

## **Kindergarten Title I Extended Spring Break Plans**

A large part of the kindergarten Title I program is routine. One of our major routines is a phonemic awareness intervention named Heggerty. In recent days, Heggerty Phonemic Awareness has come out with YouTube videos teaching parents how to do these very simple word games at home. The best part is that these word games require no materials!

The link provided will show you the simple hand motions and instructions that go with these lessons. Please complete these very quick word games with your student over our extended time away from the classroom. Three weeks of lessons are provided in PDF format using the second link or use the direct link on our school's website.

Word Games How To: <https://youtu.be/6QGpDuSAdQE>

Word Game Plans: <https://www.heggerty.org/download-assessments-and-resources>

The second major part of our routine is practicing letter sounds. While our students are out for an extended amount of time it is very important to keep practicing letter sounds. Please use the flashcards provided to practice 5-10 minutes a day. I normally hold up the card and ask "What sound?" and make two piles (needs practice or yes they have it). This simple task is extremely important to keep up with.

Some kindergarten students have also been very eager to be timed to see how fast they can say letter sounds. Sometimes I time them to see how long it takes for them to say 10-15 cards or you can set a time for one minute to see how many sounds they can tell you. See the attached list of ideas (found with the flashcards) for other uses.

As always, if you have any questions or concerns please contact me. I will be checking my email regularly. I appreciate any work that you do with your student at home during this difficult time.

Partners in education,  
Mrs. Gray  
Title I K-1  
[grayk@psarrows.com](mailto:grayk@psarrows.com)

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teacher reads the series of words. Students repeat only the two rhyming words. Ex. T: gum, bum, rat S: gum, hum Frit: Teacher says the nonsense word. Students repeat the nonsense word and say, "Not (nonsense word), (real rhyming word)!"</p>	<p><b>dip, rip, tag</b> <b>lap, cap, den</b> <b>beg, leg, nod</b> <b>rough, tough, cat</b> <b>Sam, lamb, him</b> <b>hot, not, bug</b> <b>toss, loss, hard</b></p>	<p><b>seem, team, man</b> <b>paw, saw, give</b> <b>will, hill, job</b> <b>mop, pop, toe</b> <b>hen, den, cub</b> <b>bird, heard, foot</b> <b>rack, pack, glove</b></p>	<p><b>rain, cold, told</b> <b>best, sing, thing</b> <b>help, pick, kick</b> <b>fox, rug, tug</b> <b>cape, gem, stern</b> <b>look, door, floor</b> <b>ten, pad, sad</b></p>	<p><b>sail, head, pail</b> <b>pet, pig, net</b> <b>key, knob, bee</b> <b>mad, bet, dad</b> <b>June, nice, soon</b> <b>gum, rim, sum</b> <b>sell, roll, well</b></p>	<p><b>Category: Farm Animals</b> <b>lig</b> (pig) <b>porse</b> (horse) <b>tricken</b> (chicken) <b>looster</b> (rooster) <b>cheep</b> (sheep) <b>lurkey</b> (turkey)</p>
<p>Teacher says the word. Students repeat the word. Teacher says, "Which word begins like *?" and says the two words listed. Students say the word that begins with the same sound. Ex. T: elbow S: elbow T: Which word begins like elbow; echo or zero? S: echo</p>	<p><b>Which word begins like *?</b> <b>upstairs:</b> curtain, usher <b>elbow:</b> echo, zero <b>boulder:</b> Texas, buffalo <b>octopus:</b> forever, option <b>landing:</b> listen, sister</p>	<p><b>Which word begins like *?</b> <b>actress:</b> admit, dancer <b>poetry:</b> doctor, pencil <b>iguana:</b> itchy, regular <b>nervous:</b> harbor, napkin <b>explode:</b> enter, captain</p>	<p><b>Which word begins like *?</b> <b>ostrich:</b> opera, sister <b>garden:</b> cotton, gallon <b>excellent:</b> extra, lunchbox <b>daughter:</b> total, distant <b>avenue:</b> actor, quickly</p>	<p><b>Which word begins like *?</b> <b>editor:</b> winner, excuse <b>corner:</b> puddle, caboose <b>itself:</b> igloo, rapid <b>journey:</b> copy, justice <b>upper:</b> ugly, visit</p>	<p><b>Which word begins like *?</b> <b>obstacle:</b> ladder, opposite <b>victory:</b> violet, concert <b>everyone:</b> jacket, effort <b>sandal:</b> singer, officer <b>adding:</b> button, activity</p>
<p>Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: t - a - k S: t - a - k, take *Say sound, not letter name</p>	<p><b>w - o - k</b> <b>l - i - d</b> <b>p - i - k</b> <b>r - a - z</b> <b>s - o - k</b> <b>v - a - n</b> <b>k - o - d</b> <b>d - i - v</b> <b>p - a - v</b> <b>k - a - p</b></p>	<p><b>w - o - k</b> <b>l - i - d</b> <b>p - i - k</b> <b>r - a - z</b> <b>s - o - k</b> <b>v - a - n</b> <b>k - o - d</b> <b>d - i - v</b> <b>p - a - v</b> <b>k - a - p</b></p>	<p><b>r - o - d</b> <b>k - i - t</b> <b>p - a - n</b> <b>l - a - t</b> <b>n - o - t</b> <b>r - i - p</b> <b>w - i - z</b> <b>g - a - v</b> <b>l - o - n</b> <b>f - i - n</b></p>	<p><b>s - a - v</b> <b>z - o - n</b> <b>f - i - l</b> <b>t - o - d</b> <b>p - i - n</b> <b>r - o - b</b> <b>f - a - m</b> <b>b - i - k</b> <b>h - o - m</b> <b>t - a - p</b></p>	<p><b>b - o - n</b> <b>l - i - k</b> <b>h - o - p</b> <b>b - a - t</b> <b>w - i - p</b> <b>g - o - t</b> <b>s - a - m</b> <b>d - i - s</b> <b>k - a - n</b> <b>p - a - d</b></p>
<p><b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, I chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.</p>	<p><b>cake</b> /ā/ <b>note</b> /ō/ <b>side</b> /ī/ <b>read</b> /ē/ <b>cute</b> /ū/ <b>base</b> /ā/ <b>dime</b> /ī/</p>	<p><b>hike</b> /ī/ <b>race</b> /ā/ <b>heat</b> /ē/ <b>kite</b> /ī/ <b>boat</b> /ō/ <b>same</b> /ā/ <b>teeth</b> /ē/</p>	<p><b>goat</b> /ō/ <b>wise</b> /ī/ <b>reach</b> /ē/ <b>date</b> /ā/ <b>peek</b> /ē/ <b>code</b> /ō/ <b>minute</b> /ū/</p>	<p><b>feet</b> /ē/ <b>sign</b> /ī/ <b>phone</b> /ō/ <b>drake</b> /oo/ <b>hide</b> /ī/ <b>leap</b> /ē/ <b>came</b> /ā/</p>	<p><b>fuse</b> /ū/ <b>ride</b> /ī/ <b>lane</b> /ā/ <b>meet</b> /ē/ <b>dude</b> /oo/ <b>hope</b> /ō/ <b>raise</b> /ā/</p>
<p>Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: bake S: bake, /ā/</p>	<p><b>Roller coaster hand motion:</b> 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.</p>	<p><b>Roller coaster hand motion:</b> 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.</p>	<p><b>Roller coaster hand motion:</b> 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.</p>	<p><b>Roller coaster hand motion:</b> 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.</p>	<p><b>Roller coaster hand motion:</b> 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.</p>

