



PRE-KINDERGARTEN  
Curriculum

2022 Edition

# Phonemic Awareness

Sample  
Lessons

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



**The #1 Phonemic Awareness Curriculum**

EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

# Scope and Sequence: Pre-Kindergarten

Week	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
<b>Rhyme</b>	Rhyme Repetition								Rhyme Recognition								Rhyme Recognition: Which word rhymes with _?				Rhyme Production								Rhyme Recognition & Production review						
<b>Initial Phoneme Isolation</b>	Student Names	Isolate the Initial Consonant Sound											Alliteration								Generate a word with the same initial phoneme				Categorization: Is the initial phoneme the same or different?										
		b, h, m, n, p	f, g, k, t, m, d	f, k, w, t, p	d, h, g, w, p, t	p, m, h, n, w, b	k, g, d, t, f, h	ch	j, s	sh, y	con- tinu- ous	stop sounds	mixed review: vocab focus																						
<b>Blend</b>	Compound Words						Syllables						Body -Coda	Onset - Rime	Blending Two Phonemes						Blending Three Phonemes														
<b>Phoneme Isolation: Final or Medial</b>	Final Phoneme Isolation											Medial Phoneme Isolation								Isolate Final Sound in a series of words	Final Phoneme Categorization				Medial Phoneme Isolation										
	m, p, k, d, n	n, b, h, p, m	Focused Sounds						Short Vowels								Long & Short Vowel Sounds																		
<b>Segment</b>	Compound Words						Syllables						Onset - Rime				Words into 2-Phonemes						Words into 3-Phonemes												
<b>Add</b>							Syllables						Initial Phoneme																						
<b>Delete</b>							Syllables						Initial Phoneme																						
<b>Substitute</b>																			Initial Phoneme																

## Early Literacy Skills

<b>Alphabet Knowledge</b>	Singing of the ABC's											Singing of the ABC's				Introduce Letter Names & Sounds													
	Use ABC cards every other day											Use ABC cards everyday																	
<b>Language Awareness</b>	Repeating Sentences and Counting Words						Nursery Rhymes								Completing Sentences and Counting Words				Nursery Rhymes										



**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

### Rhyme Repetition

▷ I will say two words that rhyme. These words rhyme because we hear the same sound at the end. You will say the words back to me.

⊕ EXAMPLE:

τ: go, no → s: go, no

► SKILL FOCUS: We are listening for words that rhyme. These words rhyme because we hear the same sound at the end.

τ: Today we will hear and say words that rhyme with -o

go, no  
no, so  
so, bow  
bow, toe

τ: These words all have the rhyming part -o

τ: Today we will hear and say words that rhyme with -ee

knee, me  
me, he  
he, be  
be, tea

τ: These words all have the rhyming part -ee

τ: Today we will hear and say words that rhyme with -ay

day, may  
may, hay  
hay, pay  
pay, bay

τ: These words all have the rhyming part -ay

τ: Today we will hear and say words that rhyme with -i

by, high  
high, tie  
tie, my  
my, guy

τ: These words all have the rhyming part -i

τ: Today we will hear and say words that rhyme with -oo

too, you  
you, do  
do, new  
new, zoo

τ: These words all have the rhyming part -oo

### Initial Phoneme Isolation: Names

▷ 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: We are listening for the first sound we hear in names.

Choose 3-5 student names each day. Say the name and isolate the first sound. Students repeat.

⊕ EXAMPLE:

Jamal; /j/, Jamal

Choose 3-5 student names each day. Say the name and isolate the first sound. Students repeat.

⊕ EXAMPLE:

Nina; /n/, Nina

Choose 3-5 student names each day. Say the name and isolate the first sound. Students repeat.

⊕ EXAMPLE:

Luke; /l/, Luke

Choose 3-5 student names each day. Say the name and isolate the first sound. Students repeat.

⊕ EXAMPLE:

Veda; /v/, Veda

Choose 3-5 student names each day. Say the name and isolate the first sound. Students repeat.

⊕ EXAMPLE:

Maria; /m/, Maria

### Blending Words

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

⊕ EXAMPLE:

τ: in - to, into → τ&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	2 WORDS	WHOLE WORD	2 WORDS	WHOLE WORD
in - to	into	rain - bow	rainbow	sun - burn	sunburn	back - yard	backyard	fire - place	fireplace
in - side	inside	rain - drop	raindrop	sun - shine	sunshine	back - seat	backseat	fire - fly	firefly
in - door	indoor	rain - coat	raincoat	sun - day	Sunday	back - pack	backpack	fire - man	fireman
		rain - storm	rainstorm	sun - set	sunset	back - bone	backbone	fire - fighter	firefighter
				sun - rise	sunrise	back - ground	background	fire - works	fireworks

✋ **Blending hand motion:**  
Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.

### Phoneme Isolation: Final Sounds

▷ We have listened for the first sound we hear in our names. Now, we will listen for the last sound we hear in words. The last sound comes at the end of a word.

