



STEPPING Together

Phonological Awareness Differentiation with Corrective Feedback (Kindergarten)

Phonological Awareness Activity		If the Student ...	Then ...
Rhyming	Scaffold	<ul style="list-style-type: none"> Has difficulty hearing words that rhyme 	<ul style="list-style-type: none"> Repeat words and overemphasize the rime. Have the student repeat and overemphasize the rime. Explicitly tell the student what sound they are listening for in each word.
		<ul style="list-style-type: none"> Has difficulty producing rhyming words 	<ul style="list-style-type: none"> Explicitly tell the student what sound they are listening for in each word. Provide an example.
	Enrich	<ul style="list-style-type: none"> Successfully hears and produces rhyming words 	<ul style="list-style-type: none"> Tell the student a new onset to substitute and have them tell you the new word (e.g., <i>What is a word that rhymes with cat? Good, hat rhymes with cat. Now change the /h/ to /b/ and say the new word. Good, the new word is bat.</i>)
Blending	Scaffold	<ul style="list-style-type: none"> Has difficulty blending compound words or syllables 	<ul style="list-style-type: none"> Sing the parts. Use hand motions.
		<ul style="list-style-type: none"> Has difficulty blending onset and rime 	
		<ul style="list-style-type: none"> Has difficulty blending phonemes 	<ul style="list-style-type: none"> Stretch the sounds. Use hand motions. Have the student practice blending onset and rime, then blending by phoneme.
	Enrich	<ul style="list-style-type: none"> Successfully blends compound words and syllables 	<ul style="list-style-type: none"> Have the student practice blending onset and rime.
		<ul style="list-style-type: none"> Successfully blends onset and rime 	<ul style="list-style-type: none"> Have the student practice blending by phoneme.
Segmenting	Scaffold	<ul style="list-style-type: none"> Has difficulty isolating the words in a sentence 	<ul style="list-style-type: none"> Give the student a penny or chip for each word. Have them put the items in a line from left to right as they repeat the sentence. Then have them tap under each item as they repeat the sentence.
		<ul style="list-style-type: none"> Has difficulty segmenting compound words and syllables 	<ul style="list-style-type: none"> Say the word slowly, stretching the parts. Use hand motions. Tell the student the first part and have them tell you the other part(s).
		<ul style="list-style-type: none"> Has difficulty segmenting a word at the onset and rime 	
		<ul style="list-style-type: none"> Has difficulty segmenting a word into phonemes 	<ul style="list-style-type: none"> Say the word slowly, stretching the sounds. Use hand motions. Use sound boxes to push the sounds using a chip or their finger.
	Enrich	<ul style="list-style-type: none"> Successfully isolates the words in a sentence 	<ul style="list-style-type: none"> Have the student segment compound words or syllables.
		<ul style="list-style-type: none"> Successfully segments compound words and syllables 	<ul style="list-style-type: none"> Have the student segment more than two-syllable words.
		<ul style="list-style-type: none"> Successfully segments a word at the onset and rime 	<ul style="list-style-type: none"> Have the student segment a word into phonemes.



Phonological Awareness Differentiation with Corrective Feedback (Kindergarten) (cont.)

Phonological Awareness Activity		If the Student ...	Then ...
Adding/ Deleting	Scaffold	<ul style="list-style-type: none"> • Has difficulty determining what is left when a part or phoneme is deleted • Has difficulty blending when a part or phoneme is added 	<ul style="list-style-type: none"> • Say the word, then explicitly identify each part or phoneme. Have the student repeat. • Use hand motions.
	Enrich	<ul style="list-style-type: none"> • Is successfully deleting a part or phoneme to the end of a word • Is successfully adding a part or phoneme to the end of a word 	<ul style="list-style-type: none"> • Have the student delete a part or phoneme at the beginning of a word. • Have the student add a part or phoneme to the beginning of a word.

