



**Sample  
Lessons**

# Phonemic Awareness

**35-weeks of Explicit and Systematic Phonological  
and Phonemic Awareness Lessons**

**KINDERGARTEN  
Curriculum**

**2022 Edition**



**The #1 Phonemic Awareness Curriculum**

EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

## Heggerty Phonemic Awareness - Kindergarten Sample

# What's Inside?

### Scope and Sequence

This Scope and Sequence explores the areas of development and progression of skills addressed by the Heggerty Phonemic Awareness Curriculum for Kindergarten, 2022 Edition.

### Getting Started

Found at the beginning of our curriculum volumes, this brief overview page highlights the key features of the Heggerty curriculum and guidance on how the curriculum should be used.

### Lesson Overview Example

You will find overview pages throughout the curriculum to support shifts or changes within the weekly lessons. This example found within this sample provides a preview of the lesson overview for weeks 7-10.

### Lesson Week Samples

The Heggerty Phonemic Awareness Curriculum for Kindergarten provides daily instruction, 5 days a week. This sample provides you with a complete look at weeks 1, 3, 7, 11, 25, and 33 of the curriculum.

# Scope and Sequence: 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 Production																											
<b>Initial Phoneme Isolation</b>	Isolate Initial Consonants			Isolate Initial Consonants: Series of Words			Isolate Initial Consonants and Short Vowels			Isolate Initial Consonants, Short Vowels, and Long Vowels			Isolate Initial Digraphs		Isolate Initial Phoneme of a Blend																				
<b>Blend</b>	Compound Words	Syllables		Body-Coda	Onset - Rime	Blending Two Phonemes		Blending Three Phonemes						Blending Three Phonemes: Digraphs	Blending Four Phonemes: Blends			Blending Three or Four Phonemes																	
<b>Phoneme Isolation: Final or Medial Sounds</b>	Final Phoneme Isolation				Final Phoneme Isolation: Series of Words		Medial Phoneme Isolation: Short Vowels		Medial Phoneme Isolation: Long Vowels	Medial Phoneme Isolation: Short & Long Vowels		Final Phoneme Isolation: Digraphs	Final Phoneme Isolation: Consonants and Digraphs	Medial Phoneme Isolation																					
<b>Segment</b>	Compound Words	Syllables		Onset - Rime		Segment Words into Two Phonemes	Segment Words into Three Phonemes					Segment Words into Three Phonemes: Digraphs	Segment Words into Four Phonemes: Blends			Segment Words into Three or Four Phonemes																			
<b>Add</b>	Compound Words	Syllables		Add Initial Phoneme						Add Initial Phoneme: Digraphs	Add Initial Phoneme: Mixed Rimes		Add Final Phoneme																						
<b>Delete</b>	Compound Words	Syllables		Delete Initial Phoneme						Delete Initial Phoneme: Digraphs	Delete Initial Phoneme: Mixed Rimes		Delete Final Phoneme																						
<b>Substitute</b>	Compound Words	Syllables		Substitute Initial Phoneme						Substitute Initial Phoneme: Digraphs	Substitute Initial Phoneme: Mixed Rimes		Substitute Final Phoneme			Substitute Vowel/Medial Phoneme																			
<b>Alphabet Knowledge</b>	26 Letters & Sounds: Alphabetical Order			26 Letters & Sounds: Random Order			Letters & Sounds: Random Order/As Needed			Multiple Sounds of Consonants & Vowels			Consonant Digraphs	L Blends	S Blends	L&S Blends	R Blends	L, S, R Blends	Review of Consonants, Digraphs, Vowels, and Blends																
<b>Phoneme - Grapheme Connection</b>						Map Initial Phonemes	Map Final Phonemes	Map Medial Phonemes	Connect Phonemes to Graphemes																										
<b>Language Awareness</b>	Sentence Repetition: Counting Words		Sentence Completion: Counting Words		Nursery Rhymes																														

# Getting Started

You have purchased the Heggerty curriculum, now what? Read below for some tips on how to get started with this supplemental resource in your classroom and provide your students with the explicit phonological awareness instruction that they need!

## What is included in a Heggerty lesson?

Within this curriculum, you will teach 6-8 phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections.

## When do I teach Heggerty?

This curriculum is a supplemental resource to core literacy curriculum and phonics instruction. We recommend teachers implement the Heggerty lessons as an oral and auditory warm-up to phonics instruction. This will allow students to hear and work the sounds in words within the phonemic awareness lessons, and then match the sound to print during phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

## How do I use Heggerty?

The Heggerty lessons were designed to be delivered as whole group instruction with a unison response. Lessons should be taught daily and should last between 10-12 minutes. Teacher language and examples can be found on the left column of the lessons and the skill focus written across the page can be shared with students. This curriculum can also be used to support students that may require more practice or targeted instruction. Teachers can use the lesson index and scope and sequence within the preface pages of this curriculum to plan for small group instruction and target individual student needs.

## What resources will I find throughout the lessons for additional support?

Throughout the manual, you will find overview pages that will help prepare you for a shift in instruction as you move from working with words, to syllables, to body-coda or onset-rime, and eventually phonemes. These overview pages will help define new terms and skills, and teachers are encouraged to review these pages prior to teaching the lessons. In addition to the overview pages, you will find the supports listed below:

- **QR Code:** Scan the QR code within the lessons to access additional digital resources to support curriculum implementation: daily lesson videos, hand motions, additional scaffolds and support videos are all available.
- **Teacher Directions and Examples:** Within each skill on the left hand side, you will see explicit teacher directions as well as a teacher and student example. We encourage you to review this example with students before diving into the lesson on Monday.
- **Skill Focus:** Next to each skill heading you will see the skill focus. Use this explicit language to support students' understanding of each skill.

- **Hand Motions:** You will see the hand symbol on the right hand side of the lesson pages, providing you will explicit directions of how to incorporate the use of hand motions with specific skills.
- **Monday Model:** When beginning a new skill with students, you will see a unique set of directions and practice in the Monday lesson that allow you to explicitly teach students how to do the new skill with modeling and repetition before they are asked to do the skill more independently.



## Monday

## Tuesday

## Wednesday

## Thursday

## Friday

### Rhyme Repetition

▷ Rhyming words have the same middle and final sounds. I will say two rhyming words; say the words back to me.

☞ EXAMPLE: T: hop, mop → S: hop, mop  
Optional: Teachers can identify the rhyming part for each set of words (see overview pages for an example).

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

hop, mop	hide, ride	fun, run	bright, light	wish, dish
ran, fan	tall, wall	nice, price	sweet, treat	night, sight
fake, snake	hot, pot	broom, room	goose, moose	small, ball
mad, dad	flat, hat	glad, sad	read, need	late, great
mouse, house	seen, queen	loud, crowd	part, smart	neck, deck

### Initial Phoneme Isolation

▷ We will listen for the first sound we hear in words. The first sound comes at the *beginning* of a word. I will say a word; say the word back to me and tell me the first sound you hear.

☞ EXAMPLE: T: make → S: make, /m/\*  
\*Students say sound, not letter name

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

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
make	/m/	seat	/s/	paint	/p/	name	/n/	desk	/d/
fall	/f/	gum	/g/	need	/n/	joy	/j/	more	/m/
park	/p/	hair	/h/	door	/d/	farm	/f/	keep	/k/
nice	/n/	talk	/t/	cup	/k/	joke	/j/	wave	/w/
kind	/k/	beak	/b/	made	/m/	same	/s/	guess	/g/

### Blending Words

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

**Tuesday-Friday:** I will say two small words. You will say the words back to me and blend them together to make one big word.

☞ EXAMPLE: T: cup - cake  
→ T&S: cup - cake, cupcake

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

The teacher provides modeling for this new task and the students repeat.		TWO WORDS	WHOLE WORD	TWO WORDS	WHOLE WORD	TWO WORDS	WHOLE WORD	TWO WORDS	WHOLE WORD
TEACHER	STUDENT	cup - cake	cupcake	sun - shine	sunshine	gold - fish	goldfish	mid - day	midday
foot-ball, football	foot-ball, football	pan - cake	pancake	sun - burn	sunburn	jelly - fish	jellyfish	birth - day	birthday
base-ball, baseball	base-ball, baseball	pound - cake	poundcake	sun - glasses	sunglasses	sun - fish	sunfish	sun - day	Sunday
snow-ball, snowball	snow-ball, snowball	snow - man	snowman	rain - coat	raincoat	spot - light	spotlight	class - room	classroom
gum-ball, gumball	gum-ball, gumball	fire - man	fireman	rain - boots	rainboots	flash - light	flashlight	bed - room	bedroom
kick-ball, kickball	kick-ball, kickball	police - man	policeman	rain - bow	rainbow	high - light	highlight	bath - room	bathroom

### 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 will listen for the last sound we hear in words. The last sound comes at the *end* of a word. I will say a word; say the word back to me and punch up the last sound you hear.

☞ EXAMPLE: T: job → S: job, /b/\*  
\*Students 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	FINAL SOUND	WORD	FINAL SOUND
job	/b/	yes	/s/	his	/z/	boat	/t/	live	/v/
head	/d/	rat	/t/	shove	/v/	egg	/g/	size	/z/
life	/f/	give	/v/	rug	/g/	park	/k/	crib	/b/
bug	/g/	buzz	/z/	stop	/p/	cage	/j/	stage	/j/
fit	/t/	cough	/f/	beak	/k/	road	/d/	mouse	/s/
page	/j/	look	/k/	class	/s/	room	/m/	mud	/d/

### 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; say the word back to me and take it apart into two smaller words.

