

Phonological Awareness-Senior Infants  
Kindergarten Heggerty

| Month             | Week                       | Phonological awareness Skills  | Lesson component  |
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| September/October | 1<br>2<br>3<br>4<br>5<br>6 | <ul style="list-style-type: none"><li data-bbox="1182 325 1442 351">● Rhyme Repetition</li><br/><li data-bbox="1182 788 1525 813">● Initial Phoneme Isolation</li><br/><li data-bbox="1182 1034 1541 1145">● Blending two words into a compound word(blending syllables)</li></ul> | <ul style="list-style-type: none"><li data-bbox="1653 325 2042 679">● Rhyme repetition- Students will gain an understanding of rhyme by hearing and repeating rhyming word pairs-same middle and end sounds. Students give thumbs up or thumbs down to indicate if words rhyme or not.</li><br/><li data-bbox="1653 820 2024 967">● Initial sound -Students will isolate the initial sound in spoken words with focused consonant sounds.</li><br/><li data-bbox="1653 1069 2033 1216">● Blending-Students will learn to blend two words into a compound word.revise blending hand motion</li></ul> |

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|  |  | <ul style="list-style-type: none"><li>● Phoneme Isolation- Final sound</li><br/><li>● <b>Adding Words</b></li><br/><li>● <b>Deleting words</b></li><br/><li>● <b>Substituting words</b></li></ul> | <ul style="list-style-type: none"><li>● <b>Segmenting-</b></li></ul> <p>Students will isolate the final sound they hear in a spoken word with focused consonant sounds.(final sound hand motion introduced)</p> <p>Students will learn to segment a compound word into two individual words.</p> <ul style="list-style-type: none"><li>● Students will hear and repeat a word. Students will then be given another word to add at the end and say the new compound word.</li><br/><li>● Students will hear and repeat a compound word. Students will be told to delete or take away the last word and say what is left.</li><br/><li>● Students will hear and repeat a compound word. In Week 1:students will change</li></ul> |
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|  |  | <p><b>Early Literacy skills:</b></p> <ul style="list-style-type: none"><li>• Alphabet Knowledge</li><br/><li>• Language awareness</li></ul> | <p>the second part of a compound word to make a new word. In week 2: students will change the first part of a compound word to make a new word. Week3-6: Students will complete a sentence starter. Once students have added to a sentence, they will repeat the sentence and count the number of words.</p> <ul style="list-style-type: none"><li>• Students will sing the alphabet to help learn the letter names. Students will build automaticity with letter names and letter sounds through practice with alphabet flashcards.</li><br/><li>• Students will listen to a sentence spoken aloud and</li></ul> |
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|                   |                   |   | <p>repeat it. Then, teachers and students will repeat it while counting the number of words. Weeks 1-2 will target monosyllabic words.</p> <ul style="list-style-type: none"> <li>• Sing Nursery Rhymes-<br/>Star Light, Star Bright<br/>One, Two,buckle my shoe</li> </ul>   |
| October/ November | 7<br>8<br>9<br>10 | <ul style="list-style-type: none"> <li>• Rhyme repetition and recognition</li> <li>• Initial Phoneme Isolation</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyme repetition and recognition-Gain an understanding of rhyme by hearing and repeating rhyming word pairs</li> <li>• Begin to recognise rhyming and non-rhyming words</li> <li>• Rhyme categorization</li> <li>• Initial sound in words beginning with specific focused sounds-Blend two words and two syllables into a compound word</li> <li>• Focus on short vowel sounds and consonant sounds</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>● Blending two syllables</li><br/><li>● Phoneme Isolation-final sounds</li></ul> | <ul style="list-style-type: none"><li>● Isolate the initial sound in spoken words and Isolate the final phoneme in a spoken word<br/>-Introduction of final sound isolation in words with hand motion</li><li>● Focus on onset and rime(onset-all the sounds before the vowel, rime-vowel and everything after)</li><br/><li>● segmenting whole words into two syllables-Segment a compound word and spoken word into two individual words.</li><li>● Focus on isolating the final sound in two words.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Segmenting a word into onset and rime</li><li>● Adding final syllables</li><li>● Deleting final syllables</li></ul> <p><b>Early Literacy skills:</b></p> <ul style="list-style-type: none"><li>● Alphabet Knowledge</li></ul> | <ul style="list-style-type: none"><li>● Students will segment a word into two parts (onset and rime).</li><li>● Adding- Add syllables to spoken word, focus on saying the sound not the letter name.</li><li>● Deleting Final Syllables- delete syllables to spoken words (use of deleting final hand motion)</li><li>● Students will sing the alphabet to help learn the letter names. Students will build automaticity with letter</li></ul> |