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: τ: The last sound is /m/.

Can you say /m/? → s: /m/

τ: come, /m/; Your turn. → s: come, /m/

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

**Focus Sound: /m/**  
The last sound is: /m/

come, /m/  
name, /m/  
time, /m/  
same, /m/  
hum, /m/

**Focus Sound: /p/**  
The last sound is: /p/

cup, /p/  
nap, /p/  
zip, /p/  
top, /p/  
gap, /p/

**Focus Sound: /k/**  
The last sound is: /k/

pick, /k/  
bike, /k/  
sock, /k/  
neck, /k/  
lick, /k/

**Focus Sound: /d/**  
The last sound is: /d/

bed, /d/  
read, /d/  
hide, /d/  
need, /d/  
sad, /d/

**Focus Sound: /n/**  
The last sound is: /n/

shine, /n/  
bean, /n/  
hen, /n/  
win, /n/  
when, /n/

✋ **Final Sound hand motion:**  
Punch it Out -Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

## Segmenting into Words

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

⊕ EXAMPLE:

τ: into, in - to → τ & s: into, in - to

▶ 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	WHOLE WORD	2 WORDS	WHOLE WORD	2 WORDS
into	in - to	rainbow	rain - bow	sunburn	sun - burn	backyard	back - yard	fireplace	fire - place
inside	in - side	raindrop	rain - drop	sunshine	sun - shine	backseat	back - seat	firefly	fire - fly
indoor	in - door	raincoat	rain - coat	Sunday	sun - day	backpack	back - pack	fireman	fire - man
		rainstorm	rain - storm	sunset	sun - set	backbone	back - bone	firefighter	fire - fighter
				sunrise	sun - rise	background	back - ground	fireworks	fire - works

✎ **Segmenting hand motion:**  
Teacher and students place hands together with palms up to show the compound word. Teacher's right hand is the first word, left hand is the second word. Then they take apart the word using each hand.

## Early Literacy Skills

### Alphabet Knowledge

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

**Note:** Any version of an alphabet song may be used.

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

ABC SONG	ABC SONG	ABC SONG	ABC SONG	ABC SONG
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	Sing an alphabet song together, pointing to each letter on an alphabet chart. Teacher may choose to show a letter card that matches each letter.	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	Sing an alphabet song together, pointing to each letter on an alphabet chart. Teacher may choose to show a letter card that matches each letter.	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

▷ I will say a sentence aloud. Then we will say the sentence together. Last, we will say the sentence together one more time and count the words we hear.

▶ SKILL FOCUS: We will listen and say a sentence aloud.

I can run. (3) I can jump. (3) I can skip. (3) I can learn. (3) □ □ □	Can you run? (3) Can you jump? (3) Can you skip? (3) Can you share? (3) □ □ □	We will read. (3) We will learn. (3) We will count. (3) We will walk. (3) □ □ □	I am kind! (3) I am nice! (3) I am strong! (3) I am brave! (3) □ □ □	We are smart! (3) We are kind! (3) We are brave! (3) We are nice! (3) □ □ □
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**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

### Rhyme Repetition

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

⤴ EXAMPLE:  
T: page, cage → S: page, cage

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

page, cage tight, might keep, deep fine, dine cove, wove	weed, need known, moan hide, wide great, late type, wipe	feet, meet game, came toad, mode like, pike bean, seen	time, mime peek, week save, gave hope, nope like, bike	fade, made knife, wife jeep, beep pose, hose wait, date
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### Initial Phoneme Isolation

▷ OPTION 1: I will say a word and tell you the first sound I hear. Then, it is your turn.

⤴ EXAMPLE: T: good, /g/ → S: good, /g/

OPTION 2: I will say a sound and tell you a word that begins with that sound. Say the sound and word back to me.

⤴ EXAMPLE: T: /g/, good → S: /g/, good

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

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
good	/g/	call	/k/	feel	/f/	gate	/g/	king	/k/
fall	/f/	ten	/t/	gap	/g/	deer	/d/	heart	/h/
cat	/k/	guess	/g/	tooth	/t/	hot	/h/	fast	/f/
have	/h/	find	/f/	hat	/h/	curve	/k/	team	/t/
tall	/t/	den	/d/	count	/k/	tell	/t/	done	/d/

### Blending Syllables

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

⤴ EXAMPLE:  
T: talk - ing, talking → T&S: talk - ing, talking

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

2 SYLLABLES	WHOLE WORD								
talk - ing	talking	look - ing	looking	kick - ing	kicking	care - ing	caring	count - ing	counting
run - ing	running	fish - ing	fishing	walk - ing	walking	wish - ing	wishing	rain - ing	raining
read - ing	reading	watch - ing	watching	share - ing	sharing	skip - ing	skipping	snow - ing	snowing
learn - ing	learning	say - ing	saying	fly - ing	flying	love - ing	loving	shout - ing	shouting
wait - ing	waiting	show - ing	showing	jump - ing	jumping	help - ing	helping	come - ing	coming

👏 **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.

