1. Concept of Spoken Word

You will need chips. Say: “We are going to play a game with words and colored chips. I am going to say a sentence and use these chips to show each word. Joey likes cake (push a chip for each word). You say, ‘Joey likes cake’ and push up one chip for each word that you say.” Repeat directions and remodel if necessary.

1. “Tom ran home. Repeat the sentence and push up a chip for each word.”
2. “I have two pets.”
3. “Did you eat lunch?”
4. “What are you doing?”
5. “Terry loves to play soccer.”
6. “Yesterday it rained.”

2. Rhyme Recognition

Say: “Two words that sound alike at the end rhyme, hat and sat rhyme. Do sit and bit rhyme? Do chair and boy rhyme?” Repeat directions and remodel if necessary.

1. “Do bed and fed rhyme?” Yes
2. “Do top and hop rhyme?” Yes
3. “Do run and soap rhyme?” No
4. “Do hand and sand rhyme?” Yes
5. “Do funny and bunny rhyme?” Yes
6. “Do girl and giant rhyme?” No

3. Rhyme Production

Say: “I am going to say a word. I want you to tell me a word that rhymes with my word. Tell me a word that rhymes with sit (possible answers: bit, fit, mit, pit, dit, jit).” Repeat directions and remodel if necessary.

1. “pain – Tell me a word that rhymes with pain.”
2. “cake – Tell me a word that rhymes with cake.”
3. “hop – Tell me a word that rhymes with hop.”
4. “see – Tell me a word that rhymes with see.”
5. “dark – Tell me a word that rhymes with dark.”
6. “candy – Tell me a word that rhymes with candy.”
4. **Syllable Blending**

Say: “I am going to say a word in a funny way. Your job is to put the parts together and say the whole word.” Example: “Out - side, now you say it (outside). Ro - bot, now you say it (robot).” Repeat directions and remodel if necessary.

1. “pen – cil” (pausing between syllables) “Now you say it.”  
   pencil
2. “rain – bow” (pausing between syllables) “Now you say it.”  
   rainbow
3. “pop – corn” (pausing between syllables) “Now you say it.”  
   popcorn
4. “black – board” (pausing between syllables) “Now you say it.”  
   blackboard
5. “side – walk” (pausing between syllables) “Now you say it.”  
   sidewalk
6. “pa – per” (pausing between syllables) “Now you say it.”  
   paper

5. **Syllable Segmentation**

You will need chips. Say: “I am going to say a word and then break it into parts or syllables, rainbow... rain - bow Clap for each part then push up a chip for each part. Now you try, remember to push up a chip for each part, rainbow”. It is not necessary to clap again unless the practice item needs to be demonstrated again. Repeat directions and remodel if necessary.

1. “sometime (if necessary) Remember, you push up a chip for each part.”  
2. “basket”
3. “bedroom”
4. “fantastic”
5. “maybe”
6. “helicopter”

6. **Syllable Deletion**

Say: “We are going to play a game with words where one part of the word is left out. Sunshine without the shine is sun. Say airline, (airline) Now say airline but don’t say air (line). Repeat directions and remodel if necessary.

1. “Say downtown.” (downtown) “Now say downtown, but don’t say down.”  
   town
2. “Say inside.” (inside) “Now say inside, but don’t say in.”  
   side
3. “Say forget.” (forget) “Now say forget, but don’t say get.”  
   for
4. “Say basket.” (basket) “Now say basket, but don’t say ket.”  
   bas
5. “Say after.” (after) “Now say after, but don’t say ter.”  
   af
6. “Say skateboard.” (skateboard) “Now say skateboard, but don’t say skate.”  
   board
7. Phoneme Isolation of Initial Sounds

Say: “I am going to ask you to say a word then I want you to tell me the first sound of that word. Say top. What is the first sound in the word *top*?” /t/. Repeat directions and remodel if necessary.

1. “Say *big* (big) What is the first sound in the word *big*?” /b/
2. “Say *land* (land) What is the first sound in the word *land*?” /l/
3. “Say *farm* (farm) What is the first sound in the word *farm*?” /f/
4. “Say *apple* (apple) What is the first sound in the word *apple*?” /a/
5. “Say *desk* (desk) What is the first sound in the word *desk*?” /d/
6. “Say *ship* (ship) What is the first sound in the word *ship*?” /sh/

8. Phoneme Isolation of Final Sounds

Say: “I am going to say a word then I want you to tell me the last sound of that word. Say pot (pot). What is the last sound in the word *pot*.” /t/ Repeat directions and remodel if necessary.

