.

► SKILL FOCUS: Students will hear and isolate the first sound in names.

Choose 3–4 student names each day. Say the name and isolate the first sound. Student repeat.

➞ EXAMPLE:

John; /j/, John

Choose 3–4 student names each day. Say the name and isolate the first sound. Students repeat.

➞ EXAMPLE:

Mae; /m/, Mae

Choose 3–4 student names each day. Say the name and isolate the first sound. Students repeat.

➞ EXAMPLE:

Michael; /m/, Michael

Day 1

Day 2

Day 3

Early Literacy Skills

Alphabet Knowledge

▷ We will sing an alphabet song. Can you sing along with me?

Note: Teachers may choose to have students echo each line of the song, if it is new for the learners.

► SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

Phonological Awareness Skills

Day 1

Day 2

Day 3

Listening Games

▷ We use our ears to hear sounds. We can hear sounds in our classroom and we can hear when we listen to people talk. We will play the 'Name Game' and listen with our ears to hear the different ways words sound when our classmates speak.

► SKILL FOCUS: We hear sounds with our ears. Sounds can be noises in the classroom and we use our voices to make sounds.

Name Game ↓

1. Students sit in a circle and close their eyes.
2. Teacher taps on one student's shoulder or head and the student says 'hello'.
3. Students open their eyes and say the name of the student they think said the word.

**Repeat with 2–4 students, teacher can choose to change the word the student is saying to focus on specific vocabulary from classroom lessons.*

Rhyme Repetition

▷ I will say some rhyming words, you will say those rhyming words back to me. Rhyming words have the same middle and final sounds.

⇒ EXAMPLE:

T: We will hear and say words that rhyme with **-it**.

T: hit, sit → S: hit, sit

T: sit, mitt → S: sit, mitt

T: hit, sit, mitt all have the rhyming part **-it**.

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

T: Today we will hear and say words that rhyme with **-at**

T: mat, hat

S: mat, hat

T: hat, sat

S: hat, sat

T: mat, hat, sat, all have the rhyming part **-at**

T: Today we will hear and say words that rhyme with **-in**

T: tin, pin

S: tin, pin

T: pin, fin

S: pin, fin

T: tin, pin, fin all have the rhyming part **-in**

T: Today we will hear and say words that rhyme with **-ot**

T: hot, not

S: hot, not

T: not, pot

S: not, pot

T: hot, not, pot all have the rhyming part **-ot**

Initial Phoneme Isolation

▷ I will say a sound. Say that sound back to me. I will say some words that begin with that sound, then it will be your turn.

⇒ EXAMPLE:

T: The sound is /m/. Can you say /m/?

T & S: /m/

T: /m/, map; Your turn.

T & S: /m/, map

► SKILL FOCUS: We are listening for the first sound we hear in a word.

Focus Sound: /m/

The first sound is: /m/

/m/, map

/m/, mom

/m/, mitt

/m/, man

Focus Sound: /p/

The first sound is: /p/

/p/, pot

/p/, pig

/p/, pet

/p/, park

Focus Sound: /n/

The first sound is: /n/

/n/, name

/n/, net

/n/, nice

/n/, new

VIDEOS & RESOURCES
HEGGERTY.ORG/EPK



Day 1

Day 2

Day 3

Blending Words

▷ I will say two small words and blend them together to make one big word. Then, it is your turn.

→ EXAMPLE:

T: in - to, into

T & S: in - to, into

► SKILL FOCUS: When we blend, we put two small words together to make a big word.

2 WORDS	WHOLE WORD	2 WORDS	WHOLE WORD	2 WORDS	WHOLE WORD
in - to	into	rain - bow	rainbow	sun - shine	sunshine
in - side	inside	rain - coat	raincoat	sun - light	sunlight
in - door	indoor	rain - drop	raindrop	sun - day	Sunday

👏 **Blending Hand Motion:**
Teacher's right hand is the first word, left hand is the second word. Students' hands will mirror the teacher. Use each hand to show the individual words and clap the compound word together.

Early Literacy Skills

Alphabet Knowledge

▷ We will sing an alphabet song. Can you sing along with me?

Note: Teachers may choose to have students echo each line of the song, if it is new for the learners. Any version of an alphabet song may be used.

► SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
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► SKILL FOCUS: Singing and playing with rhymes helps develop early literacy skills.

Language Awareness

▷ We will sing the "Welcome Song" everyday. Sing along with me.