⌚ **EXAMPLE: T:** cupcake  
→ **S:** cupcake, cup - cake

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

The teacher provides modeling for this new skill and the students repeat.		WHOLE WORD	2 WORDS	WHOLE WORD	2 WORDS	WHOLE WORD	2 WORDS	WHOLE WORD	2 WORDS
TEACHER	STUDENT								
football, foot-ball	football, foot-ball	cupcake	cup - cake	sunshine	sun - shine	goldfish	gold - fish	midday	mid - day
baseball, base-ball	baseball, base-ball	pancake	pan - cake	sunburn	sun - burn	jellyfish	jelly - fish	birthday	birth - day
snowball, snow-ball	snowball, snow-ball	poundcake	pound - cake	sunglasses	sun - glasses	sunfish	sun - fish	Sunday	sun - day
gumball, gum-ball	gumball, gum-ball	snowman	snow - man	raincoat	rain - coat	spotlight	spot - light	classroom	class - room
kickball, kick-ball	kickball, kick-ball	fireman	fire - man	rainboots	rain - boots	flashlight	flash - light	bedroom	bed - room
		policeman	police - man	rainbow	rain - bow	highlight	high - light	bathroom	bath - room

👏 **Segmenting hand motion:**  
Students place hands together with palms up to show the compound word. They then take apart the word using each hand.

**Adding Words**

▷ **Monday Model:** We will add to the end of a word to make a compound word. I will say a word and add another word to the end. Then, I will blend the parts together and say the new compound word.

**Tuesday-Friday:** I will say a word, and you will say it back to me. We will add a word to the end and you will say the new compound word.

⌚ **EXAMPLE: T:** Say, some → **S:** some  
**T:** Add /one/ at the end and the word is?  
→ **S:** someone

► **SKILL FOCUS:** We can add to the end of a word to make a compound word.

The teacher provides modeling for this new skill and the students repeat.			SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
T: Say, snow → S: snow T: When I add /suit/ at the end, the word is /snow-/ /suit/, snowsuit. Say, snowsuit. → S: snowsuit			some-	/one/	someone	head-	/ache/	headache	any-	/one/	anyone	play-	/room/	playroom
SAY:      ADD:      THE WORD IS:			some-	/how/	somehow	head-	/phones/	headphones	any-	/how/	anyhow	play-	/house/	playhouse
			some-	/thing/	something	head-	/light/	headlight	any-	/thing/	anything	play-	/thing/	plaything
			some-	/where/	somewhere	head-	/band/	headband	any-	/where/	anywhere	play-	/ground/	playground
			snow-	/suit/	snowsuit	head-	/stand/	headstand	any-	/way/	anyway	play-	/time/	playtime
			snow-	/ball/	snowball									
			snow-	/flake/	snowflake									
			snow-	/man/	snowman									
			snow-	/board/	snowboard									

👏 **Adding hand motion:**  
Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for the whole word.

**Deleting Words**

▷ **Monday Model:** We will delete or take away from the words we just heard. I will say a compound word and take away a word from the end. Then, I will tell you what is left.

**Tuesday-Friday:** I will say a word and you will say it back to me. We will delete or take away a word from the end, and say what is left.

⌚ **EXAMPLE: T:** Say, someone → **S:** someone  
**T:** Without /one/, what's left is? → **S:** some

► **SKILL FOCUS:** We can delete a word from the end of a compound word and say what is left.

The teacher provides modeling for this new skill and the students repeat.			SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
T: Say, snowsuit → S: snowsuit T: Without /suit/, what's left is snow. Say, snow. → S: snow			someone	/one/	some	headache	/ache/	head	anyone	/one/	any	playroom	/room/	play
SAY:      WITHOUT:      WHAT'S LEFT IS:			somehow	/how/	some	headphones	/phones/	head	anyhow	/how/	any	playhouse	/house/	play
			something	/thing/	some	headlight	/light/	head	anything	/thing/	any	plaything	/thing/	play
			somewhere	/where/	some	headband	/band/	head	anywhere	/where/	any	playground	/ground/	play
			snowsuit	/suit/	snow	headstand	/stand/	head	anyway	/way/	any	playtime	/time/	play
			snowball	/ball/	snow									
			snowflake	/flake/	snow									
			snowman	/man/	snow									
			snowboard	/board/	snow									

👏 **Deleting hand motion:**  
Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Substituting Words**

▷ **Monday Model:** We can change part of a word to make a new word. I will say a word, and you will say it back to me. We will change the last part, and then blend the two parts together to make a new word.

**Tuesday-Friday:** I will say a word, and you will say it back to me. I will change the last part, and you will tell me the new word.

↻ EXAMPLE: **T:** Say, playtime → **s:** playtime  
**T:** Change **time to house** and the word is?  
 → **s:** playhouse

► SKILL FOCUS: We can change part of a word to make a new word.

The teacher provides modeling for this new skill and the students repeat.

**T:** Say, anyhow. **S:** anyhow. **T:** Change how to one and the word is any-one, anyone. Say, anyone. **S:** anyone

SAY:	CHANGE:	THE WORD IS:
anyhow	<b>how to one</b>	any-one, anyone
anyone	<b>one to thing</b>	any-thing, anything
anything	<b>thing to where</b>	any-where, anywhere
anywhere	<b>where to way</b>	any-way, anyway
anyway	<b>way to how</b>	any-how, anyhow

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
playtime	<b>time to house</b>	playhouse	snowsuit	<b>suit to ball</b>	snowball	somehow	<b>how to one</b>	someone	headache	<b>ache to phones</b>	headphones
playhouse	<b>house to thing</b>	plaything	snowball	<b>ball to flake</b>	snowflake	someone	<b>one to thing</b>	something	headphones	<b>phones to light</b>	headlight
plaything	<b>thing to ground</b>	playground	snowflake	<b>flake to man</b>	snowman	something	<b>thing to time</b>	sometime	headlight	<b>light to band</b>	headband
playground	<b>ground to room</b>	playroom	snowman	<b>man to storm</b>	snowstorm	sometime	<b>time to where</b>	somewhere	headband	<b>band to stand</b>	headstand
playroom	<b>room to time</b>	playtime	snowstorm	<b>storm to suit</b>	snowsuit	somewhere	<b>where to how</b>	somehow	headstand	<b>stand to ache</b>	headache

👋 **Substituting hand motion:**

Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first word, left fist is the second word. Pull your right fist away and lightly pound your fists together when you say the new word.

**Early Literacy Skills**

**Alphabet Knowledge**

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

**Tuesday & Thursday:** We will practice saying just the name of each letter, and then we will say just the sound each letter makes.

► 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	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __."	Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __."
			Show each alphabet card and say just the sound each letter makes. "Sound is __."	
				Show each alphabet card and say just the sound each letter makes. "Sound is __."

**Language Awareness**

▷ I will say a sentence and you will say the sentence back to me. Then, we will repeat the sentence and use our fingers to count the words we hear.

► SKILL FOCUS: We can repeat a sentence aloud, counting the words we hear.

I love school!	(3)	Do you like books?	(4)	I can draw.	(3)	I wash my hands.	(4)	Do you walk to school?	(5)
I love books!	(3)	Do you share toys?	(4)	I can talk.	(3)	I do my best work.	(5)	I take the bus to school.	(6)
I love to sing!	(4)	Do you try hard?	(4)	I can sing songs.	(4)	I will try my best!	(5)	How old are you?	(4)
I love to play!	(4)	Do you like to draw?	(5)	I can learn.	(3)	I like to learn new things!	(6)	I am five years old.	(5)
I love to help!	(4)	Do you raise your hand?	(5)	I can use kind words.	(5)	I am a good friend!	(5)	I turn six next month.	(5)



**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Rhyme Recognition**

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

⊕ EXAMPLE: T: map, tap  
→ S: map, tap (thumbs up)

**Optional:** Teachers can identify the rhyming part for each set of words (see overview pages for an example).

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

<b>map, tap</b> wig, big yes, me <b>fun, sun</b> hot, fame	<b>hen, pen</b> <b>beat, seat</b> pat, home <b>mop, top</b> knock, line	<b>wet, set</b> walk, tell <b>ran, fan</b> top, name <b>pick, quick</b>	<b>bag, tag</b> cat, dog <b>rock, sock</b> <b>lip, hip</b> mess, help	<b>sat, hat</b> <b>nod, rod</b> had, mom read, bus <b>duck, luck</b>
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**Initial Phoneme Isolation**

▷ We will listen for the first sound we hear in words. The first sound comes at the *beginning* of a word. I will say a word; say the word back to me and tell me the first sound you hear.

⊕ EXAMPLE: T: one → S: one /w/\*  
\*Students say sound, not letter name

**Optional:** Teacher can share vocabulary focus with students. Example: "We will listen for the first sound we hear in number words."

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

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
one	/w/	pink	/p/	nose	/n/	happy	/h/	pizza	/p/
two	/t/	yellow	/y/	legs	/l/	sad	/s/	tacos	/t/
four	/f/	white	/wh/	head	/h/	worried	/w/	soup	/s/
six	/s/	green	/g/	feet	/f/	mad	/m/	corn	/k/
nine	/n/	violet	/v/	toes	/t/	tired	/t/	banana	/b/

**Vocabulary Focus: Numbers**      **Vocabulary Focus: Colors**      **Vocabulary Focus: Parts of our Body**      **Vocabulary Focus: Feelings**      **Vocabulary Focus: Food/Things We Eat**

**Blending Syllables**

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

**Tuesday-Friday:** I will say two syllables; say the syllables back to me and blend them together to say the whole word.

⊕ EXAMPLE: T: up - set → S: up - set, upset

▶ SKILL FOCUS: When we blend, we put syllables together to make one big word. A syllable is a part of a word with a vowel sound.

