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*XO, Malia*

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**phonological awareness WARM UPS week two**

**YOU SAY...** MONDAY: I chew (2), This is a long drive (5), When is it about? (4), Why can't I go? (4), I will draw (3), Yes! (1)

**WORD COUNT** MONDAY: I drew (2), This is a long drive (5), When is it about? (4), Why can't I go? (4), I will draw (3), Yes! (1)

**SYLLABLE COUNT** MONDAY: Tap the syllables in these words...

**same or different?** Listen to the sounds. I say. If they are the same, point your thumb up. If they are different, point it down...

**STYLABLE COUNT** Tap the syllables you hear in these words on your hand, elbow, shoulder and head...

**COMBINING** Blend these two words together to make a new word...

**NAME THAT SOUND** Repeat the word and then tell me the first sound you hear...

**UP OR DOWN RHYMING** Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...

**CLAPPING ALTERNATION** Clap twice if these words start with the same sound. Clap once if they start with different sounds...

**phonological awareness WARM UPS week three**

**YOU SAY...** MONDAY: I chow (2), This is a long drive (5), When is it about? (4), Why can't I go? (4), I will draw (3), Yes! (1)

**WORD COUNT** MONDAY: I drew (2), This is a long drive (5), When is it about? (4), Why can't I go? (4), I will draw (3), Yes! (1)

**SYLLABLE COUNT** MONDAY: Tap the syllables in these words...

**same or different?** Listen to the sounds. I say. If they are the same, point your thumb up. If they are different, point it down...

**STYLABLE COUNT** Tap the syllables you hear in these words on your hand, elbow, shoulder and head...

**COMBINING** Blend these two words together to make a new word...

**NAME THAT SOUND** Repeat the word and then tell me the first sound you hear...

**UP OR DOWN RHYMING** Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...

**CLAPPING ALTERNATION** Clap twice if these words start with the same sound. Clap once if they start with different sounds...

**phonological awareness WARM UPS week one**

**YOU SAY...** MONDAY: The cat is brown (4), This is red (3), I walked there (3), My shoes are new (4), Who is that? (3)

**WORD COUNT** MONDAY: The cat is brown (4), This is red (3), I walked there (3), My shoes are new (4), Who is that? (3)

**SYLLABLE COUNT** MONDAY: Tap the syllables in these words...

**same or different?** Listen to the sounds. I say. If they are the same, point your thumb up. If they are different, point it down...

**STYLABLE COUNT** Tap the syllables you hear in these words on your hand, elbow, shoulder and head...

**COMBINING** Blend these two words together to make a new word...

**NAME THAT SOUND** Repeat the word and then tell me the first sound you hear...

**UP OR DOWN RHYMING** Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...

**CLAPPING ALTERNATION** Clap twice if these words start with the same sound. Clap once if they start with different sounds...

Research has proven that students need to practice phonological awareness every. single. day.

Grab a YEAR'S worth of daily phonological awareness warm ups in my shop!

# DIRECTIONS

Research has shown that new readers need to practice phonological awareness every. single. day. But, if you're like most teachers I know, the thought of adding even one more thing to your lesson plans can feel daunting – new lessons usually mean MORE prep and planning. But not this time! These phonological awareness daily warm ups make it so easy to build students' foundation.

With just a click of the "print" button, you'll have everything you need to work on phonological awareness all year long! No prep or planning required.

## What is Phonological Awareness?

The term "phonological awareness" is a fancy way of describing a students' ability to hear and move around word parts.

Because it's focused 100% on sound, we can do it with our eyes closed. Pretty cool, huh?!

Rhyming, syllable segmenting, and alliteration all fit under the "phonological awareness" umbrella.

And phonemic awareness does too! Although it sounds very similar to "phonological awareness", phonemic awareness refers specifically to students' ability to hear and move around the individual sounds in words.

For example, we might ask a child to name the sounds they hear in the word RAIN (r-ai-n) or we could ask a student to change the /b/ in BED to /r/ and then tell us the new word (red).

I've named a few phonological awareness skills here but there are even more! And the science of reading has shown us that it's important to practice ALL of them.

That's why I was so excited to create an easy way for you to do just that.

I never want you to have to take my word for it about how game changing these phonological awareness warm ups are – I really want you to see it for yourself.

So I pulled together this sample so you can try the first two weeks for free. I hope you love it!