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|                         |   | <ul style="list-style-type: none"> <li>● Language awareness</li> </ul>   | <p>names and letter sounds through practice with alphabet flashcards.</p> <ul style="list-style-type: none"> <li>● Count words in a sentence</li> <li>● Sing Nursery Rhymes-<br/>           Incey Wincey spider<br/>           Little Miss Muffet<br/>           Twinkle Twinkle little star</li> </ul> <p>Mary had a little Lamb</p>  |
| <p>December/January</p> | <p>11<br/>           12<br/>           13<br/>           14<br/>           15<br/>           16<br/>           17</p> | <ul style="list-style-type: none"> <li>● Rhyme recognition</li> <br/><br/><br/><br/><br/><br/><br/><br/><br/><br/><br/> <li>● Initial Phoneme Isolation</li> </ul> | <ul style="list-style-type: none"> <li>● We are listening for the sound we hear in the middle of a word. This is called a vowel sound.</li> <li>● Students will learn to isolate the vowel sound in a spoken word, with specific short vowel sounds</li> <br/><br/><br/><br/><br/> <li>● When we segment, we listen to a whole word and separate it into two parts.</li> <li>● Segmenting separates a spoken word into two parts, starting with consonant, then short vowel sounds then long vowel sounds</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>● Blending(Coda)</li></ul> | <ul style="list-style-type: none"><li>● When we blend, we put two parts together to make a word.</li><li>● <b>Blending</b> combines two small parts into one word. The teacher says a word in two parts, and then blends the two parts together into one word.</li><li>● <b>Body-Coda Blending</b> combines the body of the word (the first two sounds) and the final sound into a spoken word. Students can be instructed to “say it fast” when blending the two parts together.</li><li>● <b>Blending Onset - Rime</b> combines the onset (the first sound) and the rime (the vowel and all the letters or sounds after) into a single syllable spoken word.</li><li>● Blending one phoneme and two phoneme words.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Phoneme Isolation- medial sound and final sounds</li><br/><li>● Segmenting a word into phonemes</li><br/><li>● Adding-Initial phonemes</li></ul> | <ul style="list-style-type: none"><li>● 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.</li><br/><li>● 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.</li><br/><li>● We can add a sound at the beginning of a word or word part to make a new word.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>• Deleting- Initial phonemes</li></ul> <p><b>Early Literacy skills:</b></p> <ul style="list-style-type: none"><li>• Alphabet Knowledge</li></ul> | <p>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.</p> <ul style="list-style-type: none"><li>• We can take away the first sound from a word and say what is left.</li></ul> <p>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.</p> |
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|  |  | <ul style="list-style-type: none"><li>• Phoneme Grapheme connection</li><li>• Language awareness</li></ul> | <ul style="list-style-type: none"><li>• Students will sing the alphabet to help learn the letter names. Students will build automaticity with letter names and letter sounds through practice with alphabet flashcards.</li><li>• Understanding the connection between sounds we hear in speech (phonemes) and the letters (graphemes) that represent the sounds. Use of Elkonin boxes with 3 squares.</li><li>• Sing Nursery Rhymes-<br/><br/>Humpty Dumpty<br/>Star light, star bright<br/>One, two, buckle my shoe<br/>Hey Diddle Diddle<br/>It's Raining, its pouring.</li></ul> |
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| February/March/April | 18<br>19<br>20<br>21<br>22<br>23<br>24 | <ul style="list-style-type: none"><li>● Rhyme production</li><br/><li>● Initial Phoneme isolation-</li><br/><li>● Blending Phonemes</li></ul> | <ul style="list-style-type: none"><li>● When words rhyme, we hear the same middle and final sounds. Students will work with rhyme recognition and then learn to produce a rhyming word.</li><br/><li>● We are listening for the first sound we hear in a word.</li><br/><li>● When we blend, we put two sounds together to make a word.</li></ul> <p><b>Blending</b> 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> |

