



## PHONOLOGICAL AWARENESS: ENVIRONMENTAL SOUNDS INTERVENTION SCRIPT



### Objective:

To increase skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time.

### Use with children who:

- Are not accurate (red) with matching environmental sounds.
- Are not fluent (yellow) with matching environmental sounds.
- Are in the red on rhyming and alliteration benchmarks and are not yet ready for Rhyming Level 1- Match.



### Materials:

Four identical looking containers filled with items that sound different when shaken, two of each item. Start with items that sound very different and move to items that sound very similar.

### Transition In:

TEACHER: “We’re going to get our ears ready to listen by playing a game called Simon Says!”

[Play a few quick rounds of Simon Says.]

### Teaching:

TEACHER: “Now that our listening ears are on, let’s listen to some shakers and see if they sound the same or different. Remember, *same* means that they sound exactly alike. ‘Different’ means they do NOT sound alike.”

TEACHER: “First I will shake two that sound the same. Ready? Listen! [Shake.] These two sound the same, they sound exactly alike! Listen again.” [Shake.] [Repeat these lines with the other set of shakers that are the same.]

TEACHER: “Now let’s shake two that sound different. Ready? Listen! [Shake.] These two sound different, they do NOT sound alike. Listen again.” [Shake.] [Repeat these lines with the other set of shakers that are different.]

### Explanation and Model:

TEACHER: “Now let’s play a game with our shakers. First I will say, ‘Ready? Listen!’ then I will shake two of them and if they sound the same, you will put your thumbs up [thumbs up]. If they sound different, you will put your thumbs down.” [thumbs down]

TEACHER: “First it’s my turn. Watch how I do it. Ready? Listen! [Shake.] These two sound the same, so I’m going to put my thumbs up.” [thumbs up]

TEACHER: “I’m going to do one more and then it will be your turn. Ready? Listen! [Shake.] These two sound different, so I’m going to put my thumbs down.” [thumbs down] ►



## PHONOLOGICAL AWARENESS: ENVIRONMENTAL SOUNDS INTERVENTION SCRIPT (CONTINUED)

### TIER 2

#### Group Practice:

TEACHER: “Now let’s all play. Remember, I’ll say, ‘Ready? Listen!’ and shake two shakers. If they sound the same, put your thumbs up [thumbs up] if they sound different, put your thumbs down.” [thumbs down]

TEACHER: “Ready? Listen!” [Shake two containers.]

(Children respond with thumbs up or down.)

TEACHER: “Yes! Those two sound the same/different!”

*Continue on in this way, shaking all containers in different combinations of same and different. When children consistently identify same and different sounds accurately, move on to individual practice.*

#### Individual Practice:

TEACHER: “Now let’s take turns. I’ll say, ‘Ready? Listen!’ and shake two shakers. Then you all get to think about if those sounds are the same or different, but I’m only going to call on one friend to answer each time. If I point to you and say your name, you will give me a thumbs up [thumbs up] if they sound the same and a thumbs down [thumbs down] if they are different.”

TEACHER: “Ready? Listen!” [Shake two shakers.] “(Child’s name), it’s your turn! Do those sound the same or different?” (Child responds.)

TEACHER: “Yes, you’re right! Those do sound the same/different! Everyone show me thumbs up/down.”

TEACHER: “Good! Let’s try another one.”

*Continue on in this way until all children have gotten at least two turns. ►*



## PHONOLOGICAL AWARENESS: ENVIRONMENTAL SOUNDS INTERVENTION SCRIPT (CONTINUED)

### TIER 3

#### Individual Practice:

TEACHER: “Now it’s your turn. I’ll say, ‘Ready? Listen!’ and shake two shakers. Then you get to think about if those sounds are the same or different. When I point to you and say your name, you will give me a thumbs up [thumbs up] if they sound the same and a thumbs down [thumbs down] if they are different.”

TEACHER: “Ready? Listen!” [Shake two shakers.]  
Do those sound the same or different?”  
(Child responds.)

TEACHER: “Yes, you’re right! Those do sound the same/different!”

TEACHER: “Let’s do another one.”

*Continue on in this way until the child has done all combinations.*

### TIER 2/TIER 3

#### Correction Procedure:

*If any child responds incorrectly during group or individual practice follow this procedure:*

CHILD: (Answers incorrectly.)

TEACHER: “My turn! [Show correct response.] These two sound the same/different. Ready? Listen! Your turn.” [Shake two shakers.]

CHILD: (Shows thumbs up or down.)

TEACHER: “Yes, those two sound the same/different!”