Sing to tune of "Mary Had a Little Lamb"

Welcome Song ↓

We welcome you to school today,
School today, school today.
We welcome you to school today,
Please come in and play.
We're glad to have your here today,
Here today, here today
We're glad to have you here today,
Yes, it's a special day!



Phonological Awareness Skills

Day 1

Day 2

Day 3

Rhyme Repetition

▷ I will say two words that rhyme. You will say the words back to me.

→ EXAMPLE:

T: neck, deck

T & S: neck, deck

▶ SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

neck, deck

play, may

deep, keep

same, game

ship, tip

toy, boy

she, me

night, sight

cow, now

Initial Phoneme Isolation

▷ I will say a sound. Say that sound back to me. I will say some words that begin with that sound. Then, it is your turn.

→ EXAMPLE:

T: The sound is /n/. Can you say /n/?

T & S: /n/

T: /n/, nine; Your turn.

T & S: /n/, nine.

▶ SKILL FOCUS: We are listening for the first sound we hear in a word.

Focus Sound: /n/

The first sound is: /n/

/n/, nine

/n/, nap

/n/, nose

/n/, now

Focus Sound: /b/

The first sound is: /b/

/b/, back

/b/, bike

/b/, box

/b/, boat

Focus Sound: /f/

The first sound is: /f/

/f/, fan

/f/, four

/f/, food

/f/, fall

Blending Words

▷ I will say two small words and blend them together to make one big word. Then, it is your turn.

→ EXAMPLE:

T: base - ball, baseball

T & S: base - ball, baseball

▶ SKILL FOCUS: When we blend, we put two small words together to make a big word.

2 WORDS

WHOLE WORD

2 WORDS

WHOLE WORD

2 WORDS

WHOLE WORD

base - ball

baseball

class - room

classroom

birth - day

birthday

foot - ball

football

play - room

playroom

some - day

someday

soft - ball

softball

bath - room

bathroom

week - day

weekday

👏 **Blending Hand Motion:**
Teacher's right hand is the first word, left hand is the second word. Students' hands will mirror the teacher. Use each hand to show the individual words and clap the compound word together.

Day 1

Day 2

Day 3

Segmenting into Words

▷ I will say one big word and take it apart into two smaller words. Then, it is your turn.

→ EXAMPLE:

t: birthday, birth - day
t & s: birthday, birth - day

► SKILL FOCUS: When we segment, we listen to a whole word and separate it into two words.

WHOLE WORD		2 WORDS		WHOLE WORD		2 WORDS		WHOLE WORD		2 WORDS	
birthday		birth - day		baseball		base - ball		classroom		class - room	
someday		some - day		football		foot - ball		playroom		play - room	
weekday		week - day		softball		soft - ball		bathroom		bath - room	

👏 **Segmenting Hand Motion:**
 After saying the whole word, the teacher uses two hands to separate the compound words into two individual words (Teacher's right hand is the first word, left hand is the second word). Students mirror the teacher, using each hand to segment the whole word into two individual words.

Early Literacy Skills

Alphabet Knowledge

▷ We will sing an alphabet song. Can you sing along with me? I will point to each letter on our alphabet chart. Any version of an alphabet song may be used.

► SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
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► SKILL FOCUS: Singing and playing with rhymes helps develop early literacy skills.

Language Awareness

▷ We will sing or say this rhyme together.

Each day, teacher recites nursery rhyme, line by line, as students echo the teacher. Teacher points to individual students to allow them to provide their names. Teacher can repeat with as many names needed to allow all students to have a turn within the next 2 weeks.

Hickety Pickety Bumble Bee ↓

Hickety pickety **bumblebee**, who will say their name for **me**? (point to student and child responds)

Let's say it (all students repeat name)

Hickety pickety **bumblebee**, can you clap ____'s name for **me**? (students say and clap syllables in name)

Hickety pickety **bumblebee**, can you whisper/stomp ____'s name for **me**?

Repeat with 2-3 student names

Phonological Awareness Skills

Day 1

Day 2

Day 3

Rhyme Repetition

▷ I will say two words that rhyme. You will say the words back to me.

→ EXAMPLE:
T: hay, bay
T & S: hay, bay

▶ SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

hay, bay
hut, what
mine, fine

fake, rake
five, hive
suit, boot

six, mix
feet, neat
one, sun

Initial Phoneme Isolation

▷ We will play the name game. I will say a sound and tell you a name that begins with the same sound. Then it will be your turn to think of more names that begin with the same sound.

→ EXAMPLE:
T: /m/, Molly, /m/ is the first sound in Molly. Who can think of another name that begins with the sound /m/?

Student responds with names of classmates, friends, family members, that begin with the sound. (Marvin, Maria, Manny, etc.)