### Phoneme Isolation: Final Sounds

▷ We will listen for the last sound we hear in words. Remember, the last sound comes at the end of a word. I will say a word and tell you the last sound I hear in the word, then it will be your turn.

⤴ EXAMPLE:  
T: tub, /b/ → S: tub, /b/  
/\*/ Say sound, not letter name.

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

WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	FINAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
tub	/b/	check	/k/	wolf	/f/	page	/j/	mean	/n/
grab	/b/	snack	/k/	chef	/f/	bridge	/j/	phone	/n/
zone	/n/	wood	/d/	great	/t/	gem	/m/	hive	/v/
sign	/n/	bed	/d/	might	/t/	lime	/m/	love	/v/
slip	/p/	bees	/z/	this	/s/	reach	/ch/	tag	/g/
cape	/p/	nose	/z/	rice	/s/	couch	/ch/	big	/g/

👏 **Final Sound hand motion:**  
Punch it Out -Teacher slides left arm across body when saying the first part of the word, and punches left fist straight up in the air when saying the final sound. Students mirror the teacher, and will use their right arm.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

## Segmenting into Syllables

▷ Now, we will segment or separate a word into two parts or syllables. I will say one big word and chop it into two syllables. Then, it is your turn.

☞ **EXAMPLE:**

**T:** counting, count - ing

→ **T & S:** counting, count - ing

▶ **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into two syllables.

WHOLE WORD	2 SYLLABLES								
counting	count - ing	talking	talk - ing	looking	look - ing	kicking	kick - ing	caring	care - ing
raining	rain - ing	running	run - ing	fishing	fish - ing	walking	walk - ing	wishing	wish - ing
snowing	snow - ing	reading	read - ing	watching	watch - ing	sharing	share - ing	skipping	skip - ing
shouting	shout - ing	learning	learn - ing	saying	say - ing	flying	fly - ing	loving	love - ing
coming	come - ing	waiting	wait - ing	showing	show - ing	jumping	jump - ing	helping	help - ing

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

## Adding Final Syllables

▷ We can add a syllable to make a new word. I will say a word. You will say it back to me. We will add a syllable to the end and we will say the new word.

**\*Teacher's Note:** We will add the syllable /ing/\* to each word.

☞ **EXAMPLE:** **T:** Say, look → **S:** look

**T:** Add /ing/\* at the end and the word is look - ing, looking.

→ **T & S:** look - ing, looking.

▶ **SKILL FOCUS:** We can add a syllable to the end of a word to make a new word.

SAY	ADD	THE WORD IS:	SAY	ADD	THE WORD IS:									
look	/ing/	looking	meet	/ing/	meeting	play	/ing/	playing	pick	/ing/	picking	rain	/ing/	raining
walk	/ing/	walking	think	/ing/	thinking	read	/ing/	reading	fish	/ing/	fishing	storm	/ing/	storming
cook	/ing/	cooking	make	/ing/	making	count	/ing/	counting	kick	/ing/	kicking	snow	/ing/	snowing
talk	/ing/	talking	cry	/ing/	crying	see	/ing/	seeing	plant	/ing/	planting	freeze	/ing/	freezing
laugh	/ing/	laughing	jump	/ing/	jumping	help	/ing/	helping	melt	/ing/	melting	hail	/ing/	hailing

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

## Deleting Final Syllables

▷ Now we will delete or take away a syllable from the words we just heard. I will say a word. You will say the word back to me. Then we will take away a syllable from the end, and say what is left.

**\*Teacher's Note:** We will delete the syllable /ing/\* from each word.

☞ **EXAMPLE:** **T:** Say, looking → **S:** looking

**T:** look - ing; without /ing/\*, what's left is look.

Can you say look? → **T & S:** look

▶ **SKILL FOCUS:** We can delete a word part or syllable from the end of a word and say what is left.

SAY	WITHOUT	WHAT'S LEFT IS:												
looking	/ing/	look	meeting	/ing/	meet	playing	/ing/	play	picking	/ing/	pick	raining	/ing/	rain
walking	/ing/	walk	thinking	/ing/	think	reading	/ing/	read	fishing	/ing/	fish	storming	/ing/	storm
cooking	/ing/	cook	making	/ing/	make	counting	/ing/	count	kicking	/ing/	kick	snowing	/ing/	snow
talking	/ing/	talk	crying	/ing/	cry	seeing	/ing/	see	planting	/ing/	plant	freezing	/ing/	freeze
laughing	/ing/	laugh	jumping	/ing/	jump	helping	/ing/	help	melting	/ing/	melt	hailing	/ing/	hail

☞ **Deleting hand motion:**  
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 syllable with the right hand.