Teacher makes a note of the sound combinations missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



**Affirmation:**  
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 1 - MATCH INTERVENTION SCRIPT



### Objective:

To increase skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time.

### Use with children who:

- Are accurate and fluent (green) with matching environmental sounds.
- Are not accurate (red) with matching rhyming words.
- Are not fluent (yellow) with matching rhyming words.



### Materials:

List of five sets of one syllable words that rhyme (cat/hat) and five sets of one syllable words that do not rhyme (dog/sing)

### Transition In:

*Teach some of the rhyming words from this session by singing the following song:*

TEACHER: "We're going to get our ears ready to listen for rhymes today by singing a rhyming song!"

TEACHER: *Sing to the tune of "Skip to my Lou":*

" \_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! They sound the same at the end." [Repeat song one time with other rhyming words from this session.]

### Teaching:

TEACHER: "Now that our ears are ready, listen to these words that rhyme; they sound the same at the end." [Say two rhyming words]

TEACHER: "Did you hear that? (Two rhyming words) rhyme! They sound the same at the end!" [Repeat these lines for one more set of rhyming words.]

TEACHER: "Now let's listen to some words that do not rhyme; they don't sound the same at the end." [Say two words that don't rhyme.]

TEACHER: "Did you hear that? (Two non-rhyming words) don't rhyme. They don't sound the same at the end." [Repeat these lines for one more set of non-rhyming words.]

### Explanation and Model:

TEACHER: "Now let's play a game with rhyming words. First I will say, 'Ready? Listen!' then I will say two words. If they rhyme, or sound the same at the end, you will put your thumbs up [thumbs up]. If they do not rhyme, they don't sound the same at the end, you will put your thumbs down." [thumbs down]

TEACHER: "First it's my turn. Watch how I do it. Ready? Listen! [Say two rhyming words.] These two rhyme. They sound the same at the end, so I'm going to put my thumbs up." [thumbs up] ►



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 1 - MATCH INTERVENTION SCRIPT (CONTINUED)

TEACHER: "I'm going to do one more and then it will be your turn. Ready? Listen! [Say two non-rhyming words.] These two do not rhyme. They don't sound the same at the end, so I'm going to put my thumbs down." [thumbs down]

### TIER 2

#### Group Practice:

TEACHER: "Now let's all play. Remember, I'll say, 'Ready? Listen!' and say two words. If they rhyme or sound the same at the end, put your thumbs up [thumbs up]. If they don't rhyme, or don't sound the same at the end, put your thumbs down." [thumbs down]

TEACHER: "Ready? Listen!" [Say two words.]

(Children respond with thumbs up or down.)

TEACHER: "Yes! (Two words) (don't) rhyme! They (don't) sound the same at the end!"

*Continue on in this way, saying pairs of rhyming and non-rhyming words. When children consistently identify rhyming and non-rhyming pairs accurately, move on to individual practice.*

#### Individual Practice:

TEACHER: "Now let's take turns. I'll say, 'Ready? Listen!' and say two words. Then you all get to think about if those rhyme or don't rhyme, but I'm only going to call on one friend to answer each time. If I point to you and say your name, you will give me a thumbs up [thumbs up] if they rhyme and a thumbs down [thumbs down] if they don't rhyme."

TEACHER: "Ready? Listen!" [Say two words.] "(Child's name), it's your turn! Do (two words) rhyme or not rhyme?" (Child responds.)

TEACHER: "Yes, you're right! (Two words) do (not) rhyme! They do (not) sound the same at the end! Everyone show me thumbs up/down for our words that do (not) rhyme."

TEACHER: "Good! Let's try another one."

*Continue on in this way until all children have had at least two turns. ►*



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 1 - MATCH INTERVENTION SCRIPT (CONTINUED)

### TIER 3

#### Individual Practice:

TEACHER: "Now it's your turn. I'll say, 'Ready? Listen!' and say two words. Then you get to think about if those rhyme or don't rhyme. You will give me a thumbs up [thumbs up] if they rhyme and a thumbs down [thumbs down] if they don't rhyme."

TEACHER: "Ready? Listen!" [Say two words.] "Do (two words) rhyme or not rhyme?" (Child responds.)

TEACHER: "Yes, you're right! (Two words) do (not) rhyme! They do (not) sound the same at the end!"

TEACHER: "Let's do another one."

*Continue on in this way until the child has done all of the pairs.*

### TIER 2/TIER 3

#### Correction Procedure:

*If any child responds incorrectly during group or individual practice follow this procedure:*

CHILD: (Answers incorrectly.)

TEACHER: "My turn! [Show correct response.] These two do (not) rhyme. They do (not) sound the same at the end."