XO,  
Malia

# phonological awareness WARM UPS

week one

| YOU SAY...  | MONDAY   | TUESDAY  | WEDNESDAY  | THURSDAY  | FRIDAY   |
|---|--|--|--|---|--|
| <p><i>WORD COUNT</i> –</p> <p>“Count the words you hear in these sentences...”</p>  | <p>The cat is brown. (4)</p> <p>This is red. (3)</p> <p>I walked there. (3)</p> <p>He jumps. (2)</p> <p>My shoes are new. (4)</p> <p>Who is that? (3)</p>  | <p>This flower smells. (3)</p> <p>The bird flies far. (4)</p> <p>We can play. (3)</p> <p>She swims. (2)</p> <p>They are very nice. (4)</p> <p>We are friends. (3)</p>  | <p>He sleeps. (2)</p> <p>I draw pictures too. (4)</p> <p>Will you play? (3)</p> <p>No! (1)</p> <p>May we go there? (4)</p> <p>Mom hugged me. (3)</p>   | <p>Please go with me. (4)</p> <p>I can drive you too. (5)</p> <p>Let’s get a pizza. (4)</p> <p>She snores. (2)</p> <p>We play together. (3)</p> <p>We won the game. (4)</p>   | <p>The cat runs. (3)</p> <p>She is loud. (3)</p> <p>I can race you! (4)</p> <p>The boy fell down. (4)</p> <p>We hop outside. (3)</p> <p>Can I get a toy? (5)</p>   |
| <p><i>SYLLABLE COUNT</i> –</p> <p>“Tap the syllables you hear in these words on your hand, elbow, shoulder and head...”</p>                             | <p>book (1)</p> <p>pen (1)</p> <p>pencil (2)</p> <p>lunchbox (2)</p> <p>family (3)</p> <p>butter (2)</p> <p>magazine (3)</p>   | <p>glue (1)</p> <p>paper (2)</p> <p>cow (1)</p> <p>butterfly (3)</p> <p>zoo (1)</p> <p>jumping (2)</p> <p>submarine (3)</p>  | <p>shampoo (2)</p> <p>pillow (2)</p> <p>caterpillar (4)</p> <p>bookshelf (2)</p> <p>light (1)</p> <p>refrigerator (5)</p> <p>boat (1)</p>  | <p>rug (1)</p> <p>window (2)</p> <p>helicopter (4)</p> <p>ocean (2)</p> <p>fish (1)</p> <p>octopus (3)</p> <p>wave (1)</p>  | <p>sunshine (2)</p> <p>beach (1)</p> <p>swimsuit (2)</p> <p>sand (1)</p> <p>tornado (3)</p> <p>fireplace (2)</p> <p>casserole (3)</p>  |
| <p><i>UP or DOWN RHYMING</i>–</p> <p>“Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...”</p>        | <p>log – dog (up)</p> <p>pie – hat (down)</p> <p>fan – goat (down)</p> <p>jet – let (up)</p> <p>book – hook (up)</p> <p>lake – bake (up)</p> <p>prize – bird (down)</p> <p>car – jar (up)</p> <p>plate – gate (up)</p>   | <p>pig – wig (up)</p> <p>fix – mix (up)</p> <p>fly – plane (down)</p> <p>ten – hen (up)</p> <p>hot – coffee (down)</p> <p>kid – boy (down)</p> <p>pin – win (up)</p> <p>hat – kite (down)</p> <p>cut – hut (up)</p>  | <p>dot – rot (up)</p> <p>jet – coat (down)</p> <p>run – bun (up)</p> <p>when – how (down)</p> <p>play – banana (down)</p> <p>man – tan (up)</p> <p>bed – wed (up)</p> <p>tin – pin (up)</p> <p>pack – jar (down)</p>   | <p>tar – car (up)</p> <p>fed – led (up)</p> <p>why – my (up)</p> <p>king – prince (down)</p> <p>fit – large (down)</p> <p>wish – fish (up)</p> <p>lake – picnic (down)</p> <p>give – live (up)</p> <p>sit – sleep (down)</p>  | <p>play – stay (up)</p> <p>sun – pun (up)</p> <p>sky – high (up)</p> <p>door – chin (down)</p> <p>box – toy (down)</p> <p>bell – yell (up)</p> <p>fish – rock (down)</p> <p>sand – butter (down)</p> <p>hog – fog (up)</p>   |
| <p><i>CLAPPING ALLITERATION</i>–</p> <p>“Clap twice if these two words start with the same sound. Clap once if they start with different sounds...”</p> | <p>pig – pen (2 claps)</p> <p>farm – cow (1 clap)</p> <p>pizza – pencil (2 claps)</p> <p>kite – kid (2 claps)</p> <p>man – good (1 clap)</p> <p>lazy – look (2 claps)</p> <p>hand – heavy (2 claps)</p> <p>foot – kick (1 clap)</p> <p>this – that (2 claps)</p> <p>food – butter (1 clap)</p> | <p>night – nose (2 claps)</p> <p>juice – jump (2 claps)</p> <p>gift – bow (1 clap)</p> <p>lip – leg (2 claps)</p> <p>pool – pickle (2 claps)</p> <p>cold – ant (1 clap)</p> <p>finger – barn (1 clap)</p> <p>jam – peanut (1 clap)</p> <p>sun – soar (2 claps)</p> <p>red – rope (2 claps)</p> | <p>phone – Phil (2 claps)</p> <p>coffee – pig (1 clap)</p> <p>plane – fizz (1 clap)</p> <p>donut – door (2 claps)</p> <p>yellow – yoyo (2 claps)</p> <p>box – mug (1 clap)</p> <p>blue – black (2 claps)</p> <p>gas – goat (2 claps)</p> <p>yes – no (1 clap)</p> <p>this – that (2 claps)</p> | <p>head – hat (2 claps)</p> <p>five – four (2 claps)</p> <p>see – say (2 claps)</p> <p>tub – cheese (1 clap)</p> <p>bend – queen (1 clap)</p> <p>shut – shin (2 claps)</p> <p>chip – phone (1 clap)</p> <p>chicken – pie (1 clap)</p> <p>fry – frog (2 claps)</p> <p>run – razzle (2 claps)</p> | <p>zoo – zip (2 claps)</p> <p>stapler – card (1 clap)</p> <p>pig – pen (2 claps)</p> <p>smell – smile (2 claps)</p> <p>white – when (2 claps)</p> <p>knock – hound (1 clap)</p> <p>free – friend (2 claps)</p> <p>cookie – milk (1 clap)</p> <p>gray – purple (1 clap)</p> <p>jump – jelly (2 claps)</p> |