## Early Literacy Skills

### Monday

### Tuesday

### Wednesday

### Thursday

### Friday

#### Alphabet Knowledge

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

**Note:** Any version of an alphabet song may be used.

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

ABC SONG	ABC SONG	ABC SONG	ABC SONG	ABC SONG
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	Sing an alphabet song together, pointing to each letter on an alphabet chart. Teacher may choose to show a letter card that matches each letter.	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	Sing an alphabet song together, pointing to each letter on an alphabet chart. Teacher may choose to show a letter card that matches each letter.	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

▷ We will say this rhyme, One, Two, Three Four, Five, together.

**Note:** Rhyming words are in bold

**Thursday & Friday:** When we say the rhyme, I will leave out a word and you will tell me what is missing.

Teacher and students recite the rhyme together. The teacher leaves out some rhyming words and students supply the missing words.

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

#### One, Two, Three, Four, Five

One, two, three, four, <b>five</b> . Once I caught a fish <b>alive</b> . Six, seven, eight, nine, <b>ten</b> , then I let it go <b>again</b> .	One, two, three, four, <b>five</b> . Once I caught a fish <b>alive</b> . Six, seven, eight, nine, <b>ten</b> , then I let it go <b>again</b> .	One, two, three, four, <b>five</b> . Once I caught a fish <b>alive</b> . Six, seven, eight, nine, <b>ten</b> , then I let it go <b>again</b> .	One, two, three, four, ____. Once I caught a fish <b>alive</b> . Six, seven, eight, nine, ____, then I let it go <b>again</b> .	One, two, three, four, ____ . Once I caught a fish ____ . Six, seven, eight, nine, ____, then I let it go <b>again</b> .
Why did you let it <b>go</b> ? Because he bit my finger <b>so</b> . Which finger did he <b>bite</b> ? This little finger on the <b>right</b> .	Why did you let it <b>go</b> ? Because he bit my finger <b>so</b> . Which finger did he <b>bite</b> ? This little finger on the <b>right</b>	Why did you let it <b>go</b> ? Because he bit my finger <b>so</b> . Which finger did he <b>bite</b> ? This little finger on the <b>right</b> ,	Why did you let it ____ ? Because he bit my finger <b>so</b> . Which finger did he ____ ? This little finger on the <b>right</b> .	Why did you let it <b>go</b> ? Because he bit my finger ____ . Which finger did he ____ ? This little finger on the ____ .

VIDEOS Y RECURSOS  
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**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

## Rhyme Recognition

▷ I will say two words. You will say the words back to me. Show me thumbs up if the words rhyme, and thumbs down if they don't rhyme.

⊕ **EXAMPLE:**  
T: cat, mat → T&S: cat, mat (*thumbs up*)

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

cat, mat thumb, chip neck, fan cheek, shape love, down	some, come bake, rain hot, got light, did seed, read	sight, red name, same fun, run pass, week rope, hope	ran, man way, day pack, let hip, dip gum, feet	cow, how dish, wish fin, dog spoon, moon bus, tag
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## Initial Phoneme Isolation

▷ I will say a word. You will say that word back to me and tell me the first sound you hear.

⊕ **EXAMPLE:**  
T: cat → cat, /k/  
/\*/ Say sound, not letter name.

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

CATEGORY: ANIMALS		CATEGORY: SHAPES		CATEGORY: COLORS		CATEGORY: NUMBERS		CATEGORY: NURSERY RHYME WORDS	
cat	/k/	circle	/s/	yellow	/y/	one	/w/	moon	/m/
pig	/p/	diamond	/d/	green	/g/	four	/f/	cow	/k/
dog	/d/	square	/s/	white	/w/	nine	/n/	laugh	/l/
mouse	/m/	heart	/h/	brown	/b/	ten	/t/	sight	/s/
lion	/l/	star	/s/	purple	/p/	six	/s/	dish	/d/

◇ **Teacher Note:** Each day has a vocabulary focus. After isolating the sound in each word, ask students to identify what all of the words have in common. Alternatively, the teacher can share the category first. "We are listening for the first sound we hear in animal names."

## 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: hō - t, hot → T&S: hō - t, hot

▶ **SKILL FOCUS:** When we blend, we put two parts of a word together to make one big word.

2 PARTS	WHOLE WORD								
hō - t	hot	see - k	seek	nă - p	nap	kĩ - d	kid	no - te	note
pō - t	pot	wee - k	week	tă - p	tap	dĩ - d	did	vo - te	vote
nō - t	not	pee - k	peek	că - p	cap	hĩ - d	hid	coa - t	coat
dō - t	dot	lea - k	leak	mă - p	map	bĩ - d	bid	boa - t	boat
cō - t	cot	bea - k	beak	gă - p	gap	mĩ - d	mid	goa - t	goat

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

## Phoneme Isolation: Medial Sounds

▷ We have listened for the first and last sound we hear in words. Now we will listen for the sound we hear in the **middle of a word**. The sound we hear in the middle of a word is the vowel sound.