▶ SKILL FOCUS: We are listening to the first sound we hear in a word and generating words that begin with that sound.

1. Using a student name, teacher says the first sound, name, and first sound again. (EX: /m/, Molly, /m/)
2. Teacher asks students "Do you know another name that begins with sound ____?"

1. Using a student name, teacher says the first sound, name, and first sound again. (EX: /m/, Molly, /m/)
2. Teacher asks students "Do you know another name that begins with sound ____?"

1. Using a student name, teacher says the first sound, name, and first sound again. (EX: /m/, Molly, /m/)
2. Teacher asks students "Do you know another name that begins with sound ____?"

Blending Syllables

▷ I will say two syllables and blend them together to make one big word. Then, it is your turn.

Teacher's Note: We will be blending words with /ē/ as the final syllable.

→ EXAMPLE:
T: itch - y, itchy
T & S: itch - y, itchy

▶ SKILL FOCUS: When we blend, we put two syllables together to make one big word.

SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD
fun - y	funny	sun - y	sunny	hon - ey	honey
mud - y	muddy	wind - y	windy	read - y	ready
dirt - y	dirty	rain - y	rainy	bunn - y	bunny
bud - y	buddy	snow - y	snowy	happ - y	happy
hair - y	hairy	cloud - y	cloudy	mon - ey	money

Vocabulary Extension: Weather Words

Blending Hand Motion:
Place hands together as "choppers." The teacher will chop hands from their right to left, one chop for each syllable. Then slide the two syllables together and say the whole word. Students mirror the teacher, chopping their hands for each syllable.

Day 1

Day 2

Day 3

Segmenting into Syllables

▷ I will say one big word and chop it into two syllables. Then, it is your turn.

Teacher's Note: We will be segmenting words with /ē/ as the final syllable.

→ EXAMPLE:

T: honey, hon - ey

T & S: honey, hon - ey

► SKILL FOCUS: When we blend, we put two syllables together to make one big word.

WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES
honey	hon - ey	funny	fun - y	sunny	sun - y
ready	read - y	muddy	mud - y	windy	wind - y
bunny,	bun - y	dirty	dirt - y	rainy	rain - y
happy	hap - y	buddy	bud - y	snowy	snow - y
money	mon - ey	hairy	hair - y	cloudy	cloud - y

Vocabulary Extension: Weather Words

Segmenting Hand Motion:

After saying the whole word, the teacher uses two hands as "choppers" to separate the word into two syllables (chopping from their right to left). Students mirror the teacher, using their hands to chop each syllable.

Early Literacy Skills

Alphabet Knowledge

▷ We will sing an alphabet song. Can you sing along with me? I will point to each letter on our alphabet chart. Any version of an alphabet song may be used.

► SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

Language Awareness

DAY 1:
We will sing or say this rhyme together.

DAYS 2 & 3:
We will say the rhyme and you will tell me the words that are missing.

► SKILL FOCUS: Singing and playing with rhymes helps develop early literacy skills.

Hey Diddle Diddle ↓

Hey, diddle, **diddle**,
The cat and the **fiddle**,
The cow jumped
over the moon.
The little dog laughed,
To see such a sight,
And the dish ran away
with the **spoon**.

Hey, diddle, diddle,
The cat and the ____ (**fiddle**),
The cow jumped
over the moon.
The little dog laughed,
To see such a sight,
And the dish ran away
with the ____ (**spoon**).

Hey, diddle, ____ (**diddle**),
The cat and the ____ (**fiddle**),
The cow jumped
over the ____ (**moon**).
The little dog laughed,
To see such a sight,
And the dish ran away
with ____ (**spoon**).

❖ NEW SKILL IS INTRODUCED:
FINAL PHONEME ISOLATION

Phonological Awareness Skills

Day 1

Day 2

Day 3

Rhyme Recognition

▷ Are these two words rhyming words, rhyming words, rhyming words, are these two words rhyming words? Show thumbs up or down.

⇒ EXAMPLE:

T: dime, need

T & S: dime, need; *thumbs down*

Initial Phoneme Isolation: Alliteration

▷ I will say three words and tell you the first sound we hear in all of those words. Then you will say the first sound.

⇒ EXAMPLE:

T: Teach Tim time. /t/

T & S: /t/

Body-Coda Blending

▷ I will say two parts of a word and blend them together to make one word. Then, it is your turn.

⇒ EXAMPLE:

T: dă - d, dad

T & S: dă - d, dad

Segmenting into Onset-Rime

▷ I will say one word and chop it into two parts. Then, it is your turn.