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
	Rhyme	Add	Rhyme	Add	Rhyme	Add	Rhyme	Add	Rhyme	Add
Teacher says the word. Students repeat the word and segment it into individual phonemes. Ex. T: cape S: cape, k-ā-p	r-ō-d k-ī-t p-ā-n l-ā-t n-ō-t r-ī-p w-ī-z g-ā-v l-ō-n f-ī-n	road kite pain late note ripe wise gave loan fine	s-ā-v z-ō-n f-ī-l t-ō-d p-ī-n r-ō-b f-ā-m b-ī-k h-ō-m t-ā-p	save zone file toad pine robe fame bike home tape	b-ō-n l-ī-k h-ō-p b-ā-t w-ī-p g-ō-t s-ā-m d-ī-s k-ā-n p-ā-d	bone like hope bait wipe goat same dice cane paid	s-ī-d f-ō-m b-ī-t v-ā-s p-ō-k r-ī-s f-ā-k m-ō-n h-ī-k c-ō-v	side foam bite vase poke rice fake moan hike cove	w-ō-k l-ī-d p-ī-k r-ā-z s-ō-k v-ā-n k-ō-d d-ī-v p-ā-v k-ā-p	woke lied pike raise soak vane code dive pave cape
*Say sound, not letter name										
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.										

Skills	Adding to the beginning:		Adding to the beginning:		Adding to the beginning:		Adding to the beginning:	
	Rhyme	Add	Rhyme	Add	Rhyme	Add	Rhyme	Add
Teacher says the rhyme. Students repeat the rhyme. Teacher says, "Add /s/ at the beginning and the word is?" Ex. T: ine S: ine T: Add /m/ at the beginning and the word is? S: mine	-ake -ake -ake -ake -ake	/f/ /t/ /l/ /r/ /m/	-ote -ote -ote -ote -ote	/h/ /n/ /b/ /k/ /m/	wrote note boat coat moat		-ace -ace -ace -ace -ace	/h/ /s/ /n/ /k/ /r/
*Say sound, not letter name								
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.								