The teacher provides modeling for this new task and the students repeat.		2 SYLLABLES	WHOLE WORD						
TEACHER	STUDENT								
in-sect, insect	in-sect, insect	up - set	upset	sum - er	summer	pump - kin	pumpkin	cen - ter	center
pup-ĭt, puppet	pup-ĭt, puppet	pen - cil	pencil	win - ter	winter	un - til	until	sim - ple	simple
nap-kin, napkin	nap-kin, napkin	car - pĭt	carpet	pret - zel	pretzel	num - ber	number	pil - ow	pillow
doc-tor, doctor	doc-tor, doctor	ab - sent	absent	wel - come	welcome	hap - ē	happy	den - tist	dentist
		hab - it	habit	jack - it	jacket	gig - le	giggle	fin - ish	finish
		af - ter	after	sis - ter	sister	prin - cess	princess	rab - it	rabbit

✋ **Blending hand motion:**  
Place palms together to create "choppers." As the teacher, you will chop your hands 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**

▷ I will say a word; say the word back to me and punch up the last sound you hear.

⊕ EXAMPLE: T: pick → S: pick /k/\*  
\*Students 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	FINAL SOUND	WORD	FINAL SOUND
pick	/k/	bus	/s/	tub	/b/	if	/f/	love	/v/
hid	/d/	let	/t/	some	/m/	hug	/g/	dome	/m/
root	/t/	tube	/b/	froze	/z/	hiss	/s/	flock	/k/
cuff	/f/	five	/v/	ten	/n/	age	/j/	cube	/b/
rag	/g/	made	/d/	keep	/p/	lake	/k/	had	/d/
came	/m/	buzz	/z/	mess	/s/	neat	/t/	gone	/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 Syllables

▷ **Monday Model:** We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. I will say a word, segment it into syllables, and tell you how many syllables I hear. Then, it is your turn.

**Tuesday-Friday:** I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.

🔄 **EXAMPLE:** T: insect → s: insect, in - sect, 2

► **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into syllables. A syllable is a part of a word with a vowel sound.

The teacher provides modeling for this new task and the students repeat.		WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES
TEACHER	STUDENT								
center, cen - ter, 2	center, cen - ter, 2	insect	in - sect (2)	upset	up - set (2)	summer	sum - er (2)	pumpkin	pump - kin (2)
simple, sim - ple, 2	simple, sim - ple, 2	puppet	pup - it (2)	pencil	pen - cil (2)	winter	win - ter (2)	until	un - til (2)
pillow, pil - ow, 2	pillow, pil - ow, 2	napkin	nap - kin (2)	carpet	car - pīt (2)	pretzel	pret - zel (2)	number	num - ber (2)
dentist, den - tist, 2	dentist, den - tist, 2	doctor	doc - tor (2)	absent	ab - sent (2)	welcome	wel - come (2)	happy	hap - ē (2)
		basket	bas - kīt (2)	habit	hab - it (2)	jacket	jack - it (2)	giggle	gig - le (2)
		ticket	tick - it (2)	after	af - ter (2)	sister	sis - ter (2)	prin - cess	prin - cess (2)

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

## Adding Final Syllables

▷ **Monday Model:** We will add a syllable to the end of a word to make a new word. I will say a word and add a syllable to the end. Then, I will blend the parts together and say the new word.

**Tuesday-Friday:** I will say a word and you will say it back to me. We will add a syllable to the end and you will say the new word.

🔄 **EXAMPLE:** T: Say, run → s: run  
T: Add /ing/ at the end and the word is? → s: running

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

The teacher provides modeling for this new skill and the students repeat.			SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
T: Say, cold → s: cold T: Add /er/ at the end and the word is cold -er, colder. Say, colder. → s: colder			run-	/ing/	running	nice-	/er/	nicer	meet-	/ing/	meeting	funny-	/er/	funnier
SAY:      ADD:      THE WORD IS:			dust-	/ing/	dusting	dark-	/er/	darker	talk-	/ing/	talking	heavy-	/er/	heavier
cold-      /er/      colder			mow-	/ing/	mowing	large-	/er/	larger	walk-	/ing/	walking	easy-	/er/	easier
slow-      /er/      slower			cook-	/ing/	cooking	high-	/er/	higher	think-	/ing/	thinking	happy-	/er/	happier
clean-      /er/      cleaner			laugh-	/ing/	laughing	great-	/er/	greater	look-	/ing/	looking	early-	/er/	earlier
neat-      /er/      neater														
fast-      /er/      faster														

👏 **Adding hand motion:**  
Teacher holds right palm out in front to show the first syllable. Add the second syllable with your left hand and lightly clap hands together to say the whole word.

## Deleting Final Syllables

▷ **Monday Model:** We will delete or take away a syllable from the words we just heard. I will say a word and take away the syllable from the end. Then, I will tell you what is left.

**Tuesday-Friday:** We will delete or take away a syllable from the words we just heard. I will say a word and you will say it back to me. Then we will take away a syllable from the end, and say what is left.

🔄 **EXAMPLE:** T: Say, running → s: running  
T: Without /ing/, what's left is? → s: run

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

The teacher provides modeling for this new task and the students repeat.			SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
T: Say, colder → s: colder T: Without /er/, what's left is cold. Say, cold. → s: cold			running	/ing/	run	nicer	/er/	nice	meeting	/ing/	meet	funnier	/er/	funny
SAY:      WITHOUT:      WHAT'S LEFT IS:			dusting	/ing/	dust	darker	/er/	dark	talking	/ing/	talk	heavier	/er/	heavy
colder      /er/      cold			mowing	/ing/	mow	larger	/er/	large	walking	/ing/	walk	easier	/er/	easy
slower      /er/      slow			cooking	/ing/	cook	higher	/er/	high	thinking	/ing/	think	happier	/er/	happy
cleaner      /er/      clean			laughing	/ing/	laugh	greater	/er/	great	looking	/ing/	look	earlier	/er/	early
neater      /er/      neat														
faster      /er/      fast														

👏 **Deleting hand motion:**  
Hold 2 palms out in front of you. Teacher's right hand is the first syllable, left hand is the second syllable. Pull left hand away to delete the end, and show what remains with the right hand.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Substituting Syllables**

▷ **Monday Model:** We will change the first syllable of a word to make a new word. I will say a word, and you will say it back to me. We will change the first syllable, and then blend the two parts together to make a new word.

**Tuesday-Friday:** I will say a word, you will say it back to me. I will change the first syllable, and you will tell me the new word.

⇒ **EXAMPLE:** T: Say, strongest → s: strongest  
 T: Change **strong to cheap** and the word is?  
 → s: cheapest

► **SKILL FOCUS:** We can change a syllable to make a new word.

The teacher provides modeling for this new skill and the students repeat.

τ: Say, speedy. → s: speedy. τ: Change speed to mud and the word is mud-ē, muddy. Say, muddy. → s: muddy

SAY:	CHANGE:	THE WORD IS:
speedy	<b>speed to mud</b>	mud-ē, muddy
muddy	<b>mud to fun</b>	fun-ē, funny
funny	<b>fun to crab</b>	crab-ē, crabby
crabby	<b>crab to chunk</b>	chunk-ē, chunky
chunky	<b>chunk to speed</b>	speed-ē, speedy

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
strongest	<b>strong to cheap</b>	cheapest	shouted	<b>shout to wait</b>	waited	painful	<b>pain to help</b>	helpful	parking	<b>park to play</b>	playing
cheapest	<b>cheap to cool</b>	coolest	waited	<b>wait to heat</b>	heated	helpful	<b>help to use</b>	useful	playing	<b>play to read</b>	reading
coolest	<b>cool to bright</b>	brightest	heated	<b>heat to pound</b>	pounded	useful	<b>use to hope</b>	hopeful	reading	<b>read to count</b>	counting
brightest	<b>bright to sweet</b>	sweetest	pounded	<b>pound to list</b>	listed	hopeful	<b>hope to thank</b>	thankful	counting	<b>count to see</b>	seeing
sweetest	<b>sweet to strong</b>	strongest	listed	<b>list to shout</b>	shouted	thankful	<b>thank to pain</b>	painful	seeing	<b>see to park</b>	parking

👏 **Substituting hand motion:**

Tacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first syllable, left fist is the second syllable. Pull your right fist away and lightly pound your fists together to say the new word.

**Early Literacy Skills**

**Alphabet Knowledge**

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

**Tuesday & Thursday:** We will practice saying just the name of each letter, and then we will say just the sound each letter makes.

► **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	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __." Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __." Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."

**Language Awareness**

▷ I will say a sentence and you will say the sentence back to me. Then, we will repeat the sentence and use our fingers to count the words we hear. A word can have more than one syllable. A syllable is a part of a word with a vowel sound.

► **SKILL FOCUS:** We can repeat a sentence aloud, counting the words we hear.

I like my friends! (4)	I love art! (3)	Going to school is fun. (5)	I like counting things! (4)	My class is the best class! (6)
We play together. (3)	I like clapping my hands. (5)	Do you like riding bikes? (5)	Are you a hard worker? (5)	I have many friends here. (5)
Do you like to share? (5)	I try hard at school! (5)	I raise my hand. (4)	I practice reading at school. (5)	Do you try your best? (5)
I always say please. (4)	Do you go to the playground? (6)	I smile when I am happy. (6)	Drawing pictures is fun. (4)	Our teacher is proud of us. (6)
Do you like to read books? (6)	I like singing a lot. (5)	I like talking to my friends. (6)	Singing is fun too! (4)	Learning is so much fun! (5)

# Lesson Overview: Weeks 7 – 10

## Objectives:

- \*Students will recognize words that rhyme.
- \*Students will isolate the initial short vowel and consonant sounds in spoken words.
- \*Students will isolate final sounds in a word or series of words.
- \*Students will blend body-coda and onset-rime into a spoken word.
- \*Students will segment a spoken word into onset-rime.
- \*Students will manipulate words by adding, deleting, and substituting initial phonemes to make a new word.