TEACHER: "Ready? Listen! [Say two words.] Your turn."

CHILD: (Shows thumbs up or down.)

TEACHER: "Yes, (two words) do (not) rhyme! They do (not) sound the same at the end!"

#### Transition Out/Review:

*If time and the children's attention span allows, review rhyming words from this session by singing the following song:*

TEACHER: "Let's sing our rhyming song with the words we learned today!"

TEACHER: *Singing to the tune of "Skip to my Lou":*

"\_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! They sound the same at the end." [Repeat song one time with other rhyming words from this session.]



Teacher makes a note of the pairs missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



#### Affirmation:

Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.



## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 2 - POINT INTERVENTION SCRIPT



### Objective:

To increase skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time.

### Use with children who:

- Are accurate and fluent (green) with matching rhyming words.
- Are not accurate (red) in pointing to rhyming words.
- Are not fluent (yellow) pointing to rhyming words.



### Materials:

Five sets of three picture cards, containing two rhyming words each (cat/hat/ball)

### Transition In/Teaching:

*Teach some of the rhyming words from this session by singing the following song, holding up picture cards while singing:*

TEACHER: “We’re going to get our ears ready to listen for rhymes today by singing a rhyming song!”

TEACHER: *Sing to the tune of “Skip to my Lou”:*

“\_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! \_\_\_\_, \_\_\_\_, these two rhyme! They sound the same at the end.” [Repeat song once with other rhyming words from this session.]

### Explanation and Model:

[Place one set of rhyming cards in front of the children, with one on top and two underneath; one that rhymes with the top picture, one that does not.]

TEACHER: “Now that our ears are ready we’re going to play a game!”

TEACHER: “We’re going to look at some pictures and find the ones that rhyme, they sound the same at the end.”

TEACHER: “First, it’s my turn. Watch how I do it.” [Point to and name each of the three pictures.]

TEACHER: “Now I will find the two that rhyme.” [Point to and name the two rhyming words.]

TEACHER: “(Two rhyming words) rhyme. They sound the same at the end!”

### TIER 2

#### Group Practice:

TEACHER: “Now let’s all play. Remember, I’ll say the names of the pictures and then you’ll find the two that rhyme, they sound the same at the end.” [Point to and name each of the three pictures.]

TEACHER: “Point to the one that rhymes or sounds the same at the end as (top picture).”

TEACHER: (Children point to picture.)

TEACHER: “Yes! (Two rhyming words) rhyme. They sound the same at the end!”

*Continue on in this way. When children consistently point to the rhyming words, move to individual practice. ►*

**PHONOLOGICAL AWARENESS: RHYMING, LEVEL 2 - POINT INTERVENTION SCRIPT (CONTINUED)****Individual Practice:**

TEACHER: "Now it's time to take turns. I'll say the names of the pictures and then you all get to think about which picture to point to, but I'm only going to call on one friend to answer each time. If I point to you and say your name then you point to the one that rhymes, it sounds the same at the end, as the top picture." [Point to and name each of the three pictures.]

TEACHER: "(Child's name), it's your turn! Point to the one that rhymes or sounds the same at the end as (top picture)." (Child points.)

TEACHER: "Yes, you're right! (Two rhyming words) rhyme. They sound the same at the end!"

*Continue on in this way until each child has gotten to point at least twice. Move at a brisk pace, calling on children in an unpredictable pattern.*

**TIER 3****Individual Practice:**

TEACHER: "Now it's your turn. I'll say the names of the pictures and then you get to think about which picture to point to. Then you point to the one that rhymes, it sounds the same at the end, as the top picture." [Point to and name each of the three pictures.]

TEACHER: "Point to the one that rhymes or sounds the same at the end as (top picture)." (Child points.)

TEACHER: "Yes, you're right! (Two rhyming words) rhyme. They sound the same at the end!"

*Continue on in this way until child has done all pairs. ►*





## PHONOLOGICAL AWARENESS: RHYMING, LEVEL 2 - POINT INTERVENTION SCRIPT (CONTINUED)



Teacher makes a note of the rhymes missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.

### TIER 2/TIER 3

#### Correction Procedure:

*If any child responds incorrectly during group or individual practice follow this procedure:*

CHILD: (Points to the incorrect picture.)

TEACHER: "My turn!" [Point to and name all three pictures.] "Now I will point to the one that rhymes with (top picture)." [Point to the correct picture.]

TEACHER: "(Two rhyming words) rhyme! They sound the same at the end."

TEACHER: "Your turn!" [Point to and name all three pictures.] "Point to the one that rhymes with (top picture)."

CHILD: (Points to the correct picture.)

