

Name: _____

Date: _____

Part A - Phonological Awareness Inventory		
Sentence Segmentation	Alliteration	Syllable Awareness: Blending Syllables
Say: Can you show me (using manipulatives, claps, taps, jumps, fingers) how many words you hear in this sentence? "I like to play." Feedback: There are four words in the sentence. I - like - to - play ☐ I have one toy. ☐ Where are they? ☐ The teacher read a book.	Say: Which word has a different first sound than the others? As you say each word, hold up the photo card and place it in front of the student. (Photo cards). Car, bat, cup. Feedback: <u>B</u>at has a different first sound than <u>c</u>ar and <u>c</u>up. Which word has a different first sound? ☐ pig, pencil, umbrella ☐ milk, cat, mitt ☐ dog, sandwich, soup	Say pen. Say cil. Now say them together. What word does this make? Feedback: If I blend <u>pen</u> - <u>cil</u>, you get <u>pencil</u>. ☐ wel - come (welcome) ☐ tea - cher (teacher) ☐ ham - bur - ger (hamburger)
Syllable Awareness: Segmenting Syllables	Onset & Rime: Blending Onset & Rime	Onset & Rime: Segmenting Onset & Rimes
Say butterfly. Now say butterfly and say the parts you hear. How many parts do you hear? Feedback: If I say butterfly, I hear but - ter- fly. I hear 3 parts. ☐ paper (pa - per) ☐ wonderful (won - der - ful) ☐ power (pow - er)	What word do these sounds make? c - at Feedback: When I blend c - at, I say the word <u>cat</u>. ☐ sh - ed (shed) ☐ b - ox (box) ☐ r - ing (ring)	Listen to the word jam. What are the sounds you hear in the word jam? Feedback: When I say <u>jam</u>, I hear /j/- /<u>am</u>/. ☐ park (p - ark) ☐ cake (c - ake) ☐ book (b - ook)

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Part B: Phoneme Awareness		
Identifying Phonemes: Initial Phonemes	Identifying Phonemes: Identifying Final Phonemes	Blending Phonemes: Blending Three Phonemes
Say kite. What is the first sound you hear? Feedback: The first sound I hear when I say kite is /k/. ☐ pear (/p/) ☐ seat (/s/) ☐ chain (/ch/)	Say bat. What is the last sound you hear? Feedback: The last sound I hear when I say bat is /t/. ☐ pig (/g/) ☐ chop (p) ☐ brush (/sh/)	Say /s/ /i/ /t/. What words do these sounds make when you blend them together? Feedback: When you blend the sounds /s/ /i/ /t/, they make the word sit. ☐ /p/ /ě/ /t/ (pet) ☐ /b/ /ă/ /ck/ (back) ☐ /sh/ /i/ /n/ (shine)
Blending Phonemes: Blending Four Phonemes	Segmenting Phonemes: Segmenting Three Phonemes	Segmenting Phonemes: Segmenting Four Phonemes.
☐ /c/ /ă/ /t/ /s/ (cats) ☐ /s/ /ou/ /n/ /d/ (sound) ☐ /s/ /t/ /ō/ /n/ (stone)	Say bat. What sounds make up the word bat? Feedback: /b/ /a/ /t/ are the sounds that make up bat. ☐ said (/s/ /ě/ /d/) ☐ meet (/m/ /ē/ /t/) ☐ shake (/sh/ /ā/ /k/)	☐ fast (/f/ /ă/ /s/ /t/) ☐ press (/p/ /r/ /ě/ /s/) ☐ clock (/c/ /l/ /ō/ /k/)
Manipulating Phonemes: Adding Phoneme	Manipulating Phonemes: Deleting Phonemes	Manipulating Phonemes: Substituting Phonemes
Say why. Now say why and add /d/. Feedback: "If you say why and add /d/, you get <u>wide</u>." ☐ spy add /k/ (spike) ☐ ram add /p/ (ramp) ☐ bun add /ch/ (bunch)	Say need. Now say need but don't say /d/. Feedback: "If you say <u>need</u> without the /d/, you get <u>knee</u>. <u>need-knee</u>" ☐ shine delete /n/ (shy) ☐ globe delete /b/ (glow) ☐ trace delete /s/ (tray)	Say cup. Now say cup but instead of /k/ say /p/. Feedback: If you say <u>cup</u>, and change the /k/ to /p/, you get <u>pup</u>. <u>cup-pup</u> ☐ bake change /b/ say /c/ (cake) ☐ best change /b/ say /t/ (test) ☐ crane change /c/ say /b/ (brain)

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