

## *SEED – Phonological Awareness*

### SEED PROGRAM GUIDE FOR IMPLEMENTATION

Below is a master list of Phonological Awareness skills that will be taught throughout the Young Learning *SEED* Program.

The **bold** words are the skills, then the words in (parentheses) show where the skill can be found. You will need to print and use this as a checklist to follow in sequential order. This will ensure mastery of the Young Learning *SEED* Program has occurred.

- Parent Phonological Awareness Intro Video**
- Counting Words in a Sentence** (found in “Milestones for Early Literacy” document) - Use the suggestions listed in document to teach and evaluate understanding. If your child struggles with this skill, try jumping as you say each word in a sentence or passing a beanbag/ball. You say a sentence, then pass the ball to your child as you each say a word.
- Blending Syllables** (found in “Milestones for Early Literacy” document) - Use the suggestions listed on the document to teach and evaluate understanding. If your child struggles with this skill, begin with more familiar compound words (foot-ball).
- “Syllable Blending” Activity** (found in the Supplemental Activities Pack) - Complete pages 1 & 2 to reinforce blending syllables.
- Segmenting Syllables** (found in “Milestones for Early Literacy” document) - Use the suggestions listed in document to teach and evaluate understanding. An easy way to teach a child how to segment syllables is through singing songs. Sing “Happy Birthday” out loud. As you’re singing, touch your shoulder, elbow, and wrist for each syllable you sing. This is a great visual for syllable segmentation. You can also toss a beanbag to each other as you sing each syllable.
- Identifying Rhymes** (found in “Milestones for Early Literacy” document) - Use the suggestions listed in document to teach and evaluate understanding. Reading a rhyming book aloud (Dr. Seuss) is a great way to introduce rhymes to a young child.
- Activity “Rhyming Matches”** (found in the Supplemental Activities Pack) - Complete pages 3, 4, & 5.

- **Generating Rhymes** (found in the Milestones for Early Literacy document) - Use the suggestions listed on the document to teach and evaluate understanding.
- **Activity “Find My Rhyme”** (found in the Supplemental Activities pack) – Complete pages 6, 7, & 8 by placing a bingo chip, Cheerio, Lego, etc. onto the circle of the picture that rhymes.
- **Onset-Rime Blending** (found in “Milestones for Early Literacy” document) - Use the suggestions listed on the document to teach and evaluate understanding. Another game to play is “I Spy” but instead of saying the name of the object you spy, you’ll only say the onset slowly, then the rime.
- **Activity “Beginning Sounds”** (found in the S.A.P. = Supplemental Activities pack) – Complete pages 9, 10, & 11 to reinforce beginning sound awareness.
- **\*Phoneme Segmentation** (found in “Milestones for Early Literacy” document) - \*This skill is taught in our Phonological Awareness video lessons. You do not need to evaluate this skill until *after* your child has completed all video lessons.
- **Watch Video Lesson 1** (segmenting 2 sound words)  
Additional Practice: *After* Video Lesson 1 has been completed, the following words can be practiced by stretching out, then breaking down into individual sounds using tiles: **av, iz, osh, ut, ag, ub, id**
- **Activity “What’s the Sound?”** (S.A.P.) – Complete pages 12 & 13.
- **Watch Video Lesson 2** (segmenting C.V. and V.C. words)  
Additional Practice: *After* Video Lesson 2 has been completed, the following words can be practiced by stretching out, then breaking down into individual sounds using tiles: **mi, fo, shu, la, ki, pa, do**
- **Activity “Match or No Match”** (S.A.P.) – Complete pages 14 & 15.
- **Watch Video Lesson 3** (segmenting C.V. and V.C. words, then changing the beginning sound and blending back together)  
Additional Practice: *After* Video Lesson 3 has been completed, the following words can be practiced by stretching out, segmenting, then blending back together after an adult has changed a sound:  
  - ith** (change the i to a) **ath**
  - ma** (change the m to z) **za**
  - oj** (change the o to e) **ej**
  - ti** (change the t to p) **pi**
- **Activity “Sound Match”** (S.A.P.) – Complete pages 16 & 17.
- **Watch Video Lesson 4** (segmenting 3 sounds)  
Additional Practice: *After* Video Lesson 4 has been completed, the following words can be practiced by stretching out, then segmenting into sounds: **mov, shif, lim, shig, lop, pab, dap, thod**
- **Activity “Beginning Sound Search”** (S.A.P.) – Complete pages 18 & 19.
- **Watch Video Lesson 5** (segmenting 3 sounds, changing a sound, then deleting sounds)

Additional Practice: *After* Video Lesson 5 has been completed, the following words can be practiced by stretching out, segmenting, then blending back together new words after sounds have been manipulated by an adult;

**shav** (change the v to z) **shaz** (remove the z) **sha**  
**bav** (change the a to i) **biv** (remove the v) **bi**  
**loth** (change the l to s) **soth** (remove the s) **oth**  
**raj** (change the j to b) **rab** (remove the r) **ab**  
**cosh** (change the sh to v) **cov** (remove the c) **ov**  
**rid** (change the r to b) **bid** (remove the d) **bi**

- **Activity “Last Sound Tap”** (S.A.P.) – Complete pages 20 & 21.
- **Activity “Last Sound Match”** (S.A.P.) – Complete pages 22 & 23.
- **Watch Video Lesson 6** (blending sounds to make real and rhyming words)  
Additional Practice: *After* lesson 6 has been completed, the following words can be practiced by listening to each individual sound, then blending to identify the real word;
  1. letters within / / are to be said as sounds, then your child can blend to identify word
    - /i/ /ch/ = itch
    - /a/ /t/ = at
    - /a/ /z/ = az
    - /m/ /o/ /p/ = mop
    - /h/ /a/ /d/ = had
    - /w/ /i/ /th/ = with
    - /p/ /a/ /ch/ = patch
  2. give your child the following sounds for him/her to identify the real word, then have your child change the beginning sound to create rhyming words
- **Activity “3 Sound Blend and Tap”** (S.A.P.) – Complete pages 24 & 25.