TEACHER: "Yes, (two rhyming words) rhyme! They sound the same at the end."

#### Transition Out/Review:

*If time and children's attention spans allow, review some of the rhyming words from this session by singing the following song, holding up picture cards while singing:*

TEACHER: "Let's sing our song with some of the pictures that we pointed to today."

TEACHER: *Sing to the tune of "Skip to my Lou":*

"\_\_\_, \_\_\_, these two rhyme! \_\_\_, \_\_\_, these two rhyme! \_\_\_, \_\_\_, these two rhyme! They sound the same at the end." [Repeat song once with other rhyming words from this session.]



**Affirmation:**  
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

**PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 1 - MATCH INTERVENTION SCRIPT****Objective:**

To increase skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time.

**Use with children who:**

- Are not accurate (red) with matching words that have the same beginning sound
- Are not fluent (yellow) with matching words that have the same beginning sound

**Materials:**

List of five sets of one syllable words that have the same beginning sound (ball/bike) and five sets of one syllable words that do not have the same beginning sound (fish/park)

**Transition In:**

TEACHER: "We're going to get our ears ready to listen today by singing a chant about words that start the same!"

TEACHER: "\_\_\_\_. \_\_\_\_\_. Start the same." [Repeat chant three times with other words from this session.]

**Teaching:**

TEACHER: "Now that our ears are ready, listen to these words that start the same: [say two words]."

TEACHER: "Did you hear that? (Two words) start the same!" [Repeat these lines for two more sets of words that start with the same sound.]

TEACHER: "Now let's listen to some words that do not start the same: [say two words]."

TEACHER: "Did you hear that? (Two words) don't start the same." [Repeat these lines for two more sets of words that do not start with the same sound.]

**Explanation and Model:**

TEACHER: "Now let's play a game with these words. First I will say, 'Ready? Listen!' then I will say two words. If they start the same, you will put your thumbs up [thumbs up]. If they do not start the same, you will put your thumbs down." [thumbs down]

TEACHER: "First it's my turn. Watch how I do it. Ready? Listen!" [Say two words that start the same.] "These two start the same so I'm going to put my thumbs up." [thumbs up]

TEACHER: "I'm going to do one more and then it will be your turn. Ready? Listen!" [Say two words that do not start the same.] "These two do not start the same, so I'm going to put my thumbs down." [thumbs down] ►



## PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 1 - MATCH INTERVENTION SCRIPT (CONTINUED)

### TIER 2

#### Group Practice:

TEACHER: "Now let's all play. Remember, I'll say, 'Ready? Listen!' and say two words. If they start the same, put your thumbs up [thumbs up]. If they don't start the same, put your thumbs down." [thumbs down]

TEACHER: "Ready? Listen!" [Say two words.]

(Children respond with thumbs up or down.)

TEACHER: "Yes! (Two words) (don't) start the same!"

TEACHER: "Let's try another."

*Continue on in this way, saying pairs of words that do and do not start the same. When children consistently identify pairs accurately, move on to individual practice.*

#### Individual Practice:

TEACHER: "Now let's take turns. I'll say, 'Ready? Listen!' and say two words. Then you all get to think about if those start the same or not, but I'm only going to call on one friend to answer each time. If I point to you and say your name, you will give me a thumbs up [thumbs up] if they start the same and a thumbs down [thumbs down] if they don't."

TEACHER: "Ready? Listen!" [Say two words.] "(Child's name), it's your turn! Do (two words) start the same?"

(Child responds.)

TEACHER: "Yes, you're right! (Two words) do (not) start the same! Everyone show me thumbs up/down for our words that do (not) start the same. Good! Let's try another one."

*Continue on in this way until all children have had at least two turns. ►*



## PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 1 - MATCH INTERVENTION SCRIPT (CONTINUED)

### TIER 3

#### Individual Practice:

TEACHER: "Now it's your turn. I'll say, 'Ready? Listen!' and say two words. Then you get to think about if those start the same or not. You will give me a thumbs up [thumbs up] if they start the same and a thumbs down [thumbs down] if they don't."

TEACHER: "Ready? Listen!" [Say two words.] "Do (two words) start the same?"

(Child responds.)

TEACHER: "Yes, you're right! (Two words) do (not) start the same! Show me thumbs up/down for our words that do (not) start the same. Good! Let's try another one."

*Continue on in this way until the child has done all pairs.*



Teacher makes a note of the pairs missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.

### TIER 2/TIER 3

#### Correction Procedure:

*If any child responds incorrectly during group or individual practice, follow this procedure:*

CHILD: (Answers incorrectly.)