⊕ **EXAMPLE:**  
T: I will say some words that have the /ă/ sound in the middle. Can you say /ă/? → S: /ă/  
T: cat, /ă/. /ă/ is the sound we hear in the middle. Your turn. → T&S: cat, /ă/  
T: Let's listen for more words with /ă/ in the middle.  
/\*/ Say vowel sound, not letter name.

▶ **SKILL FOCUS:** We are listening for **the middle or vowel** sound we hear in a word.

<b>Focus Sound: /ă/</b> <i>The middle/vowel sound is: /ă/</i>	<b>Focus Sound: /ă/</b> <i>The middle/vowel sound is: /ă/</i>	<b>Focus Sound: /i/</b> <i>The middle/vowel sound is: /i/</i>	<b>Focus Sound: /i/</b> <i>The middle/vowel sound is: /i/</i>	<b>Focus Sound: /ă/</b> <i>The middle/vowel sound is: /ă/</i>
cat, /ă/ sad, /ă/ tag, /ă/ nap, /ă/ patch, /ă/	bag, /ă/ match, /ă/ pack, /ă/ sat, /ă/ laugh, /ă/	hit, /i/ pick, /i/ rip, /i/ sick, /i/ lip, /i/	kick, /i/ sit, /i/ his, /i/ miss, /i/ chick, /i/	lap, /ă/ hat, /ă/ cap, /ă/  <b>Focus Sound: /i/</b> <i>The middle/vowel sound is: /i/</i> sip, /i/ bit, /i/ knit, /i/

✋ **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.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

### Segmenting into Onset - Rime

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

⊕EXAMPLE:

T: note, n - ote → s: note, n - ote

▶ SKILL FOCUS: When we segment, we listen to a whole word and separate it into two parts, the first sound and the rest of the word.

WHOLE WORD	2 PARTS								
note	n - ote	hot	h - ôt	seek	s - eek	nap	n - äp	kid	k - ïd
vote	v - ote	pot	p - ôt	week	w - eek	tap	t - äp	did	d - ïd
coat	c - oat	not	n - ôt	peek	p - eek	cap	c - äp	hid	h - ïd
boat	b - oat	dot	d - ôt	leak	l - eak	map	m - äp	bid	b - ïd
goat	g - oat	cot	c - ôt	beak	b - eak	gap	g - äp	mid	m - ïd

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

### Adding Initial Phonemes

▷ We will add a sound at the beginning of a word part to make a word. I will say a word part. You will say it back to me. Then we will add a sound at the beginning and say the new word together.

⊕EXAMPLE:

T: Say, -ät → s: -ät

T: Add /k/\* at the beginning and the word is, k - ät, cat. → T & S: k - ät, cat.

/\*/ Say sound, not letter name.

▶ SKILL FOCUS: We can add a sound at the beginning of a word or word part to make a new word.

SAY:	ADD	THE WORD IS:												
-ät	/k/	k - ät, cat	-ïn	/f/	f - ïn, fin	-öt	/d/	d - öt, dot	-üt	/k/	k - üt, cut	-ëd	/b/	b - ëd, bed
-ät	/b/	b - ät, bat	-ïn	/t/	t - ïn, tin	-öt	/p/	p - öt, pot	-üt	/n/	n - üt, nut	-ëd	/w/	w - ëd, wed
-ät	/r/	r - ät, rat	-ïn	/w/	w - ïn, win	-öt	/h/	h - öt, hot	-üt	/h/	h - üt, hut	-ëd	/l/	l - ëd, led

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

### Deleting Initial Phonemes

▷ Now we will delete or take away the first sound in the words we just made. I will say the word, and you will say it back to me. I will tell you the sound to delete, and then we will say what is left.

⊕EXAMPLE:

T: Say, cat → s: cat

T: k - ät, without /k/\*, what's left is -ät.

→ T & S: -ät /\*/ Say sound, not letter name.

▶ SKILL FOCUS: We can take away the first sound from a word and say what is left.

SAY:	WITHOUT	WHAT'S LEFT IS:												
cat	/k/	-ät	fin	/f/	-ïn	dot	/d/	-öt	cut	/k/	-üt	bed	/b/	-ëd
bat	/b/	-ät	tin	/t/	-ïn	pot	/p/	-öt	nut	/n/	-üt	shed	/sh/	-ëd
rat	/r/	-ät	win	/w/	-ïn	hot	/h/	-öt	hut	/h/	-üt	led	/l/	-ëd

✎ **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 rime. Remove the right hand to delete the initial phoneme and show what is left with the left hand.

## Early Literacy Skills

### Monday

### Tuesday

### Wednesday

### Thursday

### Friday

### Alphabet Knowledge

▷ **Monday, Tuesday, & Thursday:** I will show you a card for each letter, and we will say, "Letter is \_\_; Sound is \_\_."

**Wednesday & Friday:** We will sing an alphabet song together, and I will show you a card for each letter. Can you sing along with me?

▶ SKILL FOCUS: We can learn letter names and letter sounds.