1. “Say *pick* (pick) What is the last sound in the word *pick*?” /k/
2. “Say *ran* (ran) What is the last sound in the word *ran*?” /n/
3. “Say *fill* (fill) What is the last sound in the word *fill*?” /l/
4. “Say *bug* (bug) What is the last sound in the word *bug*?” /g/
5. “Say *same* (same) What is the last sound in the word *same*?” /m/
6. “Say *tooth* (tooth) What is the last sound in the word *tooth*?” /th/

9. Phoneme Blending

Say: “I am going to separate all the sounds in a word then I want you to say the whole word. Let’s try some examples: /s/ /i/ /t/ What is the word? (sit), /s/ /t/ /o/ /p/ What is the word? (stop). Let’s try some more. Remember, I will say the sounds in a word then you say the whole word.” Repeat directions and remodel if necessary.

1. “/m/ /ē/. (if necessary) What is the word? me
2. “/b/ /e/ /d/. (if necessary) What is the word? bed
3. “/h/ /æ/ /l/. (if necessary) What is the word? hat
4. “/m/ /u/ /s/ /t/. (if necessary) What is the word? must
5. “/sh/ /o/ /p/. (if necessary) What is the word” shop
6. “/p/ /l/ /æ/ /n/ /t/. (if necessary) What is the word” plant
10. **Phoneme Segmentation**

You will need chips. Say: "We are going to play a game with all of the sounds in a word. Here is an example: /d/ /i/ /m/, (push a chip up for each sound that you say). Now you do the same for the word *hat* (student should push up 3 chips)." Repeat directions and remodel if necessary.

1. “in” (/i/ /n/)
2. “at” (/a/ /t/)
3. “name” (/n/ /ã/ /m/)
4. “ship” (/sh/ /i/ /p/)
5. “sock” (/s/ /o/ /ck/)
6. “chin” (/ch/ /i/ /n/)

11. **Phoneme Deletion of Initial Sounds**

Say: "We are going to play a game where we say a word and leave off the beginning sound. For example, *bed* without /b/ is *ed*. You give it a try. Say *can* (can), *now say can* without /k/ (an).” Repeat directions and remodel if necessary.

1. “Say *sun* (sun), say *sun* without /s/.”
2. “Say *pig* (pig), say *pig* without /p/.”
3. “Say *mop* (mop), say *mop* without /m/.”
4. “Say *neck* (neck), say *neck* without /n/.”
5. “Say *bat* (bat), say *bat* without /b/.”
6. “Say *tape* (tape), say *tape* without /t/.”

12. **Phoneme Deletion of Final Sound**

Say: "We are going to play a word game where we will leave off the last sound of a word. For example, *goat* without /t/ is *go*. You try it. Say *meat* (meat), *now say meat* without /t/ (me).” Repeat directions and remodel if necessary.

1. “Say *rose* (rose), say *rose* without /z/.”
2. “Say *train* (train), say *train* without /n/.”
3. “Say *group* (group), say *group* without /pl/.”
4. “Say *seat* (seat), say *seat* without /t/.”
5. “Say *bake* (bake), say *bake* without /k/.”
6. “Say *inch* (inch), say *inch* without /ch/.”
13. **Phoneme Deletion of the First Sound in Consonant Blend**

Say: “We are going to make new words by taking off the first sound of a blend. For example *crow* without /k/ is *row*. Now you try it. Say *still*, now *say still* without /s/ (child should say *till*). Let’s do some more.” Repeat directions and remodel if necessary.

1. “Say *clap* (clap), say *clap* without /kl/.” lap
2. “Say *stop* (stop), say *stop* without /sl/.” top
3. “Say *trust* (trust), say *trust* without /tl/.” rust
4. “Say *black* (black), say *black* without /bl/.” lack
5. “Say *drip* (drip), say *drip* without /dl/.” rip
6. “Say *smile* (smile), say *smile* without /sl/.” mile

14. **Phoneme Substitution**

Say: “We are going to play a different word game. I want you to take off the first sound in a word and replace it with a different sound to make a new word. For example, if I take off the first sound in *pail* and replace it with /m/, the new word is *mail*. You try it. Take off the first sound in *top* and replace it with /hl/.” (child should say hop). Repeat directions and remodel if necessary.

1. “Take off the first sound in *man* and replace it with /kl/.” can
2. “Take off the first sound in *pig* and replace it with /dl/.” dig
3. “Take off the first sound in *sack* and replace it with /tl/.” tack
4. “Take off the first sound in *well* and replace it with /fl/.” fell
5. “Take off the first sound in *bed* and replace it with /rl/.” red
6. “Take off the first sound in *shop* and replace it with /chl/.” Chop

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