Skills	Deleting from the beginning:		Deleting from the beginning:		Deleting from the beginning:		Deleting from the beginning:	
	Word	Without	Word	Without	Word	Without	Word	Without
Teacher says the word. Students repeat the word. Teacher says, "Without /f/, what's left is?" Ex. T: coat S: coat T: Without /k/, what's left is? S: oat	fine cage load mice sale	/f/ /k/ /l/ /m/ /s/	game lime hone kite made	/s/ /l/ /t/ /k/ /m/	ame ime one ite ade		face sight foam coat wide	/f/ /s/ /t/ /k/ /w/
*Say sound, not letter name								
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.								

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 18

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response			
Teacher says the word. Students repeat the word. Teacher says, "Change /r/ to /s/ and the word is?" T: Ex. T: line S: line T: Change /l/ to /m/ and the word is? S: mine *Say sound, not letter name	gate rate gate mate late	/r/ /g/ /m/ /l/ /d/	rate gate mate late date	hide side ride wide hide	/s/ /r/ /w/ /l/ /b/	side ride wide hide hide	bone zone lone cone known bone	/z/ /l/ /k/ /n/ /b/	zone lone cone known bone	gail mail pail rail wall	/m/ /p/ /n/ /w/ /x/	mail pail rail wall	bite site light night	/b/ /s/ /l/ /n/ /m/	bite site light night
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 the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.															

Teacher holds up flashcards one at a time out of alphabetical order. The students and teacher say the letters' name and sound. Provide multiple sounds for vowels.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____." Sound is / Sounds are _____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____." Sound is / Sounds are _____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are _____." Sound is / Sounds are _____."
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Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Miss Muffet Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.	Baa, Baa, Black Sheep Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane.	Little Jack Horner Little Jack Horner Sat in the corner, Eating a Christmas pie; He put in his thumb, And pulled out a plum, And said, "What a good boy am I!"	Hey, Diddle, Diddle Hey, Diddle, Diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed to see such a sight, And the dish ran away with the spoon.	Student's choice from this week's nursery rhymes to recite or sing.
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## English Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 19

	Monday	Tuesday	Wednesday	Thursday	Friday
Skills	Rime: -en <i>Teacher example:</i> hen Possible Student Response: ten when	Rime: -et <i>Teacher example:</i> get Possible Student Response: wet net pet	Rime: -ed <i>Teacher example:</i> red Possible Student Response: led sled fed	Rime: -ent <i>Teacher example:</i> sent Possible Student Response: went dent	Rime: -ell <i>Teacher example:</i> bell Possible Student Response: fell shell well
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	age open ice unite eat	ocean eel acorn unicorn idea	icing apron okay east use	useful each dinner oval valley	sincere ace coffee over isle
Teacher says the word. Students repeat the word and isolate the onset. Ex. T: eating S: eating, /e/	m-ā-d d-oo-k t-oo-n g-ō-l p-ī-p l-ā-k s-ī-t p-ā-v v-ā-s r-ō-d	n-ī-n t-ō-n f-ī-v m-ā-n s-ō-p k-ū-b j-oo-n r-ī-p g-ō-t b-ā-s	t-oo-b w-ā-v k-ī-t d-ē-p r-oo-d h-ō-p f-ī-n k-ā-n L-ū-k k-ō-l	d-oo-n r-ā-t p-ī-n r-ō-m k-ā-p n-ō-t m-ī-s k-ū-t f-ū-z l-ī-v	r-ō-b b-ī-t f-ū-m g-ā-t m-ū-t n-ā-m l-ī-k m-ā-z n-ī-s k-ō-t
Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word. Ex. T: f-ū-z S: f-ū-z, fuse *Say sound, not letter name	made dunk tune goal pipe lake site pave vase road	rime tone five mane soap cube June ripe goat base	tube wave kite deep rude hope fine cane Inke coal	dune rate pine roam cape note mice cute fuse live	robe bite fume gate mute name like maze nice coat
<b>Bleeding hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, I chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.	rake dove need cube soap rime tape	bead soak tide name fuse dice team	wide mane pole tube might seem nail	wrote rise June beak maze dive rode	mute week mail woke deep ripe cute
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound. Ex. T: hope S: hope, /ō/	/ā/ /ō/ /ē/ /ū/ /ō/ /l/ /ā/	/ē/ /ō/ /ī/ /ā/ /ū/ /ī/ /ē/	/ī/ /ā/ /ō/ /oo/ /ū/ /ē/ /ā/	/ō/ /ī/ /oo/ /ē/ /ā/ /ī/ /ō/	/ū/ /ē/ /ā/ /ō/ /ē/ /ī/ /ū/
<b>Roller coaster hand motion:</b> 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.					