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|  |  | <ul style="list-style-type: none"><li>● Phoneme isolation-final sounds</li><li>● Phoneme isolation-medial sounds</li><li>● Segmenting a word into phonemes</li></ul> | <ul style="list-style-type: none"><li>● We are listening for the last sound we hear in a word.</li><li>● Students will hear and repeat a pair of words that end with the same sound, isolating the final sound they hear.</li><li>● We are listening for the middle or vowel sound we hear in a spoken word.</li><li>● Students will isolate the short vowel sound they hear in the middle of a spoken word.</li><li>● When we segment, we listen to a whole word and separate it into the sounds we hear.</li><li>● Segmenting separates a spoken word into two individual sounds. Students hear and say the whole word aloud, and then</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Adding initial phonemes</li><br/><li>● Deleting initial phonemes</li><br/><li>● Substituting initial phonemes</li></ul> <p><b>Early Literacy skills:</b></p> <ul style="list-style-type: none"><li>● Alphabet Knowledge</li></ul> | <p>separate the word into two phonemes.</p> <ul style="list-style-type: none"><li>● We can add a sound to the beginning of a word or word part to make a new word.</li><br/><li>● We can delete or take away the first sound from a word and say what is left.</li><li>● The students are deleting the initial phoneme from the words that were used for the Adding Initial Phonemes activity.</li><br/><li>● 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.</li></ul> |
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|                |    | <ul style="list-style-type: none"> <li>● Phoneme Grapheme connection</li> <br/> <li>● Language awareness</li> </ul> | <ul style="list-style-type: none"> <li>● Students will sing the alphabet to help learn the letter names. Each letter has a name and a sound.</li> <br/> <li>● Using letters to represent the first/last and vowel sounds in words. CVC words. The teacher will show students the letters using letter cards, magnetic letters, or a white board marker to write the letters in Elkonin Boxes.</li> <br/> <li>● Count words in a sentence</li> <li>● Finish the sentence and count the words</li> <li>● Sing Nursery Rhymes-           <br/>           Pat a cake           <br/>           It's Raining, it's pouring           <br/>           Roses are red           <br/>           Rain, Rain go away           <br/>           Jack and Jill         </li> </ul> |
| April/May/June | 25 |   |  |

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|  | 26<br>27<br>28<br>29<br>30<br>31<br>32<br>33<br>34<br>35 | <ul style="list-style-type: none"><li>● Blending Phonemes</li><br/><li>● Phoneme isolation-final sounds and medial sounds</li></ul> | <ul style="list-style-type: none"><li>● Blending combines individual phonemes into one word. The three 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</li><li>● Students will blend four phonemes into a word.</li><br/><li>● 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.<ul style="list-style-type: none"><li>● 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</li></ul></li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Segmenting a word into phonemes</li><br/><li>● Adding initial phonemes and final phonemes</li></ul> | <ul style="list-style-type: none"><li>● Students will listen to a word and isolate the short or long vowel sound they hear in the middle of the word</li><br/><li>● We are listening for the middle or vowel sound we hear in a word.</li></ul> <p><b>Roller coaster hand motion:</b> 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> <ul style="list-style-type: none"><li>● When we segment, we listen to a whole word and separate it into the sounds we hear.</li><li>● Segmenting separates a spoken word into individual sounds. Students hear and say the whole word aloud, and then separate the word into three phonemes.</li><li>● Students will segment a word into four phonemes.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>• Substituting initial, medial and final phonemes.</li></ul> <p><b>Early Literacy skills:</b></p> <ul style="list-style-type: none"><li>• Alphabet Knowledge</li><li>• Phoneme Grapheme connection</li></ul> | <ul style="list-style-type: none"><li>• We can add a sound at the beginning of a word or word part to make a new word</li><li>• We can add a sound at the end to make a new word.</li><li>• We can change a sound(initial/medial/final) to make a new word.</li><li>• Students will sing the alphabet to help learn the letter names. Each letter has a name and a sound</li><li>• Students identify words that</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Language awareness</li></ul> | <p>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.</p> <ul style="list-style-type: none"><li>● 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</li><li>● Students will listen to a word and isolate the short or long vowel sound they hear in the middle of the word</li><li>● We are listening for the middle or vowel sound we hear in a word.</li></ul> <p><b>Roller coaster hand motion:</b> 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"><li>● Count words in a sentence</li><li>● Finish the sentence and count the words</li><li>● Sing Nursery Rhymes-</li></ul> <p>Humpty Dumpty<br/>Three little kittens<br/>Little Bo Peep<br/>Jack and Jill<br/>Little Jack Horner<br/>Hickory Dickory Dock<br/>Little Boy blue<br/>Pease porridge hot<br/>Favourite nursery rhyme</p> |
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