

Kindergarten Science of Reading Aligned PHONEMIC AWARENESS

Phonemic Awareness Lessons

Segmenting & Blending

Kindergarten

Focus skill: short a

	Monday		Tuesday		Wednesday		Thursday		Friday	
Warm up 1 min	*This week we're learning all about the sound /a/ as in the word apple.* -review short a mouth articulation gestures -review short a motion		*This week we're learning all about the sound /a/ as in the word apple.* -review short a mouth articulation gestures -review short a motion		*This week we're learning all about the sound /a/ as in the word apple.* -review short a mouth articulation gestures -review short a motion		*This week we're learning all about the sound /a/ as in the word apple.* -review short a mouth articulation gestures -review short a motion		*This week we're learning all about the sound /a/ as in the word apple.* -review short a mouth articulation gestures -review short a motion	
Phoneme Segmenting 2 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	fat	f-ā-t	lad	l-ā-d	cab	k-ā-b	math	m-ā-th	rash	r-ā-sh
	sat	s-ā-t	at	ā-t	latch	l-ā-ch	lap	l-ā-p	fan	f-ā-n
	act	ā-k-t	hatch	h-ā-ch	back	b-ā-k	ran	r-ā-n	match	m-ā-ch
	cap	k-ā-p	mat	m-ā-t	ram	r-ā-m	pass	p-ā-s	jazz	j-ā-z
	tap	t-ā-p	mass	m-ā-s	chap	ch-ā-p	pat	p-ā-t	had	h-ā-d
	lap	l-ā-p	tab	t-ā-b	rack	r-ā-k	pan	p-ā-n	gab	g-ā-b
Phoneme Blending 2 min Teacher says the phonemes for each word. Students orally blend the phonemes & say the word. T: /t/-/a/-/m/ S: ham	b-ā-t	bat	th-ā-t	that	v-ā-t	vat	m-ā-t	mat	ā-d	add
	p-ā-th	path	k-ā-t	cat	p-ā-ss	pass	ch-ā-p	chap	h-ā-z	has
	h-ā-t	hat	r-ā-sh	rash	l-ā-d	lad	r-ā-m	ram	k-ā-sh	cash
	t-ā-p	tap	m-ā-d	mad	r-ā-p	rap	n-ā-p	nap	b-ā-k	back
	m-ā-p	map	l-ā-p	lap	f-ā-n	fan	g-ā-p	gap	j-ā-m	jam
	s-ā-p	sap	k-ā-p	cap	f-ā-d	fad	b-ā-th	bath	p-ā-k	pack
Connecting Phonemes to Graphemes 3 min Teacher says the word. Students say the word; segment, say & tap the phonemes; write or air write the word; and say the word again.	cat		bat		wag		lab		mad	
	sat		fat		sad		mad		ran	
	hat		gap		bad		nap		cab	
	rat		sap		dad		bag		sat	
	mat		tap		cap		pad		van	

Mrs. Winter's BLISS

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32

Weeks of
Lessons

Student Screener • Word Mats
Weekly Lessons • Data Tracker





INCLUDED IN THIS RESOURCE:

32

WEEKLY PHONEMIC AWARENESS LESSONS
BASED ON A SCIENCE OF READING ALIGNED
SCOPE & SEQUENCE

160

CONNECTING PHONEME TO GRAPHEME
WORD CARDS - 25 CARDS A WEEK!

INDIVIDUAL & WHOLE GROUP SCREENER TO
ASSESS STUDENTS' CURRENT LEVELS

PLUS, AN AUTOFILL DATA TRACKER TO
TRACK PROGRESS THROUGHOUT THE YEAR

DOWNLOAD THE FULL PREVIEW TO SEE MORE!

32 WEEKLY PHONEMIC AWARENESS LESSONS

Phonemic Awareness Lessons

Segmenting & Blending

Kindergarten

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	Monday	Tuesday	Wednesday	Thursday	Friday
Warm up 1 min "This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion
Phoneme Segmenting 2 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	fat f-ā-t sat s-ā-t act ā-k-t cap k-ā-p tap t-ā-p lap l-ā-p	lad l-ā-d at ā-t hatch h-ā-ch mat m-ā-t mass m-ā-s tab t-ā-b	cab k-ā-b latch l-ā-ch back b-ā-k ram r-ā-m chap ch-ā-p rack r-ā-k	math m-ā-th lap l-ā-p ran r-ā-n pass p-ā-s pat p-ā-t pan p-ā-n	rash r-ā-sh fan f-ā-n match m-ā-ch jazz j-ā-z had h-ā-d gab g-ā-b
Phoneme Blending 2 min Teacher says the word. Students orally blend the phonemes to say the word. T: /k/-/a/-/t/ S: cat	b-ā-t bat p-ā-th path h-ā-t hat t-ā-p tap m-ā-p map s-ā-p sap	th-ā-t that k-ā-t cat r-ā-sh rash m-ā-d mad l-ā-p lap k-ā-p cap	v-ā-t vat p-ā-ss pass l-ā-d lad r-ā-p rap f-ā-n fan f-ā-d fad	m-ā-t mat ch-ā-p chap r-ā-m ram n-ā-p nap g-ā-p gap b-ā-th bath	ā-d add h-ā-z has k-ā-sh cash b-ā-k back j-ā-m jam p-ā-k pack
Connecting Phonemes to Graphemes 3 min Teacher says the word. Students say the word; segment, say & tap the phonemes; write or air write the word; and say the word again.	cat sat hat rat mat	bat fat gap sap tap	wag sad bad dad cap	lab mad nap bag	mad ran cab sat

PHONEME SEGMENTING

PHONEME BLENDING

CONNECTING PHONEMES TO GRAPHEMES

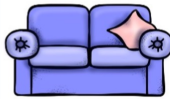
160 WORD MATS

What's the Word?