## What to Expect:

- \*During these four weeks, students will be building phonological awareness by blending body-coda and blending and segmenting onset-rime. The onset is all of the sounds before the vowel, the rime is the vowel and everything after. The body is all of the sounds up to and including vowel, the coda is the sound(s) after the vowel (Example: ne-t). Blending body-coda is typically easier than blending onset-rime.
- \*During these four weeks, students will also start working at the phoneme level by adding, deleting, and substituting the initial phonemes in words.
- \*Use the explicit language located in the *Skill Focus* throughout all lessons to support students' understanding of each skill.
- \*Teacher administration directions for each skill are included throughout all lessons.
- \*Hand motions are written in for some skills to support students' understanding of the skill being practiced.
- \*Use the teacher model embedded into Monday's Lesson of Week 7 for Blending, Segmenting, and Manipulation tasks to best support students with understanding the skills they are practicing over the next four weeks.
- \*QR codes are provided each week with a lesson demonstration, hand motion videos, and some include short teacher support videos as well.

### Rhyme Recognition

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

**WEEKS 7-8:** Students will listen to two words and identify if they rhyme by listening for words with the same middle and final sounds. Students give thumbs up or thumbs down to indicate if words rhyme or not. Encourage students to repeat the word pair first, then show thumbs up or down.

**WEEKS 9-10:** Students will engage in Rhyme Categorization. The teacher will say, "Which words rhymes with \_\_\_?" and give students two options. Students will provide the rhyming word.

\*\*To provide error correction for rhyme recognition, teachers can isolate the rime of the words and ask students if both of the rimes sound the same.

**EXAMPLE:** jam, pot /j/-am, /p/-ot; Listen, -am, -ot. Do they sound the same? They do not; jam, pot are not rhyming words.

### Initial Phoneme Isolation

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

**WEEKS 7-8:** Students will listen to a series of words and isolate the first sound they hear.

**WEEKS 9-10:** Students will isolate the initial phonemes in words that begin with short vowel sounds as well a consonant sounds.

\*\*To reinforce the understanding of isolating the first sound in a word, teachers can use Elkonin boxes with colored chips to offer a visual for support for phoneme location. ■ □ □

### Blending Body-Coda and Onset-Rime

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

**WEEKS 7-8:** Students will blend two parts of a word, the body and coda. The body is all of the sounds up to and including vowel, the coda is the sound(s) after the vowel (Example: ne-t). Blending body-coda is typically easier than blending onset-rime.

**WEEKS 9-10:** Students will blend two parts of a word, the onset and rime. The onset is all of the sounds before the vowel, the rime is the vowel and everything after (Example: n-et)

👋 **Blending Hand Motion:** Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop each for part of the word. Students mirror the teacher by chopping and then sliding their hands to say the whole word.

# Lesson Overview: Weeks 7 – 10

<b>Phoneme Isolation: Final Sounds</b>	<p>► <b>SKILL FOCUS:</b> We are listening for the <b>last</b> sound we hear in a word.</p> <p><b>WEEKS 7-9:</b> Students will listen to a word and isolate the last sound they hear.</p> <p><b>WEEK 10:</b> Students will isolate the final sound they hear in two words. The hand motion is removed when working with 2 or more words.</p> <p>**To reinforce the understanding of isolating the last sound in a word, teachers can use Elkonin Boxes with colored chips to offer a visual for support for phoneme location. □ □ ■</p> <p>👉 <b>Final Sound hand motion:</b> 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.</p>
<b>Segmenting a Word into Onset- Rime</b>	<p>► <b>SKILL FOCUS:</b> When we segment, we listen to a whole word and separate it into two parts: the first sound and the rest of the word.</p> <p>Students will segment a whole word into two parts, the onset and rime. The onset will be the first sound and the rime will be the rest of the word.</p> <p>👉 <b>Segmenting Hand Motion:</b> 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.</p>
<b>Adding Initial Phonemes</b>	<p>► <b>SKILL FOCUS:</b> We can add a sound to the beginning of a word part to make a new word.</p> <p>Students will hear and repeat a word or a word part. Students will be given a sound to add at the beginning of a word and say the new word. When adding the initial phoneme, remember to say the sound, not the letter name.</p> <p>**Teachers can scaffold this task if students are unable to say the new word automatically. An example of this support is embedded in the Monday Model in Week 7.</p> <p>👉 <b>Adding hand motion:</b> Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.</p>
<b>Deleting Initial Phonemes</b>	<p>► <b>SKILL FOCUS:</b> We can delete a sound from the beginning of a word and say what is left.</p> <p>Students will hear and repeat a word. Students will then be told to remove the first sound of a word and say what is left. When deleting the initial phoneme, remember to say the sound, not the letter name.</p> <p>**Teachers can scaffold this task if students are unable to say what is left. The teacher can segment the word into onset-rime, then delete the first sound.</p> <p><b>EXAMPLE: T:</b> Say, fin <b>S:</b> fin <b>T:</b> fin, f - in, without /f/, what's left is?</p> <p>👉 <b>Deleting hand motion:</b> The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the final phoneme. Remove the right hand to delete the initial phoneme and show the remaining phoneme with the left hand.</p>
<b>Substituting Initial Phonemes</b>	<p>► <b>SKILL FOCUS:</b> We can change a sound to make a new word. When we change the first sound in a word, we make rhyming words.</p> <p>Students will hear and repeat a word. The teacher will ask students to change the first sound and say the new word. As students substitute the initial sound, teachers can help students make the connection to rhyme production. When the onset (first phoneme in these weeks) is changed, but the vowel and everything after stays the same, we make rhyming words.</p> <p>👉 <b>Substituting hand motion:</b> Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull your right fist away and lightly pound your fists together when you say the new word.</p>

# Lesson Overview: Weeks 7 – 10

## Early Literacy Skills

	<b>Alphabet Knowledge</b>	<p>► <b>SKILL FOCUS:</b> We can learn letter names and letter sounds. Each letter has a name and a sound.</p> <p>Students will build automaticity with letter names and letter sounds through practice with alphabet flashcards. See specific teacher directions to determine whether to practice letters and sounds together or separately depending on the day. Continue to use the language, "Letter is __, Sound is __." to allow students to differentiate between letter names and sounds.</p>
	<b>Language Awareness</b>	<p>► <b>SKILL FOCUS:</b> Singing and playing with nursery rhymes helps us develop early literacy skills.</p> <p><b>Monday through Wednesday</b> of each week, students will recite a nursery rhyme. Teachers can print the nursery rhymes, practice 1-1 correspondence, create finger plays, sing, etc.</p> <p><b>Thursday through Friday</b> of each week, the teacher will leave part of the nursery rhyme out and students will supply the missing word.</p>



**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Rhyme Recognition**

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

**Teacher Note:** When words rhyme, ask students to identify the rhyming part.

⊕ **EXAMPLE:** T: take, make → S: take, make (thumbs up) T: What is the rhyming part? → S: -ake

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

<b>take, make</b> jam, pot <b>fun, sun</b> <b>cape, tape</b> couch, chair	joke, tag <b>mark, park</b> <b>wedge, ledge</b> car, bike <b>shed, led</b>	<b>save, gave</b> desk, help <b>fill, bill</b> one, mess <b>shin, fin</b>	<b>dish, wish</b> <b>lump, bump</b> disk, watch card, sip <b>light, might</b>	<b>fan, can</b> dad, cup <b>rest, pest</b> shirt, purge <b>mug, rug</b>
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**Initial Phoneme Isolation**

▷ We will listen for the first sound we hear in words. I will say three words, listen carefully and tell me the first sound you hear in all three words.

⊕ **EXAMPLE:** T: bunny, bump, baby → S: /b/\*

\*Students say sound, not letter name

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

WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND	WORDS	INITIAL SOUND
bun, bump, baby	/b/	football, fish, fell	/f/	joke, jacket, jungle	/j/	yummy, young, yard	/y/	player, pair, present	/p/
winter, wide, work	/w/	map, make, mouse	/m/	rope, round, rattle	/r/	cage, candle, catch	/k/	window, week, water	/w/
king, kitten, kind	/k/	pack, pencil, past	/p/	visit, voice, vine	/v/	happy, hope, her	/h/	banana, better, bake	/b/
zip, zoom, zero	/z/	game, give, gone	/g/	teeth, talk, turtle	/t/	dime, dessert, dentist	/d/	nickel, name, neck	/n/
guitar, good, golf	/g/	sister, song, silly	/s/	near, never, neat	/n/	letter, last, lucky	/l/	guest, gum, give	/g/

**Blending Body-Coda**

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

**Tuesday - Friday:** I will say two parts of a word; say the parts back to me and blend them together to make one word.

⊕ **EXAMPLE:** T: jō - b\* → S: jō - b\*, job

\*Say sound, not letter name

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

The teacher provides modeling for this new skill and the students repeat.		2 PARTS	WHOLE WORD						
TEACHER	STUDENT	jō - b	job	hī - z	his	lā - k	lake	lī - t	light
mū - d, mud	mū - d, mud	lū - ck	luck	jē - p	jeep	tā - g	tag	cā - j	cage
rē - d, red	rē - d, red	sē - t	seat	dō - t	dot	boo - m	boom	bū - s	bus
bā - ck, back	bā - ck, back	tā - p	tape	fā - s	face	rū - g	rug	fē - t	feet
hā - d, had	hā - d, had	fī - n	fine	rī - m	rim	mā - d	made	tā - p	tap
tā - k, take	tā - k, take	vē - t	vet	tō - d	toad	nō - z	nose	nō - d	nod

👏 **Blending hand motion:**

Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, one chop each for the body of the word and the final sound. Students mirror the teacher by chopping and then sliding their hands to say the whole word.

**Phoneme Isolation: Final Sounds**

▷ I will say a word; say it back to me and punch up the last sound you hear.