⇒ EXAMPLE:

T: goat, g - oat

T & S: goat, g - oat

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

Use rhyme chant: Sing to the tune of *Do You Know the Muffin Man?*

dime, need

beg, pat

name, came

joke, lead

keep, deep

walk, talk

code, night

him, dim

mop, can

for, door

bike, home

oat, up

knife, time

peak, beak

► SKILL FOCUS: We are listening for the first sound we hear in a group of words or a sentence.

Teach Tim time. /t/

Feed four fish. /f/

Dogs dig dirt. /d/

Girls get gum. /g/

Five fine feathers. /f/

Big blue butterflies. /b/

Can Kate cut? /k/

Mom makes muffins. /m/

Jake joined Jen. /j/

► SKILL FOCUS: When we blend, we put two parts together to make a word.

dă - d, dad

bă - d, bad

hă - d, had

mă - d, mad

pă - d, pad

kĩ - d, kid

dĩ - d, did

bĩ - d, bid

hĩ - d, hid

mĩ - d, mid

gō - t, goat

cō - t, coat

nō - t, note

mō - t, moat

bō - t, boat

► SKILL FOCUS: When we segment, we listen to a whole word and separate it into two parts, the onset and rime.

goat, g - oat

coat, c - oat

note, n - ote

moat, m - oat

boat, b - oat

dad, d - ad

bad, b - ad

had, h - ad

mad, m - ad

pad, p - ad

kid, k - id

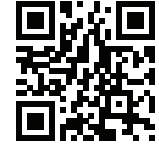
did, d - id

bid, b - id

hid, h - id

mid, m - id

VIDEOS & RESOURCES
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👋 **Blending Hand Motion:**
Place hands together as "choppers." The teacher will chop hands from their right to left, one chop for each part of the word. Then slide the two parts together and say the whole word. Students mirror the teacher, chopping their hands for each part.

👋 **Segmenting Hand Motion:**
After saying the whole word, the teacher uses two hands as "choppers" to separate the word into two parts: onset and rime (chopping their right for the onset and left for the rime). Students mirror the teacher, using their hands to chop the onset and rime.

Day 1

Day 2

Day 3

Phoneme Isolation: Final Sounds

▷ I will say a sound. Say that sound back to me. I will say some words that end with that sound. Then, it is your turn.

👉 EXAMPLE:

T: The sound is /m/. Can you say /m/?

T & S: /m/

T: room, /m/ Your turn.

T & S: room, /m/

▶ SKILL FOCUS: We are listening for the last sound we hear in a word.

Focus Sound: /m/

The last sound is: /m/

room, /m/

time, /m/

same, /m/

Focus Sound: /p/

The last sound is: /p/

cup, /p/

top, /p/

cap, /p/

Focus Sound: /k/

The last sound is: /k/

book, /k/

take, /k/

duck, /k/

👋 **Final Sound Hand Motion:**

Teacher uses left arm to punch arm straight up when isolating the final sound. Students mirror the teacher and use their right arm. (roo - /m/, /m/)

Early Literacy Skills

Alphabet Knowledge

▷ We will sing an alphabet song. Can you sing along with me? I will show you a card for each letter of the alphabet as we sing. Any version of an alphabet song may be used.

*Teacher can point to each letter on an alphabet chart.

▶ SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

▶ SKILL FOCUS: Singing and playing with rhymes helps develop early literacy skills.

The Itsy Bitsy Spider ↓

Itsy **Bitsy Spider** climbed up the water **spout**
Down came the rain
and washed the spider **out**.
Out came the sun
and dried up all the rain
And the Itsy Bitsy Spider
climbed up the spout again.

Itsy Bitsy Spider climbed up the water spout
Down came the rain
and washed the _____ (**out**).
Out came the sun
and dried up all the rain
And the Itsy Bitsy Spider
climbed up the spout _____ (**again**).

Itsy Bitsy Spider climbed up the water _____ (**spout**)
Down came the rain
and washed the _____ (**out**).
Out came the sun
and dried up all the _____ (**rain**)
And the Itsy Bitsy Spider
climbed up the spout _____ (**again**).

Language Awareness

DAY 1:
We will sing or say this rhyme together.

DAYS 2 & 3:
We will say the rhyme and you will tell me the words that are missing.

Phonological Awareness Skills

Day 1

Day 2

Day 3

Rhyme Production

▷ We have listened for rhyming words, and now we will produce or say rhyming words. This week we will use a fun chant to make rhyming words. It is called, Did you ever see?

