PHONOLOGICAL AWARENESS
Level 1
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Lesson 1: Sentence Segmentation

Level 1 *PA activities only
Error Correction Procedure

Students need more practice:

- Provide verbal reinforcement to students.
- Have students practice the activity with teacher support.
- Demonstrate the correct response.

When students make mistakes, use the following procedures to provide corrections. Repeat this process as needed.

Lesson Outline

- Reinforcement Lesson
  - Reinforce new vocabulary
  - Concepts throughout the day
  - Ideas for incorporating these

In the Classroom

- Explain: Tell students what they will be doing during the activity.
- Demonstrate the activity. 
- Practice: Have students practice the activity with teacher support.
- Praise: Provide verbal reinforcement to students.

Reinforcement Lesson

Students need more practice:

- Provide verbal reinforcement to students.
- Have students practice the activity with teacher support.
- Demonstrate the correct response.

When students make mistakes, use the following procedures to provide corrections. Repeat this process as needed.

Lesson Outline

- PA instruction should take approximately 6 minutes to complete.
- Phonemic awareness
- Phonological awareness
- Oral language skills
- Name recognition

Instruction includes activities to support:
- The Phonological Awareness (PA) portion of the group
Materials: My name is ______ page and name cards with children’s names.

Outline of Activity:

Explain: Show children the My name is ______ page and explain that this is a sentence. Point out the words and punctuation. Tell them: “We are going to say this sentence together and clap each word. When we come to a friend’s name we will point to that friend.”

Model: Display the teacher’s name tag as you demonstrate the activity. Clap for each word and then point to yourself when your name is read. Have the children do it with you.

Practice: Repeat the activity with the children doing it with you for each child’s name. Add their name tag when it is their turn.

Expand: After you clap each name give each child their nametag. Have them look at their name and point to the first letter and name their letter.
My name is ____________.
My name is _________.

Activity from lesson 1

Outline of Activity:

Materials: Dog Finger Puppet, Small Box

Put your garbage IN the garbage can.

Lesson 2: Basic Vocabulary

Prepositions & Complete Sentences

Error Correction Procedure:

Practice: “Good! The dog IS in the box.”

Practice: “Put this in the box.”

Model: The dog IS in the box.

Preparation: “Good! The dog IS in the box.”

Practice: “Put this in the box.”

Outline of Activity:

Materials: Dog Finger Puppet, Small Box

Begin with My Name Is activity from Lesson 1.

Lesson 2: Basic Vocabulary

Prepositions & Complete Sentences

Using the different direction words, support students to say:

- on
- in
- over
- under
- on
- behind
- in front of

Practice: Give each child an animal, call out a direction and together (you have an animal too, guiding the correct placement) place the animal in different positions and have the child say a complete sentence: Example: “The dog is in the box.” Make sure you have the child repeat the sentence after you so they practice saying the sentence as well as placing the animal in the correct spot.

Practice: As you are saying the directions, act out the direction words with your animal.

Model: Let the children suggest directions.

Error Correction Procedure:

Practice: “Good! The dog IS in the box.”

Practice: “Put this in the box.”

Model: The dog IS in the box.

Outline of Activity:

Materials: Dog Finger Puppet, Small Box

Begin with My Name Is activity from Lesson 1.

Lesson 2: Basic Vocabulary

Prepositions & Complete Sentences

Using the different direction words, support students to say:

- on
- in
- over
- under
- on
- behind
- in front of

Practice: Give each child an animal, call out a direction and together (you have an animal too, guiding the correct placement) place the animal in different positions and have the child say a complete sentence: Example: “The dog is in the box.” Make sure you have the child repeat the sentence after you so they practice saying the sentence as well as placing the animal in the correct spot.

Practice: As you are saying the directions, act out the direction words with your animal.

Model: Let the children suggest directions.

Error Correction Procedure:

Practice: “Good! The dog IS in the box.”

Practice: “Put this in the box.”

Model: The dog IS in the box.
Begin with: "Good! The cow is first."
Practice: "Point with me. Which animal is first?"
Model: "The cow is first. This is first."