⊕ **EXAMPLE:** T: lob → S: lob /b/\*

\*Students 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	FINAL SOUND	WORD	FINAL SOUND
lob	/b/	dress	/s/	ease	/z/	coat	/t/	hive	/v/
shed	/d/	mat	/t/	dove	/v/	leg	/g/	buys	/z/
wife	/f/	live	/v/	mug	/g/	shark	/k/	tube	/b/
tug	/g/	toes	/z/	shop	/p/	page	/j/	wage	/j/
wit	/t/	tough	/f/	leak	/k/	load	/d/	mice	/s/
sage	/j/	hook	/k/	mass	/s/	loom	/m/	food	/d/

👏 **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 Onset-Rime**

▷ **Monday Model:** I will say a word and chop it into two parts: the first sound, and the rest of the word. Then, it is your turn.

**Tuesday - Friday:** I will say a word; say the word back to me and chop it into two parts: the first sound, and the rest of the word.

☞ **EXAMPLE:** T: mud → S: mud, m\* - ud

\*Students say sound, not letter name

► **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.

The teacher provides modeling for this new skill and the students repeat.		WHOLE WORD	2 PARTS						
TEACHER	STUDENT								
		mud	m - ud	job	j - ob	his	h - iz	lake	l - ake
		red	r - ed	luck	l - uck	jeep	j - eep	tag	t - ag
light, l - ight	light, l - ight	back	b - ack	seat	s - eat	dot	d - ot	boom	b - oom
cage, k - age	cage, k - age	had	h - ad	tape	t - ape	face	f - ace	rug	r - ug
bus, b - us	bus, b - us	take	t - ake	fine	f - ine	rim	r - im	made	m - ade
feet, f - eet	feet, f - eet	jam	j - am	vet	v - et	toad	t - oad	nose	n - oze
tap, t - ap	tap, t - ap								

☞ **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**

▷ **Monday Model:** I will say a word part, and you will say it back to me. I will add a sound at the beginning and say the new word.

**Tuesday - Friday:** I will say a word part and you will say it back to me. We will add a sound at the beginning and you will say the new word.

☞ **EXAMPLE:** T: Say, -in → S: -in

T: Add /f/\* at the beginning and the word is? → S: fin

\*Say sound, not letter name

► **SKILL FOCUS:** We can add a sound to the beginning of a word part to make a new word.

The teacher provides modeling for this new skill and the students repeat.			SAY:	ADD:	THE WORD IS:									
			-in	/f/	fin	-ot	/d/	dot	-ut	/r/	rut	-ed	/b/	bed
			-in	/p/	pin	-ot	/g/	got	-ut	/k/	cut	-ed	/f/	fed
			-in	/t/	tin	-ot	/n/	not	-ut	/g/	gut	-ed	/l/	led
			-in	/w/	win	-ot	/p/	pot	-ut	/n/	nut	-ed	/r/	red
			-in	/b/	bin	-ot	/l/	lot	-ut	/h/	hut	-ed	/w/	wed
-at	/s/	sat												
-at	/h/	hat												
-at	/k/	cat												
-at	/m/	mat												
-at	/p/	pat												

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

**Deleting Initial Phonemes**

▷ **Monday Model:** We will delete or take away the first sound from the words we just heard. I will say a word, take away the first sound, and will tell you what is left.

**Tuesday-Friday:** We will delete or take away the first sound from 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 you will say what is left.

☞ **EXAMPLE:** T: Say, fin → S: fin

T: Without /f/\*, what's left is? → S: -in

\*Say sound, not letter name

► **SKILL FOCUS:** We can delete a sound from the beginning of a word and say what is left.

The teacher provides modeling for this new task and the students repeat.			SAY:	WITHOUT:	WHAT'S LEFT IS:									
			fin	/f/	-in	dot	/d/	-ot	rut	/r/	-ut	bed	/b/	-ed
			pin	/p/	-in	got	/g/	-ot	cut	/k/	-ut	fed	/f/	-ed
			tin	/t/	-in	not	/n/	-ot	gut	/g/	-ut	led	/l/	-ed
			win	/w/	-in	pot	/p/	-ot	nut	/n/	-ut	red	/r/	-ed
			bin	/b/	-in	lot	/l/	-ot	hut	/h/	-ut	wed	/w/	-ed
sat	/s/	-at												
hat	/h/	-at												
cat	/k/	-at												
mat	/m/	-at												
pat	/p/	-at												

☞ **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**

▷ **Monday Model:** 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.

**Tuesday - Friday:** 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. I will change the first sound, and you will tell me the new word.

⊕ **EXAMPLE:** T: Say, so → s: so

T: Change /s/\* to /b/\* and the word is? → s: bōw

\*Students say sound, not letter name

▶ **SKILL FOCUS:** We can change a sound to make a new word. When we change the first sound in a word, we make rhyming words.

The teacher provides modeling for this new skill and the students repeat.			SAY: CHANGE: THE WORD IS:			SAY: CHANGE: THE WORD IS:			SAY: CHANGE: THE WORD IS:			SAY: CHANGE: THE WORD IS:		
T: Say, be. → s: be T: Change /b/ to /m/ and the word is /m/-/ē/, me. Say, me. → s: me			so	/s/ to /b/	bōw	my	/m/ to /t/	tie	moo	/m/ to /z/	zoo	pay	/p/ to /s/	say
			bōw	/b/ to /n/	no	tie	/t/ to /b/	by	zoo	/z/ to /t/	too	say	/s/ to /d/	day
SAY:	CHANGE:	THE WORD IS:	no	/n/ to /g/	go	by	/b/ to /s/	sigh	too	/t/ to /b/	boo	day	/d/ to /l/	lay
be	/b/ to /m/	m-ē, me	go	/g/ to /t/	toe	sigh	/s/ to /wh/	why	boo	/b/ to /n/	new	lay	/l/ to /m/	may
me	/m/ to /s/	s-ē, see	toe	/t/ to /r/	row	why	/wh/ to /p/	pie	new	/n/ to /d/	dew	may	/m/ to /r/	ray
see	/s/ to /t/	t-ē, tea												
tea	/t/ to /n/	kn-ē, knee												

👏 **Substituting hand motion:**

Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the second sound. Pull your right fist away and lightly pound your fists together when you say the new word.

## Early Literacy Skills

**Alphabet Knowledge**

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

**Tuesday & Thursday:** We will practice saying just the name of each letter, and then we will say just the sound each letter makes.

▶ **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	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z	PRACTICE WITH 26 LETTERS, A - Z
Show alphabet cards in random order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __."  Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in alphabetical order and say, "Letter is __; Sound is __."	Show each alphabet card and say just the name of each letter. "Letter is __."  Show each alphabet card and say just the sound each letter makes. "Sound is __."	Show alphabet cards in random order and say, "Letter is __; Sound is __."

**Language Awareness**

▷ **Monday-Wednesday:** We will sing or say the rhyme, The Itsy Bitsy Spider, together.

Note: Rhyming words are in bold.

**Thursday-Friday:** We will sing or say the rhyme, The Itsy Bitsy Spider. 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 words and students supply the missing words.

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

**The Itsy Bitsy Spider**

The <b>itsy bitsy</b> spider went up the water <b>spout</b> . Down came the rain and washed the spider <b>out</b> . Out came the sun and dried up all the rain, and the <b>itsy bitsy</b> spider climbed up the spout again.	The <b>itsy bitsy</b> spider went up the water <b>spout</b> . Down came the rain and washed the spider <b>out</b> . Out came the sun and dried up all the rain, and the <b>itsy bitsy</b> spider climbed up the spout again.	The <b>itsy bitsy</b> spider went up the water <b>spout</b> . Down came the rain and washed the spider <b>out</b> . Out came the sun and dried up all the rain, and the <b>itsy bitsy</b> spider climbed up the spout again.	The <b>itsy bitsy</b> spider went up the water <b>spout</b> . Down came the rain and washed the spider ____. Out came the sun and dried up all the rain, and the <b>itsy, bitsy</b> spider climbed up the spout ____.	The itsy bitsy spider went up the water ____. Down came the rain and washed the spider ____. Out came the sun and dried up all the ____, and the itsy, bitsy spider climbed up the spout ____.
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## Monday

### Rhyme Production

▷ We have listened for rhyming words, and now we will produce or say a rhyming word. I will say a silly or nonsense word, and you will tell me the real word that rhymes with it.

⊕ EXAMPLE: T: I am thinking of a number. It is zun.  
→ s: Not zun, one!

► SKILL FOCUS: When we make rhyming words, we change the first sound(s), and the middle and final sounds always stay the same.

Category: Numbers		Category: Things We Eat		Category: Parts of your body		Category: Colors		Category: Things In Our Room	
NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:
zun	one	mookie	cookie	zed	head	trown	brown	deople	people
quee	three	voop	soup	deet	feet	tellow	yellow	blug	rug
zate	eight	floast	toast	mingers	fingers	korange	orange	lictures	pictures
pix	six	coatmeal	oatmeal	pands	hands	feen	green	slock	clock
beven	seven	nupcake	cupcake	barms	arms	pite	white	fesk	desk

### Initial Phoneme Isolation

▷ We will listen for the first sound we hear in words. I will say a word; say the word back to me and tell me the first sound you hear.

⊕ EXAMPLE: T: upon → s: upon /ū/\*  
\*Students say sound, not letter name

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

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
upon	/ū/	winter	/w/	its	/i/	sun	/s/	upper	/ū/
dentist	/d/	us	/ū/	basket	/b/	ten	/t/	otter	/ō/
iguana	/i/	objects	/ō/	uphill	/ū/	odd	/ō/	seat	/s/
option	/ō/	contest	/k/	sudden	/s/	after	/ă/	fan	/f/
magnet	/m/	adding	/ă/	ostrich	/ō/	pen	/p/	tape	/t/

### Blending Phonemes with Elkonin Boxes

▷ **Monday Model:** When we read words, we say the sounds and blend them together. I have two squares to represent two sounds. I will slide a chip into the box for each sound I say. I will blend those two sounds into one word. Then, it is your turn.

