PHONOLOGICAL AWARENESS

Waterford Early Learning™ Interactive Whiteboard Lessons are designed to give teachers quality tools to enhance classroom literacy instruction. Waterford’s pre-built lessons are easy for teachers to use immediately with little preparation. Ideal for whole-class or small-group instruction, these highly collaborative, interactive lessons put Waterford’s proven, award-winning strategies at teachers’ fingertips.

This Teacher Guide is designed to help teachers with lesson planning when they are away from the interactive whiteboard. With this guide, teachers have a comprehensive review of lessons including

• Images for every activity within a lesson
• Teacher Notes for every activity within a lesson

Teachers can view these lesson guides on a computer or print them.

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Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Rhyme 1 Introduction

Objective:
Identify and produce words that rhyme.

Age/Grade:
4–5/PreK–1st/ELL

Hardware Suggestions:
Microphone
Speakers

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Listen and identify words that rhyme in a nursery rhyme. Define rhyme as the ending part of words that sound the same.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Sing along and emphasize the words that rhyme (crown/down, fill/bill).
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Have your students write or draw pictures of rhyming words in the space provided.
6 RHYME ENDINGS page 4 of 4
What rhyming sound do these share?

Teacher Notes

Objective:
Identify the ending sound of the rhyming words.

Teaching Strategies:
Click each image to listen to the rhyming words. Discuss the shared /ice/ sound.

7 RHYMING SORT page 1 of 1
Drag the smaller pictures under their rhyming match.

Teacher Notes

Objective:
Sort pictures into correct rhyming sets.

Teaching Strategies:
Drag and place the smaller images under their rhyming match (hen/pen/ten, ice/rice/mice, cat/hat/rat). Click the pictures to listen to their names.

8 RHYME IDENTIFICATION page 1 of 2
Sing along with the nursery rhyme.

Teacher Notes

Objective:
Listen and identify words that rhyme in a nursery rhyme. Define rhyme as the ending part of words that sound the same.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Sing along and emphasize the words that rhyme (diddle/fiddle, moon/spoon).
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Have your students write or draw pictures of rhyming words in the space provided.
Teacher Notes

Objective:
Identify pictures that rhyme with diddle and moon.

Teaching Strategies:
Drag the correct pictures to the blanks to complete the rhymes (fiddle/spoon).
Click the pictures to listen to the words.
Use the Pen tool to write other rhyming words in the blanks.
After filling in the blanks, record your students singing the nursery rhyme.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Rhyme 2 Practice

Objective:
Identify and produce words that rhyme.

Age/Grade:
4–5/PreK–1st/ELL

Hardware Suggestions:
Microphone
Speakers

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Listen and identify words that rhyme in a nursery rhyme. Define rhyme as the ending part of words that sound the same.

**Play the Song Video:**
On the song window control bar, click **Play** to hear the song.
Sing along and emphasize the words that rhyme *(king/sing, snail/pail, quail/sail).*
Click **Mute** on the song window control bar to hear only your students singing along.
Click the **Sound Recorder** tool to record a sing-along version with your students.

**Teaching Strategies:**
Have your students write or draw pictures of rhyming words in the space provided.
Teacher Notes

Objective:
Produce a real word or nonword that rhymes with the target word.

Teaching Strategies:
Read the poem out loud with your class. Fill in the blank by drawing a picture or writing a real or silly word that rhymes with doc.
Uncover the hints for rhyming suggestions.
Use the Pen tool to write in the blank.
Use the Sound Recorder tool to record your class or individual students. Play the recordings to hear your silly rhymes.
Teacher Notes

Objective:
Identify the word that rhymes to answer the riddle.

Teaching Strategies:
Read the riddle to your class and discuss possible answers (moon).
Have your class guess the image behind the silhouette.
Use the Eraser tool to reveal the answer.

Teacher Notes

Objective:
Identify the word that rhymes to answer the riddle.

Teaching Strategies:
Read the riddle to your class and discuss possible answers (kittens).
Have your class guess the image behind the silhouette.
Use the Eraser tool to reveal the answer.

Teacher Notes

Objective:
Identify the word that rhymes to answer the riddle.

Teaching Strategies:
Read the riddle to your class and discuss possible answers (fish).
Have your class guess the image behind the silhouette.
Use the Eraser tool to reveal the answer.

Teacher Notes

Objective:
Identify the word that rhymes to answer the riddle.

Teaching Strategies:
Read the riddle to your class and discuss possible answers (bat).
Have your class guess the image behind the silhouette.
Use the Eraser tool to reveal the answer.
Teacher Notes

Objective:
Identify the word that rhymes to answer the riddle.

Teaching Strategies:
Read the riddle to your class and discuss possible answers (/ɔx/).
Have your class guess the image behind the silhouette.
Use the Eraser tool to reveal the answer.

Teacher Notes
Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Rhyme 3 Assessment

Objective:
Identify and produce words that rhyme.