PRACTICE WITH 26 LETTERS, A - Z

Show alphabet cards in alphabetical order and say, "Letter is \_\_; Sound is \_\_."

PRACTICE WITH 26 LETTERS, A - Z

Show alphabet cards in alphabetical order and say, "Letter is \_\_; Sound is \_\_."

ABC SONG:

Sing and hold up letter cards as you sing.  
\*Option: Point to each letter on an alphabet chart or poster.

PRACTICE WITH 26 LETTERS, A - Z

Show alphabet cards in alphabetical order and say, "Letter is \_\_; Sound is \_\_."

ABC SONG:

Sing and hold up letter cards as you sing.  
\*Option: Point to each letter on an alphabet chart or poster.

### Language Awareness

▷ We will sing or say this rhyme, Little Miss Muffet, together.

**Note:** Rhyming words are in bold.

**Thursday & Friday:** When we sing or say the rhyme, I will leave out a word and you will tell me what is missing. Teacher and students recite the rhyme together. The teacher leaves out some rhyming words and students supply the missing words.

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

#### Little Miss Muffet

Little Miss Muffet  
sat on a **tuffet**,  
eating her curds and **whey**;  
When along came a **spider**,  
who sat down beside her  
and frightened  
Miss Muffet **away**.

Little Miss Muffet  
sat on a **tuffet**,  
eating her curds and **whey**;  
When along came a **spider**,  
who sat down beside **her**  
and frightened  
Miss Muffet **away**.

Little Miss Muffet  
sat on a **tuffet**,  
eating her curds and **whey**;  
When along came a **spider**,  
who sat down beside **her**  
and frightened  
Miss Muffet **away**.

Little Miss\_\_\_  
sat on a **tuffet**,  
eating her curds and \_\_\_;  
When along came a **spider**,  
who sat down beside \_\_\_  
and frightened  
Miss Muffet **away**.

Little Miss \_\_\_  
sat on a \_\_\_,  
eating her curds and \_\_\_;  
When along came a \_\_\_,  
who sat down beside \_\_\_  
and frightened  
Miss Muffet \_\_\_.



**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

## Rhyme Recognition

▷ We are listening for words that rhyme. I will say, "Which word rhymes with \_\_\_?" Then I will say two words; one word rhymes and one word does not rhyme. Can you tell me the word that rhymes?

⌚ **EXAMPLE:** Which word rhymes with **west**: best or news? s: best → T: Yes, west and best rhyme; we hear **-est** in both words

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

WHICH WORD RHYMES WITH __?			WHICH WORD RHYMES WITH __?			WHICH WORD RHYMES WITH __?			WHICH WORD RHYMES WITH __?			WHICH WORD RHYMES WITH __?		
<b>west</b>	<b>best</b>	news	<b>found</b>	tug	<b>sound</b>	<b>toad</b>	<b>road</b>	bug	<b>cheese</b>	kite	<b>please</b>	<b>sweet</b>	think	<b>neat</b>
<b>hand</b>	<b>sand</b>	bench	<b>jump</b>	<b>bump</b>	ten	<b>house</b>	<b>mouse</b>	mule	<b>went</b>	<b>cent</b>	these	<b>nose</b>	what	<b>chose</b>
<b>dim</b>	gate	<b>him</b>	<b>ghost</b>	shelf	<b>most</b>	<b>wink</b>	bath	<b>sink</b>	<b>barn</b>	<b>yarn</b>	pig	<b>blue</b>	<b>you</b>	green
<b>melt</b>	catch	<b>felt</b>	<b>book</b>	<b>took</b>	page	<b>cold</b>	<b>gold</b>	hot	<b>cuff</b>	weave	<b>stuff</b>	<b>camp</b>	<b>lamp</b>	tent

## Initial Phoneme Isolation

▷ I will say a sentence. You will listen carefully and tell me the first sound you hear in all of the words.

⌚ **EXAMPLE:**  
T: Victor votes. → s: /v/

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

Victor votes.	/v/	Jelly jiggles.	/j/	Chad changes.	/ch/	Jess just jumped.	/j/	See six circles.	/s/
Sam sings.	/s/	Bella bakes.	/b/	Toes tap.	/t/	Can cookies crumble?	/k/	Paint pink pigs.	/p/
Kids care.	/k/	Moms move.	/m/	Giants jump.	/j/	Big blue bear.	/b/	Make many muffins.	/m/
Teachers teach.	/t/	Keys click.	/k/	Zippers zip.	/z/	Lend Liam lemons.	/l/	Find five frogs.	/f/
Dads dance.	/d/	Shoes shuffle.	/sh/	Balls bounce.	/b/	Time to talk.	/t/	Should she shop?	/sh/

## Blending Phonemes

▷ When we read words, we say the sounds and blend them together. We will practice blending today. I will say two sounds and then blend those two sounds into one word. Then, it is your turn.