**Tuesday - Friday:** I will say and slide each sound into a box. You will say the sounds back to me and blend them into one word.

⊕ EXAMPLE: T: w\* - āy → s: w\* - āy, way  
\*Say sound, not letter name

► SKILL FOCUS: When we blend, we put sounds together to make a word. We will blend two sounds into a whole word.

The teacher provides modeling for this new skill and the students repeat.		2 SOUNDS	WHOLE WORD						
TEACHER	STUDENT	w - āy	way	l - ōw	low	ī - t	it	ă - d	add
s - ē, see	s - ē, see	s - āy	say	r - ōw	row	ī - z	is	ă - t	at
m - ē, me	m - ē, me	l - āy	lay	s - ō	so	ī - f	if	ō - n	on
w - ē, we	w - ē, we	m - āy	may	n - ō	no	ū - v	of	ō - d	odd
f - ē, fee	f - ē, fee	th - āy	they	sh - ōw	show	ū - s	us	ě - j	edge
sh - ē, she	sh - ē, she	r - āy	ray	m - ōw	mow	ū - p	up	ě - d	Ed

### Blending with Elkonin Boxes:

Teacher uses an Elkonin Box template for two sounds. As the teacher, you will slide a chip or touch each box as you say each sound. Then, slide your finger across both boxes as you and/or students blend the word.

### Phoneme Isolation: Final Sounds

▷ We will listen to two words that have the same last/final sound. I will say two words; say the words back to me and tell me the final sound you hear.

⊕ EXAMPLE: T: seen, won → s: seen, won /n/\*  
\*Students say sound, not letter name

► SKILL FOCUS: We are listening for the last sound we hear in two words.

WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND
seen, won	/n/	dress, class	/s/	hid, bed	/d/	moss, plus	/s/	milk, luck	/k/
cub, cube	/b/	paint, point	/t/	bike, peak	/k/	lot, gate	/t/	huge, page	/j/
top, soap	/p/	charge, page	/j/	ten, pain	/n/	robe, tube	/b/	boat, feet	/t/
home, him	/m/	made, side	/d/	lip, cup	/p/	brain, fun	/n/	ten, fin	/n/
sack, peak	/k/	jab, tube	/b/	rag, hug	/g/	neck, rake	/k/	grab, crib	/b/
wig, tug	/g/	fuzz, is	/z/	gum, dream	/m/	hug, peg	/g/	jump, tap	/p/

## Monday

## Tuesday

## Wednesday

## Thursday

## Friday

### Segmenting into Phonemes

▷ **Monday Model:** When we spell words, we listen for the sounds we hear. Now, we will segment/chop the same words we blended. I will say a word and segment/chop it into the two sounds I hear. Then, it is your turn.

▷ **Tuesday - Friday:** I will say a word; say the word back to me and segment/chop it into the two sounds you hear.

☞ **EXAMPLE:** T: way → S: way, w\* - āy

\*Students say sound, not letter name

► **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.

The teacher provides modeling for this new skill and the students repeat.		WHOLE WORD	2 SOUNDS						
TEACHER	STUDENT								
see, s - ē	see, s - ē	way	w - āy	low	l - ōw	it	ī - t	add	ă - d
me, m - ē,	me, m - ē	say	s - āy	row	r - ōw	is	ī - z	at	ă - t
we, w - ē	we, w - ē	lay	l - āy	so	s - ō	if	ī - f	on	ō - n
fee, f - ē	fee, f - ē	may	m - āy	no	n - ō	of	ŭ - v	odd	ō - d
she, sh - ē	she, sh - ē	pay	p - āy	show	sh - ōw	us	ŭ - s	edge	ě - j
		ray	r - āy	mow	m - ōw	up	ŭ - p	Ed	ě - d

☞ **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

▷ I will say a word part and you will say it back to me. We will add a sound at the beginning and you will say the new word.

☞ **EXAMPLE:** T: Say, -ō → S: -ō

T: Add /s/\* at the beginning and the word is? → S: so

\*Say sound, not letter name

► **SKILL FOCUS:** We can add a sound to the beginning of a word part to make a new word.

SAY:	ADD:	THE WORD IS:												
-ō	/s/	so	-ī	/m/	my	-ā	/m/	may	-oo	/g/	goo	-ē	/h/	he
-ī	/h/	hi	-ō	/t/	toe	-ē	/w/	we	-ī	/b/	by	-ā	/l/	lay
-ā	/d/	day	-oo	/d/	do	-ī	/t/	tie	-ā	/w/	way	-oo	/t/	too
-oo	/y/	you	-ē	/m/	me	-ō	/s/	so	-ē	/b/	be	-ī	/p/	pie
-ē	/h/	he	-ā	/s/	say	-oo	/z/	zoo	-ō	/m/	mow	-ō	/l/	low

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

### Deleting Phonemes

▷ 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 you will say what is left.

☞ **EXAMPLE:** T: Say, so → S: so

T: Without /s/\*, what's left is? → S: -ō

\*Say sound, not letter name

► **SKILL FOCUS:** We can delete a sound from the beginning of a word and say what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:												
so	/s/	-ō	my	/m/	-ī	may	/m/	-ā	goo	/g/	-oo	he	/h/	-ē
hi	/h/	-ī	toe	/t/	-ō	we	/w/	-ē	by	/b/	-ī	lay	/l/	-ā
day	/d/	-ā	do	/d/	-oo	tie	/t/	-ī	way	/w/	-ā	too	/t/	-oo
you	/y/	-oo	me	/m/	-ē	so	/s/	-ō	be	/b/	-ē	pie	/p/	-ī
mat	/m/	-oo	say	/s/	-ā	zoo	/z/	-oo	mow	/m/	-ō	low	/l/	-ō

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

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Substituting Initial Phonemes**

▷ I will say a word, you will say it back to me. I will change the first sound, and you will tell me the new word.

⊕ **EXAMPLE: T:** Say, ham → **s:** ham  
**T:** Change /h/\* to /j/\* and the word is?  
 → **s:** jam

\*Say sound, not letter name

▶ **SKILL FOCUS:** We can change the first sound in a word to make a new word.

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:
ham	/h/to/j/	jam	den	/d/to/m/	men	kick	/k/to/l/	lick	dim	/d/to/h/	him	bat	/b/to/k/	cat
jam	/j/to/l/	lamb	men	/m/to/h/	hen	lick	/l/to/w/	wick	him	/h/to/j/	gym	cat	/c/to/p/	pat
lamb	/l/to/r/	ram	hen	/h/to/wh/	when	wick	/w/to/p/	pick	gym	/j/to/l/	limb	pat	/p/to/h/	hat
ram	/r/to/s/	Sam	when	/wh/to/t/	ten	pick	/p/to/s/	sick	limb	/l/to/r/	rim	hat	/h/to/m/	mat
Sam	/s/to/y/	yam	ten	/t/to/p/	pen	sick	/s/to/t/	tick	rim	/r/to/wh/	whim	mat	/m/to/s/	sat

👏 **Substituting hand motion:**

Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull your right fist away and lightly pound your fists together when you say the new word.

**Early Literacy Skills**

**Alphabet Knowledge**

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

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

**PRACTICE WITH 26 LETTERS, A - Z**

Show alphabet cards in random order as the students say, "Letter is \_\_\_; Sound is \_\_\_."

\*Note: *This practice does not need to include all 26 letters. If students are proficient with most of their letter-sound relationships, review only the letter-sounds that need review/practice or are the focus of your phonics instruction.*

**Phoneme-Grapheme Connection**

▷ **Thursday - Friday:** Teacher uses an Elkonin box with two squares. When identifying the first sound, teacher points to the first square. Once the letter that makes that sound is identified, the teacher writes the letter that represents the first sound in the first square.

⊕ **EXAMPLE: T:** by → **s:** by, /b/  
**T:** What letter makes that sound? → **s:** B  
**T:** writes b in the first square of the Elkonin Box

▶ **SKILL FOCUS:** We can use a letter to represent the first sound we hear in a word.

I will say a word and you will say it back to me. Then, you will tell me the first sound you hear. I will ask you what letter makes that sound, and I will write the letter in the first box.

WORD	INITIAL SOUND	GRAPHEME	WORD	INITIAL SOUND	GRAPHEME
by	/b/	b	he	/h/	h
mow	/m/	m	to	/t/	t
goo	/g/	g	pie	/p/	p

**Language Awareness**

▷ **Monday-Wednesday:** We will sing or say the rhyme, Humpty Dumpty, together.

Note: *Rhyming words are in bold.*

**Thursday-Friday:** We will sing or say the rhyme, Humpty Dumpty. 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 words and students supply the missing words.

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

**Humpty Dumpty**

**Humpty Dumpty**

sat on a **wall**,  
**Humpty Dumpty**  
 had a great **fall**;  
 All the King's horses  
 and all the King's **men**  
 Couldn't put Humpty  
 together **again**.

**Humpty Dumpty**

sat on a **wall**,  
**Humpty Dumpty**  
 had a great **fall**;  
 All the King's horses  
 and all the King's **men**  
 Couldn't put Humpty  
 together **again**.

**Humpty Dumpty**

sat on a **wall**,  
**Humpty Dumpty**  
 had a great **fall**;  
 All the King's horses  
 and all the King's **men**  
 Couldn't put Humpty  
 together **again**.

**Humpty \_\_\_**

sat on a **wall**,  
**Humpty Dumpty**  
 had a great \_\_\_;  
 All the King's horses  
 and all the King's **men**  
 Couldn't put Humpty  
 together \_\_\_.