Monday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



What's the Word?

Wednesday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



short a

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What's the Word?

Thursday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



short a

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Use these picture cards to help your students understand the meaning of each word.

What's the Word?



short a

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word
cards
have:

53

GRAPHEME CARDS

25

CONNECTING PHONEME TO GRAPHEME
CARDS FOR EVERY WEEK!

INDIVIDUAL & WHOLE GROUP DATA SCREENERS

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section I

Isolating Beginning Sounds

Directions: Ask the student to say the **first** sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

mute /m/ ☐ _____
sit /s/ ☐ _____
rope /r/ ☐ _____
van /v/ ☐ _____
heap /h/ ☐ _____

Score: _____

If the student scored 8/10 or below, begin instruction with the **Isolating Sounds** lesson where to start PA instruction.

If the student scored 9/10 or above, continue to the next section.

Isolating

Directions: Ask the student to say the **last** sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

buzz /z/ ☐ _____
load /d/ ☐ _____
fill /l/ ☐ _____
mane /n/ ☐ _____
league /g/ ☐ _____

Score: _____

If the student scored 8/10 or below, begin instruction with the **Isolating Sounds** lesson where to start PA instruction.

If the student scored 9/10 or above, continue to the next section.

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section II

Grapheme to Phoneme

Directions: Show the student the grapheme page. Ask them to tell you the sound that each grapheme represents. Highlight the grapheme below if the student produced the correct sound.

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
l	u	k	w	j	x	v	qu
y	z	ch	sh	th / th	wh	ng	

Phoneme to Grapheme

Directions: Tell the student you will say a sound and they will write the letter or letters that represent that sound on the student grapheme recording sheet. Highlight the grapheme below if the student wrote it correctly.

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
l	u	k	w	j	x	v	qu
y	z	ch	sh	th / th	wh	ng	

Phoneme / Grapheme Identification

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
l	u	k	w	j	x	v	qu
y	z	ch	sh	th / th	wh	ng	

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Student Grapheme Recording Sheet

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	

Name: _____ Kindergarten Phonemic Awareness Screener

Date: _____

Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

fizz	f-ī-z	<input checked="" type="checkbox"/>	_____	mute	m-yu-t	<input checked="" type="checkbox"/>	_____
less	l-ē-s	<input checked="" type="checkbox"/>	_____	weave	w-ē-v	<input checked="" type="checkbox"/>	_____
name	n-ā-m	<input checked="" type="checkbox"/>	_____	dime	d-ī-m	<input checked="" type="checkbox"/>	_____
shut	sh-ū-t	<input checked="" type="checkbox"/>	_____	coach	k-ō-ch	<input checked="" type="checkbox"/>	_____
hog	h-ō-g	<input checked="" type="checkbox"/>	_____	tax	t-ā-k-s	<input checked="" type="checkbox"/>	_____

Score: 10 / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the **short a Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

If the student scored 9/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

r-ā-n	rain	<input checked="" type="checkbox"/>	_____	b-ō-t	boat	<input checked="" type="checkbox"/>	_____
s-ū-b	sub	<input checked="" type="checkbox"/>	_____	k-w-ā-k	quack	<input checked="" type="checkbox"/>	_____
f-ī-n	fin	<input type="checkbox"/>	_____				
r-ō-t	wrote	<input type="checkbox"/>	_____				
ch-ē-k	cheek	<input type="checkbox"/>	_____				

Score: ____ / 10

Begin instruction with **all tasks** in the **short a Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

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AUTOFILL DATA TRACKER

Type student names in the cells below and it will autofill your student names into the data tracker.

Christina

13.

25.

2. Ella

14.

26.

3. Brent

15.

27.

4. James

16.

28.

5. Avd

17.

29.

6. Laura

18.

7.

19.

8.

20

9.

21.

10.

22

11.

23

12.

24


TYPE STUDENT
NAMES HERE

Class Data Tracker

Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

	Name	Segmenting Phonemes	Blending Phonemes	Short Vowels				
				a	i	o	u	e
1.	Christina							
2.	Ella							
3.	Brent							
4.	James							
5.	Ava							
6.	Laura							
7.								
8.								
9.								

PHONEMES
HERE



STUDENT NAMES
AUTOFILL HERE

TYPE NAMES ONCE & IT WILL AUTOFILL ONTO ALL OF THE DATA TRACKERS FOR THE YEAR!

SCIENCE OF READING ALIGNED SCOPE & SEQUENCE

Kindergarten Phonemic Awareness Lessons

(clickable links)

Mm	Xx, Vv	Final Blends
Short a, Ss	Qu, Yy, Zz	Blends Review
Pp, Tt	Short a	Digraph: ch
Short i, Nn	Short i	Digraph: sh
Bb, Cc	Short o	Digraph: th
Short o, Ff	Short e	Digraph: wh
Hh, Dd	Short u	Digraph: ng
Rr, Gg	Short Vowel Review	Open Syllables
Short e, Ll	L Blends	Long Vowel: a_e
Short u, Kk	S Blends	Long Vowel: o_e, i_e
Ww, Jj	R Blends	