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds. We will produce a word that rhymes.

Chant: Did you ever see...

a bear in a chair?

a mouse in a house?

a bee in a ____ (tree)?

Chant: Did you ever see...

a moose with a goose?

a dog with a ____ (frog/hog)?

a cat with a ____ (rat)?

Chant: Did you ever see...

a whale with a ____ (tail)?

a snake with a ____ (cake)?

a bear with a ____ (chair, hare)?

Initial Phoneme Isolation: Categorization

▷ I will say two words, say those words back to me. Show me thumbs up if they have the same first sound, or thumbs down if they don't.

► SKILL FOCUS: We are listening to hear if two words begin with the same sound.

food, fence

hen, nine

family, first

kind, king

never, need

birds, march

pig, puzzle

jeep, kitten

team, tape

➔ EXAMPLE:

T: food, fence

T & S: food, fence

T & S: thumbs up

Blending Onset-Rime

▷ I will say two parts of a word and blend them together to make one word. Then, it is your turn.

► SKILL FOCUS: When we blend, we put two parts together to make a word.

b - ed, bed

f - ed, fed

h - ed, head

w - ed, wed

t - ed, Ted

h - ip, hip

d - ip, dip

t - ip, tip

s - ip, sip

l - ip, lip

c - ob, cob

n - ob, knob

b - ob, bob

g - ob, gob

m - ob, mob

Segmenting into Onset-Rime

▷ I will say one word and chop it into two parts. Then, it is your turn.

► SKILL FOCUS: When we segment, we listen to a whole word and separate it into two parts, the onset and rime.

cob, c - ob

knob, n - ob

bob, b - ob

gob, g - ob

mob, m - ob

bed, b - ed

fed, f - ed

head, h - ed

wed, w - ed

Ted, t - ed

hip, h - ip

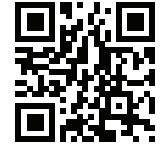
dip, d - ip

tip, t - ip

sip, s - ip

lip, l - ip

VIDEOS & RESOURCES
HEGGERTY.ORG/EPK



✋ **Blending Hand Motion:**
Place hands together as "choppers." The teacher will chop hands from their right to left, one chop for each part of the word. Then slide the two parts of the word together. Students mirror the teacher, chopping their hands for each part of the word..

✋ **Segmenting Hand Motion:**
After saying the whole word, the teacher uses two hands as "choppers" to separate the word into two parts: onset and rime (chopping their right for the onset and left for the rime). Students mirror the teacher, using their hands to chop the onset and rime.

Day 1

Day 2

Day 3

Phoneme Isolation: Final Sounds

▷ I will say a sound. Say that sound back to me. I will say some words that end with that sound. Then, it is your turn.

👉 EXAMPLE:

T: The sound is /t/. Can you say /t/?

T & S: /t/

T: cat, /t/ Your turn.

T & S: cat, /t/

► SKILL FOCUS: We are listening for the last sound we hear in a word.

Focus Sound: /t/

The last sound is: /t/

cat, /t/

seat, /t/

coat, /t/

Focus Sound: /f/

The last sound is: /f/

chief, /f/

wife, /f/

chef, /f/

Focus Sound: /g/

The last sound is: /g/

rug, /g/

dog, /g/

hug, /g/

👏 **Final Sound Hand Motion:**
Teacher uses left arm to punch arm straight up when isolating the final sound. Students mirror the teacher and use their right arm. (cat- /t/, /t/)

Early Literacy Skills

Alphabet Knowledge

▷ I will say the letter name and the letter sound. You will say it back to me.

Teacher Note: Letter cards are in alphabetical order.

► SKILL FOCUS: Singing an alphabet song helps us learn the letter names.

Show Alphabet Flashcards, one at a time and say:

Letter is ___;

Sound is ___.

Show Alphabet Flashcards, one at a time and say:

Letter is ___;

Sound is ___.

Show Alphabet Flashcards, one at a time and say:

Letter is ___;

Sound is ___.

Language Awareness

▷ We will sing or say this rhyme together. Teacher sings/says each line aloud, students repeat. Each day, the teacher and students recite the complete rhyme.

► SKILL FOCUS: Singing and playing with rhymes helps develop early literacy skills.

Down by the Bay ↓
Down by the Bay
Where the watermelons **grow**
Back to my home
I dare not **go**
For if I do
My mother would say
Did you ever see a **bear**
combing his hair*?
Down by the bay

*Teacher and students continue to make rhyming sentences. (ex: Did you ever see **fly** wearing a **tie**?)