Outline of Activity:
Explain: Have students say which animal is first.
Model: "Point to the animal that is first in line. Point to the animal that is last in line."
Practice: "Point to the animal that is first in line. Point to the animal that is last in line."
Expand: "Point to the animal that is first in line. Point to the animal that is last in line."
Error Correction Procedure
Practice: "Point with me. Which animal is first?"
Model: "The cow is first. This is first."
Practice: "This is a cat and this is a pig. The pig is last in line."
Model: "Show students the line of animals. Point to each animal and say its name. "This is a cow. The cow is first in line. This is a dog. This is a cat and this is a pig. The pig is last in line."
(Hand out dog puppets for students to use as pointers)

Materials: Dog Finger Puppets (used as pointers)

LESSON 3: BASIC VOCABULARY
ORDER OF OBJECTS: FIRST & LAST
Begin with: "My name is _________."
Activity from Lesson 1
Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

Model: Show students the line of animals. Point to each animal and say its name. "This is a cat. The cat is first in line. This is a pig. This is a cow, and this is a dog. The dog is last in line."

Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.

Error Correction Procedure

Model: Point "The cat is first. This is first."

Practice: "Point with me. Which animal is first?"

Praise: "Good! The cat is first!"
*Begin with My name is _________

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

Model: Show students the line of animals. Point to each animal and say its name. "This is a pig. This is a dog. This is a cat, and this is a cow. The pig is first in line. This is a dog. This is a cat, and this is a cow. The cow is last in line."

Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.

"Who is FIRST in line? Who is LAST in line?"

Error Correction Procedure

LESSON 3B: BASIC VOCABULARY
ORDER OF OBJECTS: FIRST & LAST

Model: "The pig is first. This is first."
Practice: "Point with me. Which animal is first?"
Praise: "Good! The pig is first!"
Outline of Activity:

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

Model: Show students the line of animals. Point to each animal and say its name. "This is a dog. The dog is first in line. This is a pig. This is a cow, and this is a cat. The cat is last in line."

Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.
Lesson 4: Using Same & Different

Materials: Dog Finger Puppets (used as pointers)

Error Correction Procedure

During snack time identify which items are the same and which are different. Start this practice from lesson 1.

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Lesson 4: Using Same & Different

Begin with My name is __________

Error Correction Procedure

During snack time identify which items are the same and which are different. Start this practice from lesson 1.

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Lesson 4: Using Same & Different

Begin with My name is __________

Error Correction Procedure

During snack time identify which items are the same and which are different. Start this practice from lesson 1.

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Lesson 4: Using Same & Different

Begin with My name is __________
My name is _________

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

1. Begin with My name is _________ activity from lesson 1

Error Correction Procedure

During snack time identify which items are the same and which are different.

Lesson 4A: Using Same & Different

Sentence:

Practice: “Which animal is the same?”

Model: “This is a squirrel. This squirrel is the same.”

Practice: “Point with me. Which animal is the same?”

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is different.”
My name is _________.

Activity from Lesson 1

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: We are going to practice pointing to animals that are the same and different.

Model: Point “This is a wolf. This wolf is the same.”

Practice: “Point with me. Which animal is the same?”

Error Correction Procedure:

Practice: “Point with me. Which animal is the same?”

Expand: Have students name the items that are the same.

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Good! The wolf is the same!”

Praise: “Good! Which animal is the same?”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

During snack time identify which items are the same and which are different.

Sentences:

During snack time identify which items are the same and different. Encourage the use of complete sentences.

Model: Show students the line of animals. Point to each animal and say its name. “This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Point with me. Which animal is the same?”

Model: Point “This is a wolf. This wolf is the same.”

Practice: “Point with me. Which animal is the same?”

Error Correction Procedure:

Practice: “Point with me. Which animal is the same?”

Expand: Have students name the items that are the same.

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Good! The wolf is the same!”

Praise: “Good! Which animal is the same?”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

During snack time identify which items are the same and which are different.

Sentences:

During snack time identify which items are the same and different. Encourage the use of complete sentences.

Model: Show students the line of animals. Point to each animal and say its name. “This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Point with me. Which animal is the same?”

Model: Point “This is a wolf. This wolf is the same.”

Practice: “Point with me. Which animal is the same?”

Error Correction Procedure:

Practice: “Point with me. Which animal is the same?”

Expand: Have students name the items that are the same.

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Good! The wolf is the same!”

Praise: “Good! Which animal is the same?”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

During snack time identify which items are the same and which are different.

Sentences:

During snack time identify which items are the same and different. Encourage the use of complete sentences.

Model: Show students the line of animals. Point to each animal and say its name. “This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Point with me. Which animal is the same?”

Model: Point “This is a wolf. This wolf is the same.”

Practice: “Point with me. Which animal is the same?”

Error Correction Procedure:

Practice: “Point with me. Which animal is the same?”

Expand: Have students name the items that are the same.

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Good! The wolf is the same!”

Praise: “Good! Which animal is the same?”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

During snack time identify which items are the same and which are different.

Sentences:

During snack time identify which items are the same and different. Encourage the use of complete sentences.