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher says the word. Students repeat the word and segment it into individual phonemes. Ex. T: keep S: keep, k - e - p	tube wave kite deep rude hope fine cane Luke coal	dune rate pine roam cape note mice cute fuse live	robe bite fume gate mute name like maze rice coat	made duke tune goal pipe lake site pave vase road	nine tone five mane soap cube June ripe goat base
*Say sound, not letter name					
<b>Segmenting hand motion:</b> Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.					

	Adding to the beginning:		Adding to the beginning:		Adding to the beginning:		Adding to the beginning:	
	Rime	Response	Rime	Response	Rime	Response	Rime	Response
Teacher says the time. Students repeat the rime. Teacher says, "Add /r/ at the beginning and the word is?" Ex. T: ife S: ife T: Add /r/ at the beginning and the word is? S: life	-irne	fume	-oot	root	-oot	root	-ape	cape
*Say sound, not letter name	-oze	nose	-ave	save	-oop	hoop	-oose	goose
<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.	-ain	pain	-oke	bike	-ife	life	-ice	nice
	-oon	tune	-oon	moon			-oot	boot
	-ice	rice					-obe	robe

	Deleting from the beginning:		Deleting from the beginning:		Deleting from the beginning:		Deleting from the beginning:	
	Word	Response	Word	Response	Word	Response	Word	Response
Teacher says the word. Students repeat the word. Teacher says, "Without /r/, what's left is?" Ex. T: rice S: rice T: Without /r/, what's left is? S: ice	wake	ake	cape	ape	fume	ume	load	oad
*Say sound, not letter name	room	oom	goose	oose	nose	oze	hide	ide
<b>Deleting hand motion:</b> 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 remains with your left hand.	rove	ove	nice	ice	pain	ain	soon	oon
	bike	ike	boot	oot	tune	une	mood	ood
	moon	oon	robe	obe	rice	ice	date	ate

English Kindergarten

Phonemic Awareness Training Lesson Plan for Week 19

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
	Word	Change to	Word	Change to	Word	Change to	Word	Change to	Word	Change to
Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /r/ and the word is?" Ex. T: ride S: ride T: Change /r/ to /s/ and the word is? S: side *Say sound, not letter name	dime lime mime time chime	/l/ /m/ /v/ /ch/ /d/	boat goat goat note yote	/g/ /k/ /n/ /v/ /b/	rice mice dice vice yice	/m/ /d/ /r/ /v/ /n/	gave save cave pave rave	/s/ /k/ /p/ /r/ /g/	hook took look hook cook	/u/ /u/ /u/ /k/ /b/
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the first away that represents the part being substituted, and lightly pound your fists together when you say the new word.										

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Nursery Rhyme Practice:		Little Boy Blue	
Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep?	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep?	Little Boy Blue, come blow your horn. The sheep's in the meadow; the cow's in the corn. Where's the little boy who looks after the sheep? He's under the haystack fast asleep.

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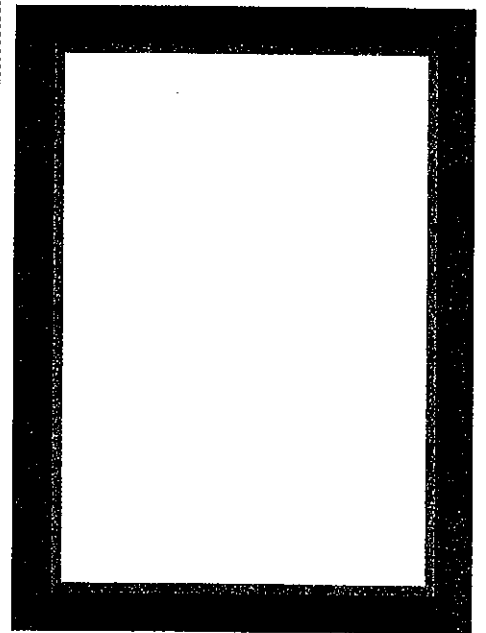
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# IDEAS:

- Flashcards for letter ID
- Make a CVC word. Then decide if it is real or nonsense.
- Laminate cards and trace with dry erase markers
- Scramble the cards and put them in ABC order
- Alphabet 'Go Fish' with uppercase and lowercase letters.
- Make a CVC word and change the first letter to make a rhyming word.