⌚ **EXAMPLE:**  
T: s - ēe, see → s: s - ēe, see  
\*Say sounds, not letter names

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

2 SOUNDS	WHOLE WORD								
s - ēe	see	g - ō	go	l - īe	lie	h - āy	hay	d - oo	do
h - ē	he	l - ōw	low	b - ī	by	s - āy	say	b - oo	boo
m - ē	me	n - ō	no	p - īe	pie	d - āy	day	t - oo	too
w - ē	we	b - ōw	bow	m - ī	my	w - āy	way	z - oo	zoo
b - ē	be	r - ōw	row	h - īgh	high	p - āy	pay	y - oo	you

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

## Phoneme Isolation: Medial Sounds

▷ We will listen for the sound we hear in the middle of a word. Remember, the sound we hear in the middle of a word is the vowel sound. I will say a word, then I will use my roller coaster to say the middle/vowel sound extra loud. I will tell you the sound I hear in the middle of the word. Then, it is your turn.

⌚ **EXAMPLE:** T: The word is mat. Listen, maaaaat. /ă/ is the sound we hear in the middle. You say it. → T&S: maaat /ă/ /\*/ Say vowel sound, not letter name.

▶ **SKILL FOCUS:** We are listening for **the middle or vowel sound** we hear in a word.

WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND	WORD	MEDIAL SOUND
mat	/ă/	path	/ă/	mad	/ă/	math	/ă/	dash	/ă/
sit	/i/	did	/i/	kit	/i/	sick	/i/	hid	/i/
chop	/ö/	mop	/ö/	dot	/ö/	nod	/ö/	rock	/ö/
touch	/ü/	much	/ü/	bus	/ü/	duck	/ü/	hut	/ü/
fetch	/ě/	peck	/ě/	yet	/ě/	guess	/ě/	neck	/ě/

👉 **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.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

## Segmenting into Phonemes

▷ When we write words, we listen for the sounds we hear. We will segment the words we hear into two sounds. I will say a word and segment it into the sounds I hear. Then, it is your turn.

⊕EXAMPLE:

T: do, d - oo → s: do, d - oo

▶ SKILL FOCUS: When we segment, we listen to a whole word and separate it into the sounds we hear. We are listening for two sounds in words.

WHOLE WORD	2 SOUNDS								
do	d - oo	see	s - ēe	go	g - ō	lie	l - īe	hay	h - āy
boo	b - oo	he	h - ē	low	l - ōw	by	b - ī	say	s - āy
too	t - oo	me	m - ē	no	n - ō	pie	p - ī	day	d - āy
zoo	z - oo	we	w - ē	bow	b - ōw	my	m - ī	way	w - āy
you	y - oo	be	b - ē	row	r - ōw	high	h - īgh	pay	p - āy

✎ **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.

## Adding Initial Phonemes

▷ We will add a sound to the beginning of a word part to make a whole word. I will say a word part and add a sound to the beginning. Listen to the two parts, and then we will blend the parts together to make a new word.

⊕EXAMPLE:

T: Say, -ō → s: -ō

Add /g/\* at the beginning and the word is g - ō, go. → T&S: g - ō, go

/\*/ Say sound, not letter name.

▶ SKILL FOCUS: We can add a sound at the beginning of a word or word part to make a new word.

SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:
-ō	/g/	g - ō, go	-ī	/m/	m - ī, my	-āy	/d/	d - āy, day	-oo	/n/	n - oo, new	-ēe	/s/	s - ēe, see
-ō	/t/	t - ō, toe	-ī	/b/	b - ī, by	-āy	/m/	m - āy, may	-oo	/t/	t - oo, too	-ē	/m/	m - ē, me
-ō	/d/	d - ō, doe	-īe	/t/	t - īe, tie	-āy	/b/	b - āy, bay	-oo	/b/	b - oo, boo	-ē	/b/	b - ē, be
-ō	/n/	n - ō, no	-ī	/sh/	sh - ī, shy	-āy	/s/	s - āy, say	-oo	/m/	m - oo, moo	-ē	/w/	w - ē, we
-ō	/s/	s - ō, so	-īe	/p/	p - īe, pie	-āy	/p/	p - āy, pay	-oo	/z/	z - oo, zoo	-ēe	/n/	n - ē, knee

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

## Deleting Initial Phonemes

▷ We will delete or take away the first sound in the words we just made. I will say the word, and you will say it back to me. I will tell you the sound to delete, and then we will say what is left.

⊕EXAMPLE:

T: Say, go → s: go

T: Without /g/\*, what's left is -ō.

Can you say -ō? s: -ō

/\*/ Say sound, not letter name.

▶ SKILL FOCUS: We can take away the first sound from a word and say what is left.

