

Phonological Awareness- Junior Infants
Pre-Kindergarten Heggerty

Month	Week	Phonological awareness Skills	Lesson component
September/October	1 2 3 4 5 6	<ul style="list-style-type: none"> ● Rhyme Repetition ● Initial Phoneme Isolation ● Blending two words into a compound word ● Phoneme Isolation- Final sound 	<ul style="list-style-type: none"> ● Rhyme repetition- Students will gain an understanding of rhyme by hearing and repeating rhyming word pairs. ● Initial sound -Students will isolate the initial sound in spoken words with focused consonant sounds. ● Blending-Students will learn to blend two words into a compound word. ● Segmenting- Students will isolate the final sound they hear in a spoken word with focused consonant sounds.(final sound hand motion introduced) Students will learn to segment a compound word into two individual words.

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		<p>Early Literacy skills:</p> <ul style="list-style-type: none"> ● Alphabet Knowledge ● Language awareness 	<ul style="list-style-type: none"> ● Students will sing the alphabet to help learn the letter names. ● Word awareness-Students will listen to and say a sentence aloud. ● Students will count the words in a sentence. ● Sing Nursery Rhymes- Star Light, Star Bright One, Two,buckle my shoe
October/ November	7 8 9 10 11 12	<ul style="list-style-type: none"> ● Rhyme repetition and recognition ● Initial Phoneme Isolation 	<ul style="list-style-type: none"> ● Rhyme repetition and recognition-Gain an understanding of rhyme by hearing and repeating rhyming word pairs ● Begin to recognise rhyming and non-rhyming words

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		<ul style="list-style-type: none">● Blending two syllables● Phoneme Isolation-final sounds● Segmenting a word into two syllables● Adding final syllables● Deleting final syllables	<ul style="list-style-type: none">● Initial sound in words beginning with specific focused sounds-Blend two words and two syllables into a compound word● Isolate the initial sound in spoken words and Isolate the final phoneme in a spoken word -Introduction of final sound isolation in words with hand motion● segmenting whole words into two syllables-Segment a compound word and spoken word into two individual words● Adding- Add syllables to spoken words● Deleting Final Syllables-delete syllables to spoken
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		<p>Early Literacy skills:</p> <ul style="list-style-type: none"> ● Alphabet Knowledge ● Language awareness 	<p>words (use of deleting final hand motion)</p> <ul style="list-style-type: none"> ● Students will sing the alphabet to help learn the letter names. ● Count words in a sentence ● Sing Nursery Rhymes- Once I caught a fish alive Hey Diddle Diddle
December/January	13 14 15 16 17 18	<ul style="list-style-type: none"> ● Rhyme recognition ● Initial Phoneme Isolation 	<ul style="list-style-type: none"> ● We are listening for the sound we hear in the middle of a word. This is called a vowel sound. ● Students will learn to isolate the vowel sound in a spoken word, with specific vowel sounds being the focus each day. ● When we segment, we listen to a whole word and separate it into two parts. ● Segmenting separates a spoken word into two parts, the onset (first sound) and the rime (the vowel and all the sounds after). Students hear and say the

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		<ul style="list-style-type: none">● Segmenting a word into onset and Rime ● Adding-Initial phonemes ● Deleting- Initial phonemes	<p>Students will learn to isolate the vowel sound in a spoken word, with specific vowel sounds being the focus each day.</p> <ul style="list-style-type: none">● When we segment, we listen to a whole word and separate it into two parts. Segmenting separates a spoken word into two parts, the onset (first sound) and the rime (the vowel and all the sounds after). Students hear and say the whole word aloud, and then separate the word into the two parts. ● We can add a sound at the beginning of a word or word part to make a new word. Students will make a new word by adding an initial phoneme to a word or word part that is said aloud. Explicit teacher language is provided in the lessons to scaffold support for students by saying the initial sound and the rime, and blending the two parts into a whole word.
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		<p>Early Literacy skills:</p> <ul style="list-style-type: none">• Alphabet Knowledge • Language awareness	<ul style="list-style-type: none">• We can take away the first sound from a word and say what is left. Students will delete the initial phoneme from the words that were used for the Adding Initial Phonemes activity. Explicit teacher language is provided in the lessons to scaffold support for students when deleting the initial phoneme. • Students will sing the alphabet to help learn the letter names. • Count words in a sentence• Finish the sentence• Sing Nursery Rhymes- Little Miss Muffet Twinkle Twinkle little star
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			One Two Buckle my shoe
February/March	19 20 21 22 23 24 25 26 27	<ul style="list-style-type: none"> ● Rhyme production ● Initial Phoneme isolation- ● Blending Phonemes 	<ul style="list-style-type: none"> ● When words rhyme, we hear the same middle and final sounds. Students will work with rhyme recognition in WEEKS 19 AND 20, and then learn to produce a rhyming word. ● We are listening for the first sound we hear in a word. ● When we blend, we put two sounds together to make a word. <p>Blending combines individual phonemes into one word. The two phonemes are said first and then students are blending the sounds into a whole word. Students can be instructed to “say it fast” when blending the sounds together.</p> <ul style="list-style-type: none"> ● We are listening for the last sound we hear in a word.

