**ISOLATION**

**Initial Sound Directions:** I want you tell me the first sound you hear in some words. For example, if I said, “cat” the first sound you hear would be /c/. Now you try. What is the first sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear first.

- ☐ Dog
- ☐ Toad
- ☐ Fan
- ☐ Bed
- ☐ Lamp

___/5 Initial Sounds Correct

**Middle Sound Directions:** I want you tell the middle sound you hear in some words. For example, if I said, “cat” the middle sound you hear would be /a/. Now you try. What is the middle sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear in the middle of the word.

- ☐ Bat
- ☐ Lid
- ☐ Pay
- ☐ Fed
- ☐ Top

___/5 Middle Sounds Correct

**Final Sound Directions:** I want you tell the last sound you hear in some words. For example, if I said, “cat” the last sound you hear would be /t/. Now you try. What is the last sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear last.

- ☐ Boat
- ☐ Fun
- ☐ Kid
- ☐ Chip
- ☐ Mug

___/5 Final Sounds Correct

**BLENDING**

**Blending Directions:** I am going to say some sounds and I want you to put them together to make a word. For example, if I said, /d/, /a/, /d/, I put them together and say, “dad.” Now you try. Put these sounds together to make a word, /j/, /u/, /g/. (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to put the sounds together to make a word.

- ☐ /a/ /n/ /t/

- /f/ /a/ /t/
- /s/ /i/ /p/
- /v/ /e/ /t/
- /l/ /o/ /g/

___/5 Blends Correct

**SEGMENTATION**

**Segmentation Directions:** I am going to say some words and I want you to break them a part into sounds. For example, if I said, “mom”, I break them into these three sounds, /m/, /o/, m/. Now you try. Break up the word “led” into sounds. (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to break these words into sounds.

- pat
- red
- pit
- not
- kick

___/5 Segmentations Correct

**ELISION**

**Elision Directions:** I am going to say some words and I am going to tell you to take away one sound. For example, if I said, “tiger”, and told you to say tiger with the /t/ sound, you would say “iger.” (pronounced eye-ger) Now you try. Say the word bite without the sound /b/ (Help the student if necessary and provide feedback). Let’s try another one. This time I am doing to tell you to take a way that is not at the beginning of the word. Say the word table without the /b/ sound. Now we are going to try a few more. Do your best to take away these sounds in some words.

- Say pat without the /p/ sound. (at)
- Say red without the /d/ sound. (re)
- Say pit without the /i/ sound. (pt)
- Say cake without the /c/ sound. (ake)
- Say snack without the /ck/ sound. (sna)

___/5 Elisions Correct

**RHYMING**

**Rhyming Directions:** I am going to say two words and you tell me if they rhyme or not. For example, I say, “fat cat” and you say, yes, because they rhyme. If I say ship blue” you say, no, because they do not rhyme. Now you try. “Hip Tip” (Help the student if necessary and provide feedback). Let’s try another

one. “No Lamp.” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best and tell me if these words rhyme or not.

- ☐ Boat Moat
- ☐ Not Shot
- ☐ Bike Chair
- ☐ Door Floor
- ☐ Sit Play

___/5 Rhymes Correct