SAY:	WITHOUT	WHAT'S LEFT IS:												
go	/g/	-ō	my	/m/	-ī	day	/d/	-āy	new	/n/	-oo	see	/s/	-ēe
toe	/t/	-ō	by	/b/	-ī	may	/m/	-āy	too	/t/	-oo	me	/m/	-ē
doe	/d/	-ō	tie	/t/	-īe	bay	/b/	-āy	boo	/b/	-oo	be	/b/	-ē
no	/n/	-ō	shy	/sh/	-ī	say	/s/	-āy	moo	/m/	-oo	we	/w/	-ē
so	/s/	-ō	pie	/p/	-īe	pay	/p/	-āy	zoo	/z/	-oo	knee	/n/	-ēe

✎ **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 rime. Remove the right hand to delete the initial phoneme and show what is left with the left hand.

**Monday**                      **Tuesday**                      **Wednesday**                      **Thursday**                      **Friday**

## Substituting Initial Phonemes

▷ We will change the first sound in a word to make a new word. I will say a word, you will say it back to me. We will change the first sound, and blend the two sounds together to make a new word.

⊕EXAMPLE: T: Say, me → s: me  
 T: Change /m/\* to /w/\* and the word is w-ē, we. Can you say we? T&S: w-ē, we /\*/ Say sound, not letter name.

► SKILL FOCUS: We can change the first sound in a word to make a new word. When we change the first sound, we make words that rhyme.

SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:
<b>me</b>	/m/to/w/	<b>w-ē, we</b>	<b>go</b>	/g/to/s/	<b>s-ō, so</b>	<b>lie</b>	/l/to/t/	<b>t-ī, tie</b>	<b>bay</b>	/b/to/m/	<b>m-ā, may</b>	<b>zoo</b>	/z/to/t/	<b>t-oo, too</b>
<b>we</b>	/w/to/s/	<b>s-ē, see</b>	<b>so</b>	/s/to/n/	<b>n-ō, no</b>	<b>tie</b>	/t/to/h/	<b>h-ī, high</b>	<b>may</b>	/m/to/p/	<b>p-ā, pay</b>	<b>too</b>	/t/to/d/	<b>d-oo, do</b>
<b>see</b>	/s/to/b/	<b>b-ē, be</b>	<b>no</b>	/n/to/l/	<b>l-ō, low</b>	<b>high</b>	/h/to/b/	<b>b-ī, by</b>	<b>pay</b>	/p/to/w/	<b>w-ā, way</b>	<b>do</b>	/d/to/g/	<b>g-oo, goo</b>
<b>be</b>	/b/to/n/	<b>n-ē, knee</b>	<b>low</b>	/l/to/t/	<b>t-ō, toe</b>	<b>by</b>	/b/to/g/	<b>g-ī, guy</b>	<b>way</b>	/w/to/s/	<b>s-ā, say</b>	<b>goo</b>	/g/to/b/	<b>b-oo, boo</b>
<b>knee</b>	/n/to/m/	<b>m-ē, me</b>	<b>toe</b>	/t/to/g/	<b>g-ō, go</b>	<b>guy</b>	/g/to/l/	<b>l-ī, lie</b>	<b>say</b>	/s/to/b/	<b>b-ā, bay</b>	<b>boo</b>	/b/to/z/	<b>z-oo, zoo</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.

## Early Literacy Skills

### Alphabet Knowledge

▷ **Monday, Tuesday, & Thursday:** I will show you a card for each letter, and we will say, "Letter is \_\_; Sound is \_\_."

**Wednesday & Friday:** We will sing an alphabet song together, and I will show you a card for each letter. Can you sing along with me?

► SKILL FOCUS: We can learn letter names and letter sounds. Each letter has a name and a sound.

PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	ABC SONG:	PRACTICE WITH 26 LETTERS, A - Z	ABC SONG:
Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Sing and hold up letter cards as you sing. *Option: Point to each letter on an alphabet chart or poster.	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Sing and hold up letter cards as you sing. *Option: Point to each letter on an alphabet chart or poster.

### Language Awareness

▷ I will say the first part of a sentence aloud, and you will help me finish my sentence. Then we will repeat the sentence and count the words we hear.

**Note:** The number of words will depend on student responses.

► SKILL FOCUS: We will finish a sentence and count the words we hear.

<b>I can draw ____.</b> (a dog, a house, friends)	<b>I like to eat ____.</b> (bananas, crackers, ice cream)	<b>I like to drink ____.</b> (juice, water, milk)	<b>I can find ____.</b> (my toys, the fish, my desk)	<b>Will you play ____?</b> (tag, hide & seek, house)
<b>I can write ____.</b> (my name, a story, letters)	<b>I don't like to eat ____.</b> (peas, chicken, blueberries)	<b>I don't like to drink ____.</b> (juice, lemonade, milk)	<b>I can't wait for ____.</b> (snack, my birthday, story)	<b>Will you help me ____?</b> (clean up, build, draw)
<b>I can paint ____.</b> (a rainbow, a picture, my face)	<b>I like to wear ____.</b> (shorts, a dress, blue)	<b>I don't like to wear ____.</b> (dresses, hats, gloves)	<b>I can make ____.</b> (cookies, a picture, friends)	<b>Will you carry ____?</b> (the blocks, my backpack, the books)