

Verbal Teacher Directions per Phonological Skill

1-Counting Spoken Words

Ask the student to listen to how many words are in the sentence. Read the sentence.

Adaptation 1. student can look at the sentence written (by parent)

Adaptation 2. Student can place a block down for each word and then count

2-Rhyme Recognition

Tell the student that two words that sound alike at the end, such as sun and fun, are rhyming words. Ask if cat and mat are rhymes. (Yes.) Then ask if girl and bench rhyme. (No.) Students may supply the answer by giving a thumbs up or down or answer "yes" or "no".

3- Rhyme Production

Tell the student that now you are going to play a rhyming game. Tell them you are going to say a word and you want them to tell you a word that rhymes with the word you've supplied. The child's response can be a real or make-believe word (nonsense, like Dr. Seuss). Provide the following example. Say: *"Let's practice. big-dig."*

4- Syllable Segmenting and Counting

Tell the student that you are going to say a word, break it into parts or syllables and you want them to tell you the number of parts they hear. First say the word normally then repeat the word breaking it into syllables and saying the number of syllables you counted. Demonstrate by clapping or tapping the number of syllables the word has. Provide the following example: Say: *"class/room. How many parts do you hear?"* (2.)

5- Phoneme Alliteration and Discrimination

Tell the student that you are going to say four words and you want them to tell you the one word that has a different beginning sound. Provide the following example: Say: *" /rabbit/ rat/ rooster/fish/ which word has a different first sound?"* (Fish.)

6- Phoneme Isolation of Beginning Sounds

Tell the student you are going to say a word and you want them to tell you the first sound they hear in the word. Provide the following example. Say: *" Zoo" What's the first sound in this word?"* (Z.) Make sure they are saying the sound, not the name of the letter.

7- Phoneme Isolation of End Sounds

Tell the student you are going to say a word and you want them to tell you the last sound they hear in the word. Provide the following example. Say: *"Mop. What's the last sound in this word?"* (P.)

8- Phoneme Segmenting (How many sounds)

Tell the student that you are going to play another listening game using all the sounds in a word. Use the example "frog". As you say the sounds of the word /f//r//o//g, count on your fingers – one finger per sound (4). Then ask your child to do it.