**Humpty \_\_\_**

sat on a \_\_\_,  
**Humpty \_\_\_**  
 had a great \_\_\_;  
 All the King's horses  
 and all the King's \_\_\_  
 Couldn't put Humpty  
 together \_\_\_.



**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Blending Phonemes**

▷ **Monday Model:** I will say four sounds and then blend those sounds into one word. Then, it is your turn.

**Tuesday - Friday:** I will say four sounds; you will blend the sounds together and say the whole word.

⊕ **EXAMPLE:** T: f - l - o - t\* → s: float

\*Say sounds, not letter names

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

The teacher provides modeling for this new skill and the students repeat.

TEACHER	STUDENT
s - l - i - p, slip	s - l - i - p, slip
c - l - i - p, clip	c - l - i - p, clip
s - l - o - t, slot	s - l - o - t, slot
f - l - i - t, flight	f - l - i - t, flight

4 SOUNDS	WHOLE WORD	4 SOUNDS	WHOLE WORD	4 SOUNDS	WHOLE WORD	4 SOUNDS	WHOLE WORD	4 SOUNDS	WHOLE WORD
f - l - o - t	float	s - l - e - p	sleep	f - l - a - sh	flash	p - l - a - s	place		
s - l - i - d	slide	g - l - o - b	glob	p - l - e - z	please	c - l - a - p	clap		
p - l - u - m	plum	c - l - i - f	cliff	c - l - a - m	claim	s - l - u - g	slug		
p - l - o - t	plot	g - l - u - m	glum	f - l - a - g	flag	c - l - i - p	clip		
b - l - o - o - m	bloom	g - l - a - d	glad	s - l - i - s	slice	f - l - a - k	flake		
p - l - u - g	plug	c - l - a - s	class	f - l - a - t	flat	c - l - o - p	clop		

**Phoneme Isolation: Final Sounds**

▷ We have been listening to the last or final sound we hear in one word. Now we will listen to two words that have the same last/final sound. I will say two words; say the words back to me and tell me the final sound you hear.

⊕ **EXAMPLE:** T: home, gym  
→ s: home, gym, /m/\*

\*Students say sound, not letter name

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

WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND
home, gym	/m/	teach, hatch	/ch/	bake, tuck	/k/	move, hive	/v/	page, wedge	/j/
reach, touch	/ch/	make, sick	/k/	lamb, same	/m/	keys, pose	/z/	lake, peak	/k/
hoof, life	/f/	bath, wreath	/th/	fish, wash	/sh/	path, myth	/th/	hum, name	/m/
push, cash	/sh/	tag, bug	/g/	soap, shape	/p/	pad, rude	/d/	nope, tap	/p/
boat, heat	/t/	wish, mash	/sh/	toss, pace	/s/	rough, calf	/f/	nice, miss	/s/
teeth, with	/th/	ridge, cage	/j/	touch, watch	/ch/	patch, itch	/ch/	boat, sight	/t/

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

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Segmenting into Phonemes**

▷ **Monday Model:** When we spell words, we listen for the sounds we hear. I will say a word and segment/chop it into the four sounds I hear. Then, it is your turn.

**Tuesday - Friday:** I will say a word; say the word back to me and segment/chop it into the four sounds you hear.

☞ **EXAMPLE:** T: black → s: black, b-l-ă-k\*

\*Students say sounds, not letter names

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

The teacher provides modeling for this new skill and the students repeat.		WHOLE WORD	4 SOUNDS						
TEACHER	STUDENT								
place, p-l-ă-s	place, p-l-ă-s	black	b-l-ă-k	float	f-l-ō-t	sleep	s-l-ē-p	glass	g-l-ă-s
gleam, g-l-ē-m	gleam, g-l-ē-m	clip	c-l-ī-p	slide	s-l-ī-d	flash	f-l-ă-sh	flood	f-l-ŭ-d
flat, f-l-ă-t	flat, f-l-ă-t	glove	g-l-ŭ-v	glad	g-l-ă-d	cliff	c-l-ī-f	please	p-l-ē-z
slip, s-l-ī-p	slip, s-l-ī-p	flight	f-l-ī-t	plot	p-l-ō-t	globe	g-l-ō-b	claim	c-l-ā-m
		close	c-l-ō-z	bloom	b-l-oo-m	plug	p-l-ŭ-g	slice	s-l-ī-s
		sled	s-l-ē-d	plate	p-l-ā-t	class	c-l-ă-s	flag	f-l-ă-g

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

**Adding Initial Phonemes**

▷ I will say a word part and you will say it back to me. We will add a sound at the beginning and you will say the new word.

☞ **EXAMPLE:** T: Say, -lip → s: -lip  
T: Add /f/\* at the beginning and the word is? → s: flip

\*Say sound, not letter name

▶ **SKILL FOCUS:** We can add a sound to the beginning of a word to make a new word that begins with a consonant blend.

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:
-lip	/f/	flip	-low	/g/	glow	-lot	/p/	plot	-lace	/p/	place	-lane	/p/	plane
-lab	/b/	blab	-loss	/f/	floss	-light	/f/	flight	-link	/b/	blink	-lip	/s/	slip
-loom	/g/	gloom	-lack	/k/	clack	-lend	/b/	blend	-lock	/k/	clock	-lie	/f/	fly
-lie	/s/	sly	-ledge	/p/	pledge	-lad	/g/	glad	-lap	/f/	flap	-lam	/k/	clam
-lick	/k/	click	-leave	/s/	sleeve	-lash	/f/	flash	-lam	/s/	slam	-love	/g/	glove

☞ **Adding hand motion:** Teacher holds left palm out to show the rime. Add the initial sound of the blend with right hand and lightly clap hands together for the whole word.

**Deleting Initial Phonemes**

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

☞ **EXAMPLE:** T: Say, place → s: place  
T: Without /p/\*, what's left is? → s: -lace

\*Say sound, not letter name

▶ **SKILL FOCUS:** We can delete the first sound of a blend from the beginning of a word and say what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
place	/p/	-lace	plane	/p/	-lane	flip	/f/	-lip	glow	/g/	-low	plot	/p/	-lot
blink	/b/	-link	slip	/s/	-lip	blab	/b/	-lab	floss	/f/	-loss	flight	/f/	-light
clock	/k/	-lock	fly	/f/	-lie	gloom	/g/	-loom	clack	/k/	-lack	blend	/b/	-lend
flap	/f/	-lap	clam	/k/	-lam	sly	/s/	-lie	pledge	/p/	-ledge	glad	/g/	-lad
slam	/s/	-lam	glove	/g/	-love	click	/k/	-lick	sleeve	/s/	-leave	flash	/f/	-lash

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

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### 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. I will change the first sound, and you will tell me the new word.

⊕ EXAMPLE: T: Say, roast → s: roast  
T: Change /r/\* to /b/\* and the word is?  
→ s: boast  
\*Say sound, not letter name

▶ SKILL FOCUS: We can change the first sound in a word to make a new word.

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:
roast	/r/to/b/	boast	deal	/d/to/m/	meal	light	/l/to/t/	tight	shown	/sh/to/k/	cone	lease	/l/to/p/	peace
cast	/k/to/p/	past	fall	/f/to/w/	wall	sink	/s/to/w/	wink	jab	/j/to/l/	lab	gel	/j/to/w/	well
ripe	/r/to/t/	type	late	/l/to/b/	bait	cope	/k/to/h/	hope	cheese	/ch/to/k/	keys	could	/k/to/sh/	should
mint	/m/to/l/	lint	chuck	/ch/to/t/	tuck	pest	/p/to/r/	rest	shed	/sh/to/r/	red	sit	/s/to/m/	mit
soon	/s/to/t/	tune	soak	/s/to/w/	woke	chose	/ch/to/p/	pose	year	/y/to/ch/	cheer	mail	/m/to/k/	kale

### Substituting hand motion:

Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull your right fist away and lightly pound your fists together when you say the new word.

## Early Literacy Skills

### Alphabet Knowledge

▷ This week, we will learn about L blends. L blends are at the beginning of some words and each letter sound can be heard. I will show you a card for each letter, digraph, or blend, and you will say, "Letter is/Letters are \_\_\_; Sound is/Sounds are \_\_\_."

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

#### L BLENDS

Show alphabet cards and blend cards in random order as the students say, "Letter is/Letters are \_\_\_; Sound is/Sounds are \_\_\_."

\*Note: This week you will practice L blends (bl, cl, fl, gl, pl, sl) as well as additional letters and sounds. This practice does not need to include all 26 letters. If students are proficient with most of the letter-sound relationships, review only the letter-sounds that need review/practice as well as the digraphs and L blends.

### Phoneme-Grapheme Connection

▷ We have practiced blending sounds together to say a word. Now we will practice reading words by blending the sounds the letters make. I will show you the letters, you will say the sounds and blend them together to read the word.

⊕ EXAMPLE: T: touches each grapheme  
→ s: s-l-ĭ-p, slip

▶ SKILL FOCUS: We can blend sounds together to read words.

Graphemes: e, i, o, d, l, m, p, s, t		Graphemes: o, u, g, l, m, p, t		Graphemes: a, o, u, b, d, g, l, m		Graphemes: a, f, g, l, sh, t,		Graphemes: a, i, o, c, l, p	
SOUNDS/LETTERS	WORD	SOUNDS/LETTERS	WORD	SOUNDS/LETTERS	WORD	SOUNDS/LETTERS	WORD	SOUNDS/LETTERS	WORD
s-l-ĭ-p	slip	p-l-ŭ-m	plum	g-l-ŏ-b	glob	f-l-ă-sh	flash	c-l-ă-p	clap
s-l-ŏ-t	slot	p-l-ŏ-t	plot	g-l-ŭ-m	glum	f-l-ă-g	flag	c-l-ĭ-p	clip
s-l-ĕ-d	sled	p-l-ŭ-g	plug	g-l-ă-d	glad	f-l-ă-t	flat	c-l-ŏ-p	clap



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**Blending Phonemes**

▷ I will say some sounds; you will blend the sounds together and say the whole word.