Model: Show students the line of animals. Point to each animal and say its name. “This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf. This is a wolf.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Point with me. Which animal is the same?”

Model: Point “This is a wolf. This wolf is the same.”

Practice: “Point with me. Which animal is the same?”

Error Correction Procedure:

Practice: “Point with me. Which animal is the same?”

Expand: Have students name the items that are the same.

Model: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Practice: “Point to the animal down here that is the same as this. Good! Point to the animal that is the same and different.”

Praise: “Good! The wolf is the same!”

Praise: “Good! Which animal is the same?”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

Praise: “Good! The wolf is the same!”

During snack time identify which items are the same and which are different.
My name is _________

Activity from lesson 1

Materials:
- Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain:
- "We are going to practice pointing to animals that are the same and different.

Model:
- "Point this is a toad. This toad is the same."
- "Point this wolf, and it is not the same as the toad. It is different."

Practice:
- "Point to the animal down here that is the same as this. Good! Point to the animal that is different."

Sentence:
- "Good! The toad is the same.

Practice:
- "Point with me. Which animal is the same?"
- "Point with me. Which animal is different?"

Praise:
- "Good! The toad is the same!

Error Correction Procedure:
- During snack time identify which items are the same and which are different.

Expand:
- Have students name the items that are the same and different.

Encourage the use of complete sentences.

R
LESSON 5: LISTENING TO SOUNDS IN THE ENVIRONMENT- ANIMAL SOUNDS

*Begin with My name is ________ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: "We are going to practice using our ears to listen to animal sounds and then point to which animal makes that sound."

Model: Show students the line of animals. Point to each animal and say its name. "This is a dog. The dog says 'woof'. This is a pig. The pig says 'oink'. This is a cow. The cow says 'moo'. This is a cat. The cat says 'meow'."

Practice: "Point to the animal that says________. Good!"

Expand: Have students take turns making animal noises for their friends to identify.

Error Correction Procedure

Model: Point "This is a cat. The cat says 'meow'."

Practice: "Point with me. Which animal says 'meow'?"

Praise: "Good! The cat says 'meow'!"
Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Begin with My name is _________ activity from Lesson 1

Lesson 5A: Listening to Sounds in the Environment - 2 Animal Sounds

Error Correction Procedure

For their friends to identify.

Expand: Have students take turns making animal noises

Practice: "Point to the animals that say "Meow, woof. Good!"

Last, "I'll go first."
"Meow, I am going to say 2 animal sounds, and I want you to point to which animal sound I make first and last. I said "meow" first, so I point to the cat. I said "woof" last, so I point to the dog.

Practice: "Point with me. Which animals say "meow", "woof"?"

Praise: "Good! The cat is first and the dog is last!"

Practice: "Point with me. Which animals say, "meow", "woof"?

Model: "Point to the animals. Point to each animal and say its name, "This is a cat. This is a dog."

Expand: Have students take turns making animal noises

Practice: "Point to the animals that say "Meow, woof. Good!"

Model: Show students the line of animals. Point to each animal and say its name, "This is a cat. This is a dog."

Animal makes that sound!"

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)
**Lesson 5B: Listening to Sounds in the Environment - Repeat the Sound Sequence**

**Materials:** None

**Begin with My Name is activity from Lesson 1**

**Error Correction Procedure**

**Begin with** "Good!"
**Practice:** "Say it with me:"
**Model:** "Repeat after me" (repeat sound)

**Outline of Activity:**

**Materials:** None

**Begin with My name is activity is from lesson 1**
My name is _________

Activity from lesson 1

Materials:
Dog Finger Puppet (Teacher uses it)

Outline of Activity:

LESSON 6: SILLY SENTENCES

Error Correction Procedure

Materials: Dog Finger Puppet (Teacher uses it)
LESSON 6: SILLY SENTENCES

I love my pet dog. (dog – octopus)

My favorite food is pizza. (pizza – sand)

Practice: “I said ______. Daisy said ______. She made it silly by saying _____.”

Model: “I said ______. Daisy said ______. She made it silly by saying _____.”

Practice: “How did Daisy make the sentence silly?”

Praise: “Good!”
Outline of Activity:

Explain: "This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says."

Model: "I said _____ Daisy said _____. She made it silly by saying _____."

Practice: "How did Daisy make the sentence silly?"

Praise: "Good!"

Error Correction Procedure

Practice: "Cows live on a farm. (cows-elephants)"

Juan rode his bike to the park. (bike-pineapple)"
LESSON 6B: SILLY SENTENCES

Materials:
Dog Finger Puppet (teacher uses it)