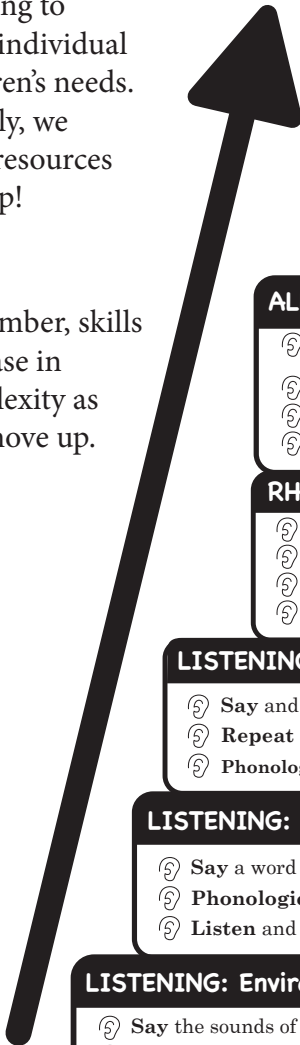




PHONOLOGICAL AWARENESS CONTINUUM OF COMPLEXITY

A SEEDS quality teacher considers how to scaffold learning to meet individual children's needs. Luckily, we have resources to help!

Remember, skills increase in complexity as you move up.



BALANCING LITERACY SKILLS

Phoneme blending supports independent reading. Segmenting phonemes helps children with independent writing.

PHONEME BLENDING AND SEGMENTING

- 🌀 Blend individual phonemes (sounds). Say the word: c/a/t
- 🌀 Listen to a word. Segment individual phonemes (sounds).

ONSET-RIME

- 🌀 Delete onset and substitute new rime (word family).
- 🌀 Say one syllable word and segment onset and rime: m/an, p/an, c/an.

ALLITERATION

- 🌀 Say or make up words that start with the same beginning sounds: delete beginning sound and substitute new beginning sound.
- 🌀 Point to pictures that have the same beginning sounds.
- 🌀 Match two words based on beginning sounds, (thumbs up, thumbs down).
- 🌀 Phonological Memory: Remember and repeat alliterative phrase, song, etc.

RHYME

- 🌀 Say or make up words that rhyme: delete end sound and substitute new end sound.
- 🌀 Point to pictures that sound the same at the end.
- 🌀 Match two words and discriminate ending sounds: you & shoe, (thumbs up, thumbs down).
- 🌀 Phonological Memory: Remember and repeat Nursery Rhyme, song, etc.

LISTENING: to syllable segment

- 🌀 Say and segment a word into parts.
- 🌀 Repeat and segment word into parts (clapping out, counting, etc.)
- 🌀 Phonological Memory: Remember and repeat the word with emphasis on syllables: ba/by

LISTENING: sentence segmentation

- 🌀 Say a word phrase and count words.
- 🌀 Phonological Memory: Remember and repeat a multiple word phrase.
- 🌀 Listen and focus attention on word separations.

LISTENING: Environmental Sounds

- 🌀 Say the sounds of objects in the environment.
- 🌀 Point to the objects that make sounds in the environment, (instrument, animal, object with sound).
- 🌀 Match sounds that are the same or different, (thumbs up, thumbs down).
- 🌀 Listen and focus attention to hear or locate a specific sound.

The Continua in the Continua tab will have space to write students' initials next to their current stage and find activities to support in the margin!

CHILD REFLECTION GUIDE

• What did you want the child to learn?	• How did you teach it?	• What was the child able to do?	• What learning stage (color) was the child?	• What will you do the next time you meet with the child?