⊕ EXAMPLE: T: j - ũ - s - t\* → s: just

\*Say sounds, not letter names

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

SOUNDS	WHOLE WORD								
j - ũ - s - t	just	ē - s - t	east	g - l - ō	glow	s - t - ā - j	stage	c - l - ā	clay
s - p - ar - k	spark	g - ĩ - f - t	gift	s - p - r - ā	spray	b - l - oo	blue	l - ē - s - t	least
t - ē - ch	teach	s - m - ar - t	smart	b - ar - k	bark	c - l - ā - s	class	g - r - oo	grew
s - c - ou - t	scout	c - l - ā - p	clap	s - w - er - v	swerve	p - r - ě - s	press	b - r - ā - d	braid
g - ar - d	guard	p - ou - t	pout	g - r - ā - b	grab	c - r - ī	cry	m - ā - s - k	mask
f - l - ō - p	flop	s - w - oo - p	swoop	p - r - ī - s	price	f - r - oo - t	fruit	b - l - ũ - sh	blush

☞ **Blending hand motion:**

Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then students slide hands right to left to say the whole word.

**Phoneme Isolation:  
Medial Sounds**

▷ I will say a word. You will say it back to me and use the roller coaster to say the middle/vowel sound extra loud. Then you will tell me the sound you hear in the middle of the word.

⊕ EXAMPLE: T: mad → s: maaaaad, /ă/\*

\*Students say sound, not letter name

Optional: T: Did you hear a short or long vowel sound? → s: Short

► 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
mad	/ă/	time	/i/	joke	/ō/	name	/ā/	shake	/ā/
seek	/ē/	rip	/i/	dice	/ī/	shock	/ō/	shed	/ě/
tight	/ī/	duck	/ŭ/	paid	/ā/	might	/ī/	mice	/i/
bus	/ŭ/	toes	/ō/	sheep	/ē/	dad	/ă/	bib	/i/
wet	/ě/	pop	/ō/	lap	/ă/	wed	/ě/	note	/ō/

☞ **Roller coaster hand motion:**

Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.

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## Segmenting into Phonemes

▷ I will say a word; say the word back to me and segment/chop it into the sounds you hear.

⇒ **EXAMPLE:** T: clay → s: clay, c-l-ā\*

\*Students say sounds, not letter names

▶ **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into the sounds we hear.

WHOLE WORD	SOUNDS								
clay	c-l-ā	just	j-ŭ-s-t	east	ē-s-t	glow	g-l-ō	stage	s-t-ā-j
last	l-ā-s-t	spark	s-p-ar-k	gift	g-ĭ-f-t	shut	sh-ŭ-t	blue	b-l-oo
grew	g-r-oo	flash	f-l-ā-sh	smart	s-m-ar-t	bark	b-ar-k	class	c-l-ā-s
bath	b-ā-th	scout	s-c-ou-t	clap	c-l-ā-p	swerve	s-w-er-v	press	p-r-ē-s
mask	m-ā-s-k	guard	g-ar-d	math	m-ā-th	grab	g-r-ā-b	cry	c-r-ī
blush	b-l-ŭ-sh	flop	f-l-ō-p	swoop	s-w-oo-p	plot	p-l-ō-t	bluff	b-l-ŭ-ff

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

## Adding Final Phonemes

▷ I will say a word and you will say it back to me. We will add a sound at the end and you will say the new word.

⇒ **EXAMPLE:** T: Say, flow- → s: flow-

T: Add /t/\* at the end and the word is? → s: float

\*Say sound, not letter name

▶ **SKILL FOCUS:** We can add a sound at the end of a word/word part to make a new word.

SAY:	ADD:	THE WORD IS:												
flow-	/t/	float	sure-	/t/	shirt	pow-	/t/	pout	boar-	/d/	board	noy-	/z/	noise
purr-	/s/	purse	be-	/ch/	beach	stay-	/j/	stage	joy-	/n/	join	how-	/s/	house
lam-	/p/	lamp	pry-	/z/	prize	glow-	/b/	globe	cue-	/b/	cube	char-	/j/	charge
scar-	/f/	scarf	gray-	/t/	great	purr-	/ch/	perch	sir-	/v/	serve	twī-	/s/	twice
foe-	/m/	foam	for-	/th/	fourth	shor-	/t/	short	bōw-	/th/	both	soo-	/p/	soup

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

## Deleting Final Phonemes

▷ We will delete or take away the last sound in a word. I will say the word, and you will say it back to me. I will tell you the sound to delete and you will say what is left.

⇒ **EXAMPLE:** T: Say, board → s: board

T: Without /d/, what's left is? → s: boar

\*Say sound, not letter name

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

SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
board	/d/	boar	noise	/z/	noy-	float	/t/	flow	shirt	/t/	sure	pout	/t/	pow
join	/n/	joy	house	/s/	how	purse	/s/	purr	beach	/ch/	be	stage	/j/	stay
cube	/b/	cūe	charge	/j/	char-	lamp	/p/	lamb	prize	/z/	pry	globe	/b/	glow
serve	/v/	sir	twice	/s/	twī-	scarf	/f/	scar	great	/t/	gray	perch	/ch/	purr
both	/th/	bōw	soup	/p/	sue	foam	/m/	foe	fourth	/th/	for	short	/t/	shore

👏 **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.

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**Substituting Vowels**

▷ I will say a word, you will say it back to me. I will change the vowel sound, and you will tell me the new word.

⊕ **EXAMPLE: T:** Say, net → **S:** net  
**T:** Change /ĕ/\* to /ē/\* and the word is → **S:** neat  
*\*Say sound, not letter name*

► **SKILL FOCUS:** We can change the middle or vowel sound in a word to make a new word.

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:
nĕt	/ĕ/to/ē/	neat	sāke	/ā/to/ă/	sack	lĕd	/ĕ/to/ē/	lead	stĕam	/ĕ/to/ĕ/	stem	băt	/ă/to/ā/	bait
bĭt	/i/to/ī/	bite	wĕed	/ē/to/ĕ/	wed	mĭss	/i/to/ī/	mice	tăp	/ă/to/ā/	tape	hĭp	/i/to/ī/	hype
bĕd	/ĕ/to/ē/	bead	fĭne	/i/to/ī/	fin	rĭpe	/i/to/ī/	rip	lĭd	/i/to/ī/	lied	soon	/oo/to/u/	sun
cōd	/ō/to/ō/	code	noon	/oo/to/ū/	none	păst	/ă/to/ā/	paste	nōte	/ō/to/ō/	not	mōpe	/ō/to/ō/	mop
mŭtt	/ŭ/to/ū/	mute	dĭm	/i/to/ī/	dime	hōpe	/ō/to/ō/	hop	tŭb	/ŭ/to/oo/	tube	said	/ĕ/to/ē/	seed

**Early Literacy Skills**

**Alphabet Knowledge**

▷ This week, we will continue practicing all of the letter names and sounds we know including consonants, vowels, digraphs, and blends. I will show you a card for each letter, digraph, or blend, and you will say, "Letter is/Letters are \_\_\_; Sound is/Sounds are \_\_\_."

► **SKILL FOCUS:** We can learn letter names and letter sounds. Each letter has a name, some letters make more than one sound.

**Review of Consonants, Digraphs, Vowels, and Blends**

Show alphabet cards in random order as the students say, "Letter is/Letters are \_\_\_; Sound is/Sounds are \_\_\_."

*\*Note: This week you will review the multiple sounds of the consonants and vowels, digraphs, and blends as needed. This practice does not need to include all 26 letters or every digraph and blend. If students are proficient with most of the letter-sound relationships, review only the letter-sounds that need additional practice.*

**Phoneme-Grapheme Connection**

▷ We segmented words into individual sounds through the air and now we will match the sounds to print. In these words, we will hear three or four sounds.

I will say a word; say the word back to me and segment it into the sounds you hear. I will draw a line for each sound, then you will tell me the letter to match the sound and we will spell each word.

*\*See QR code in overview pages for an example*

► **SKILL FOCUS:** We can spell words by segmenting the word into the sounds we hear and matching letters to the sounds.

WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES
last	● ● ● ●	<u>l</u> <u>a</u> <u>s</u> <u>t</u>	just	● ● ● ●	<u>j</u> <u>u</u> <u>s</u> <u>t</u>	gift	● ● ● ●	<u>g</u> <u>i</u> <u>f</u> <u>t</u>	shut	● ● ●	<u>s</u> <u>h</u> <u>u</u> <u>t</u>	class	● ● ● ●	<u>c</u> <u>l</u> <u>a</u> <u>s</u> <u>s</u>
bath	● ● ●	<u>b</u> <u>a</u> <u>t</u> <u>h</u>	flash	● ● ● ●	<u>f</u> <u>l</u> <u>a</u> <u>s</u> <u>h</u>	clap	● ● ● ●	<u>c</u> <u>l</u> <u>a</u> <u>p</u>	grab	● ● ● ●	<u>g</u> <u>r</u> <u>a</u> <u>b</u>	press	● ● ● ●	<u>p</u> <u>r</u> <u>e</u> <u>s</u> <u>s</u>
mask	● ● ● ●	<u>m</u> <u>a</u> <u>s</u> <u>k</u>	flop	● ● ● ●	<u>f</u> <u>l</u> <u>o</u> <u>p</u>	math	● ● ●	<u>m</u> <u>a</u> <u>t</u> <u>h</u>	plot	● ● ● ●	<u>p</u> <u>l</u> <u>o</u> <u>t</u>	bluff	● ● ● ●	<u>b</u> <u>l</u> <u>u</u> <u>f</u> <u>f</u>