TEACHER: "My turn! [Show correct response.] These two do (not) start the same. Ready? Listen!" [Say two words.] "Your turn."

CHILD: (Shows thumbs up or down.)

TEACHER: "Yes, (two words) do (not) start the same!"

#### Transition Out/Review:

*If time and the children's attention spans allow, review some of the words that begin with the same sound from this session by singing the following chant:*

TEACHER: "Let's do our chant with some of the words that we learned today."

TEACHER: "\_\_\_\_. \_\_\_\_\_. Start the same." [Repeat chant three times with other words from this session.]



**Affirmation:**  
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.



## PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 2 - POINT INTERVENTION SCRIPT



### Objective:

To increase skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time.

### Use with children who:

- Are accurate and fluent (green) with matching words that start the same.
- Are not accurate (red) in pointing to words that start the same.
- Are not fluent (yellow) pointing to words that start the same.



### Materials:

Five sets of three picture cards, each containing two words that start with the same sound (moose/milk/car)

### Transition In/Teaching:

*Teach some of the words that begin with the same sound from this session by singing the following chant while holding up picture cards:*

TEACHER: “We’re going to get our ears ready to listen today by singing a chant about words that start the same!”

TEACHER: “\_\_\_\_. \_\_\_\_\_. Start the same.” [Repeat chant three times with other words from this session.]

### Explanation and Model:

[Place one set of picture cards in front of the children, with one on top and two underneath; one that starts the same as the top picture, one that does not.]

TEACHER: “Now that our ears are ready we’re going to play a game!”

TEACHER: “We’re going to look at some pictures and find the ones that start with the same sound.”

TEACHER: “First, it’s my turn. Watch how I do it.” [Point to and name each of the three pictures.]

TEACHER: “Now I will find the two that start the same.” [Point to and name the two words that start the same.]

TEACHER: “(Two words) start the same.”

### TIER 2

#### Group Practice:

TEACHER: “Now let’s all play. Remember, I’ll say the names of the pictures and then you’ll find the two that start the same.” [Point to and name each of the three pictures.] “Point to the one that starts with the same sound as (top picture).” (Children point to picture.)

TEACHER: “Yes! (Two words) start the same.”

*Continue on in this way until each set of pictures has been done. ►*

**PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 2 - POINT INTERVENTION SCRIPT (CONTINUED)****Individual Practice:**

TEACHER: "Now it's time to take turns. I'll say the names of the pictures and then you all get to think about which picture to point to, but I'm only going to call on one friend to answer each time. If I point to you and say your name then you point to the one that starts with the same sound as the top picture."  
[Point to and name each of the three pictures.]

TEACHER: "(Child's name), it's your turn! Point to the one that starts with the same sound as the top picture." (Child points.)

TEACHER: "Yes, you're right! (Two words) start the same!"

*Continue on in this way until each child has gotten to point at least twice. Move at a brisk pace, calling on children in an unpredictable pattern.*

**TIER 3****Individual Practice:**

TEACHER: "Now it's your turn. I'll say the names of the pictures and you get to think about which picture to point to. Then you point to the one that starts with the same sound as (top picture)." [Point to and name each of the three pictures.]

TEACHER: "Point to the one that starts with the same sound as (top picture)."  
(Child points.)

TEACHER: "Yes, you're right! (Two words) start the same!"

*Continue on in this way until all the sets have been done. ►*



## PHONOLOGICAL AWARENESS: ALLITERATION, LEVEL 2 - POINT INTERVENTION SCRIPT (CONTINUED)



Teacher makes a note of the words missed by each child and comes back to them before the session is over, ensuring that the child has another opportunity to practice.



**Affirmation:**  
Teacher ends the session by allowing the child to feel successful. This happens through use of affirmations, high-fives, thumbs up, etc.

### TIER 2/TIER 3

#### Correction Procedure:

*If any child responds incorrectly during group or individual practice follow this procedure.*

CHILD: (Points to the incorrect picture.)

TEACHER: "My turn!" [Point to and name all three pictures.] "Now I will point to the one that starts with the same sound as (top picture). [Point to the correct picture.]

TEACHER: "(Two words) start the same. Your turn! [Point to and name all three pictures.] Point to the one that starts with the same sound as (top picture)."

CHILD: (Points to the correct picture.)

TEACHER: "Yes, (two words) start the same."

#### Transition Out/Review:

*If time and children's attention spans allow, review some of the words that begin with the same sound from this session by singing the following chant:*

TEACHER: "Let's do our chant with some of the words that we learned today."

TEACHER: "\_\_\_\_. \_\_\_\_\_. Start the same." [Repeat chant three times with other words from this session.]