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		<ul style="list-style-type: none">● Phoneme isolation-final sounds ● Phoneme isolation-medial sounds ● Segmenting a word into phonemes ● Adding initial phonemes	<ul style="list-style-type: none">● Students will hear and repeat a pair of words that end with the same sound, isolating the final sound they hear. ● We are listening for the middle or vowel sound we hear in a spoken word.● Students will isolate the short vowel sound they hear in the middle of a spoken word. ● When we segment, we listen to a whole word and separate it into the sounds we hear.● Segmenting separates a spoken word into two individual sounds. Students hear and say the whole word aloud, and then separate the word into two phonemes. ● We can add a sound to the beginning of a word or word part to make a new word.
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		<ul style="list-style-type: none">• Deleting initial phonemes• Substituting initial phonemes <p>Early Literacy skills:</p> <ul style="list-style-type: none">• Alphabet Knowledge• Language awareness	<ul style="list-style-type: none">• We can delete or take away the first sound from a word and say what is left.• The students are deleting the initial phoneme from the words that were used for the Adding Initial Phonemes activity.• 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.• Students will sing the alphabet to help learn the letter names.• Count words in a sentence• Finish the sentence and count the words• Sing Nursery Rhymes- Pat a cake It's Raining, it's pouring
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		<ul style="list-style-type: none">● Phoneme isolation-final sounds ● Phoneme isolation-medial sounds	<p>instructed to “say it fast” when blending the sounds together</p> <ul style="list-style-type: none">● We are listening for the last sound we hear in a word.● Students identify words that end with the same sound with an activity called, "Which word ends like ___?" The teacher says a word and provides two words, one word has the same final sound and the other word has a different final sound.● Students identify the word with the same final sound. Teachers may choose to use the Final Sound hand motion to emphasize and isolate the final sound in each word ● We are listening for the middle or vowel sound we hear in a word. <p>Roller coaster hand motion: Teacher and students move one 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 middle of the word; bottom of the hill is the end of the word.</p>
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		<ul style="list-style-type: none">● Segmenting a word into phonemes ● Adding initial phonemes ● Deleting initial phonemes ● Substituting initial phoneme	<ul style="list-style-type: none">● When we segment, we listen to a whole word and separate it into the sounds we hear. <p>Segmenting separates a spoken word into individual sounds. Students hear and say the whole word aloud, and then separate the word into three phonemes.</p> <ul style="list-style-type: none">● We can add a sound at the beginning of a word or word part to make a new word. ● We can take away the first sound from a word and say what is left.● Students will hear a word, and then delete the first or initial sound. They will be hearing the same words they created when adding the initial phoneme. ● We can change the first sound in a word to make a new word.
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		<p>Early Literacy skills:</p> <ul style="list-style-type: none">• Alphabet Knowledge • Language awareness	<p>When we change the first sound, we make words that rhyme.</p> <ul style="list-style-type: none">• Students will sing the alphabet to help learn the letter names. • <i>Count words in a sentence</i>• <i>Finish the sentence and count the words</i>• <i>Sing Nursery Rhymes-</i> Humpty Dumpty Three little kittens Little Bo Peep Jack and Jill Little Jack Horner Hickory Dickory Dock
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