# phonological awareness WARM UPS

week two

| YOU SAY...  | MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY   |
|---|--|---|---|---|--|
| <p><i>WORD COUNT</i> –</p> <p>“Count the words you hear in these sentences...”</p>  | <p>I chew. (2)</p> <p>This is a long drive. (5)</p> <p>When is it done? (4)</p> <p>Why can't I go? (4)</p> <p>I will draw. (3)</p> <p>Yes! (1)</p>   | <p>The fish is fast. (4)</p> <p>It hurts. (2)</p> <p>I love you. (3)</p> <p>My food is good. (4)</p> <p>I want to stay here. (5)</p> <p>I will go. (3)</p>  | <p>May I swim? (3)</p> <p>There are 2 girls. (4)</p> <p>She said “no”. (3)</p> <p>I will run. (3)</p> <p>I see a big frog. (5)</p> <p>He climbs high. (3)</p>   | <p>Play tag with me. (4)</p> <p>My teacher is nice. (4)</p> <p>It feels soft. (3)</p> <p>May I have that? (4)</p> <p>This is mine. (3)</p> <p>Why? (1)</p>  | <p>Your shirt is cool. (4)</p> <p>How? (1)</p> <p>I want to try that. (5)</p> <p>May I swing? (3)</p> <p>I am nice and kind. (5)</p> <p>I have friends. (3)</p>  |
| <p><i>SYLLABLE COUNT</i> –</p> <p>“Tap the syllables you hear in these words on your hand, elbow, shoulder and head...”</p>                             | <p>bike (1)</p> <p>car (1)</p> <p>trampoline (3)</p> <p>sticker (2)</p> <p>principal (3)</p> <p>California (4)</p> <p>paint (1)</p>  | <p>happy (2)</p> <p>unicorn (3)</p> <p>sunny (2)</p> <p>rainbow (2)</p> <p>smile (1)</p> <p>music (2)</p> <p>alligator (4)</p>  | <p>jazz (1)</p> <p>hopping (2)</p> <p>stretch (1)</p> <p>gameboard (2)</p> <p>clap (1)</p> <p>playing (2)</p> <p>elevator (4)</p>   | <p>dance (1)</p> <p>elephant (3)</p> <p>bottle (2)</p> <p>calculator (4)</p> <p>delivery (4)</p> <p>spider (2)</p> <p>January (4)</p>   | <p>geography (4)</p> <p>apple (2)</p> <p>invisible (4)</p> <p>play (1)</p> <p>banana (3)</p> <p>pizza (2)</p> <p>ambulance (3)</p>   |
| <p><i>UP or DOWN RHYMING</i>–</p> <p>“Listen to the words I say. If they rhyme, point your thumb up. If they do not rhyme, point it down...”</p>        | <p>sail – mail (up)</p> <p>bird – bat (down)</p> <p>kite – bite (up)</p> <p>mellow – yellow (up)</p> <p>book – plan (down)</p> <p>high – egg (down)</p> <p>poke – broke (up)</p> <p>plane – jet (down)</p> <p>eat – meat (up)</p>  | <p>heat – seat (up)</p> <p>my – his (down)</p> <p>thank – bank (up)</p> <p>hair – care (up)</p> <p>plug – hug (up)</p> <p>knot – neck (down)</p> <p>gold – bold (up)</p> <p>then – hit (down)</p> <p>pink – just (down)</p>   | <p>sit – hit (up)</p> <p>ran – hop (down)</p> <p>rug – mug (up)</p> <p>weed – rise (down)</p> <p>cub – tub (up)</p> <p>sap – map (up)</p> <p>gum – foot (down)</p> <p>pop – leg (down)</p> <p>dad – mad (up)</p>  | <p>zig – wig (up)</p> <p>gas – pass (up)</p> <p>face – case (up)</p> <p>top – tell (down)</p> <p>me – you (down)</p> <p>fee – key (up)</p> <p>coin – book (down)</p> <p>tab – cab (up)</p> <p>six – mix (up)</p>  | <p>zoo – boo (up)</p> <p>bell – buy (down)</p> <p>gem – hem (up)</p> <p>jog – hog (up)</p> <p>say – day (up)</p> <p>we – no (down)</p> <p>sip – tip (up)</p> <p>duck – smell (no)</p> <p>web – gum (no)</p>  |
| <p><i>CLAPPING ALLITERATION</i>–</p> <p>“Clap twice if these two words start with the same sound. Clap once if they start with different sounds...”</p> | <p>cat – car (2 claps)</p> <p>sun – sign (2 claps)</p> <p>toad – frog (1 clap)</p> <p>horse – goat (1 clap)</p> <p>dirt – mud (1 clap)</p> <p>shovel – shoe (2 claps)</p> <p>yes – yack (2 claps)</p> <p>one – two (1 clap)</p> <p>stop – go (1 clap)</p> <p>pink – pony (2 claps)</p> | <p>page – pack (2 claps)</p> <p>movie – chair (1 clap)</p> <p>race – road (2 claps)</p> <p>white – when (2 claps)</p> <p>book – big (2 claps)</p> <p>pop – two (1 clap)</p> <p>mug – cup (1 clap)</p> <p>fall – toe (1 clap)</p> <p>math – book (1 clap)</p> <p>game – give (2 claps)</p> | <p>bus – boy (2 claps)</p> <p>how – we (1 clap)</p> <p>wish – wash (2 claps)</p> <p>pie – food (1 clap)</p> <p>hog – sad (1 clap)</p> <p>cab – can (2 claps)</p> <p>apple – ant (2 claps)</p> <p>ox – cat (1 clap)</p> <p>ugly – lip (1 clap)</p> <p>van – very (2 claps)</p> | <p>hide – he (2 claps)</p> <p>pom – pod (2 claps)</p> <p>boat – find (1 clap)</p> <p>dog – dot (2 claps)</p> <p>watch – red (1 clap)</p> <p>chair – chip (2 claps)</p> <p>sit – sun (2 claps)</p> <p>bed – zip (1 clap)</p> <p>kite – key (2 claps)</p> <p>neck – head (1 clap)</p> | <p>pop – pin (2 claps)</p> <p>light – four (1 clap)</p> <p>get – dim (1 clap)</p> <p>eye – tooth (1 clap)</p> <p>wish – want (2 claps)</p> <p>fry – food (2 claps)</p> <p>zip – zap (2 claps)</p> <p>butter – bun (2 claps)</p> <p>nose – toe (1 clap)</p> <p>van – bag (1 clap)</p> |

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The Science of Reading Formula!