Age/Grade:
4–5/PreK–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Phonological Awareness

2 MAIN MENU
Choose where you would like to begin.

Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

3 KARAOKE  page 1 of 5
Sing along with the nursery rhyme.

Teacher Notes
Objective:
Listen and identify words that rhyme in a nursery rhyme. Define rhyme as the ending part of words that sound the same.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Sing along and emphasize the words that rhyme (ox/fox, ax/sax, Rex/x).
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Have your students write or draw pictures of rhyming words in the space provided.

4 KARAOKE  page 2 of 5
Make up new verses to the song.

Teacher Notes
Objective:
Produce words (verses) that rhyme with the target image.

Teaching Strategies:
Have your class make up new verses that fit the rhyme (sitting in a chair/eating a pear).
Use the Pen tool to write the new verse or to draw a picture that rhymes with the image.
Use the Sound Recorder tool to record different versions of the rhyme.

5 KARAOKE  page 3 of 5
Make up new verses to the song.

Teacher Notes
Objective:
Produce words (verses) that rhyme with the target image.

Teaching Strategies:
Have your class make up new verses that fit the rhyme (dancing with a frog/taking a jog).
Use the Pen tool to write the new verse or to draw a picture that rhymes with the image.
Use the Sound Recorder tool to record different versions of the rhyme.
Teacher Notes

Objective:
Produce words (verses) that rhyme with the target image.

Teaching Strategies:
Have your class make up new verses that fit the rhyme
(wearing a hat/chasing a rat).
Use the Pen tool to write the new verse or to draw a picture that rhymes with the image.
Use the Sound Recorder tool to record different versions of the rhyme.

Teacher Notes

Objective:
Sort pictures into correct rhyming sets.

Teaching Objective:
Drag and place the smaller images under their rhyming match (snake/rake/cake, bug/mug/rug, pig/wig/twig).
Click the pictures to listen to their names.

Teacher Notes

Objective:
Produce words (verses) that rhyme with the target image.

Teaching Strategies:
Have your class make up new verses that fit the rhyme (under the light of the moon/in the afternoon).
Use the Pen tool to write the new verse or to draw a picture that rhymes with the image.
Use the Sound Recorder tool to record different versions of the rhyme.
9 ASSESSMENT  page 1 of 5
Vote for the small picture that rhymes with the large image.

Teacher Notes

Objective:
Assess rhyme knowledge by selecting the picture that rhymes with the target picture.

Teaching Strategies:
Say the name of each picture or click each picture to hear its name. Have your students vote for the small picture that rhymes with the large target picture.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

10 ASSESSMENT  page 2 of 5
Vote for the small picture that rhymes with the large image.

Teacher Notes

Objective:
Assess rhyme knowledge by selecting the picture that rhymes with the target picture.

Teaching Strategies:
Say the name of each picture or click each picture to hear its name. Have your students vote for the small picture that rhymes with the large target picture.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess rhyme knowledge by selecting the picture that rhymes with the target picture.

Teaching Strategies:
Say the name of each picture or click each picture to hear its name. Have your students vote for the small picture that rhymes with the large target picture.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class's voting results.
Vote for the small picture that rhymes with the large image.

**Teacher Notes**

**Objective:**
Assess rhyme knowledge by selecting the picture that rhymes with the target picture.

**Teaching Strategies:**
Say the name of each picture or click each picture to hear its name. Have your students vote for the small picture that rhymes with the large target picture.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**Teacher Notes**
Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Segment Syllables

Objective:
Segment words into word parts that contain a vowel sound.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

Objective:
Clap to the rhythm in the song to identify the syllables in each word.

Definitions:
Segment: break words into syllables
Syllables: small units of speech in words

Play the Song Video:
On the song window control bar, click Play to hear the song.

Click Mute on the song window control bar to hear only your students singing along.

Click the Sound Recorder tool to record a sing-along version with your students.

As this song originated in Kenya, it is repeated in Swahili.

Teaching Strategies:
Clap or use physical movements to feel the syllabic beats of words in a song. Students can clap, tap, hop, etc.
4 SEGMENT SYLLABLES PRACTICE  page 1 of 1
Count the number of syllables you hear in each animal name.

Teacher Notes
Objective:
Identify how many syllables are in each animal name.
Teaching Strategies:
Click each image and listen to the animal name. Hold up a finger for each syllable in the name.
- Butterfly: 3
- Alligator: 4
- Elephant: 3
- Zebra: 2
- Lion: 2

5 NAME GAME  page 1 of 3
Click a dot for each syllable you hear in this name.

Teacher Notes
Objective:
Identify how many syllables are in each animal name.
Teaching Strategies:
Click each image and listen to the animal name. Hold up a finger for each syllable in the name.
- Butterfly: 3
- Alligator: 4
- Elephant: 3
- Zebra: 2
- Lion: 2

6 NAME GAME  page 2 of 3
Click a dot for each syllable you hear in this name.

Teacher Notes
Objective:
Identify how many syllables are in a name.
Teaching Strategies:
Read the displayed name. In the bar below the picture, click a dot for each syllable in the name.
- Tenisha: 3
Dots can be turned off by clicking them a second time.

7 NAME GAME  page 3 of 3
Click a dot for each syllable you hear in the names of the students in your class.

Teacher Notes
Objective:
Identify how many syllables are in a name.
Teaching Strategies:
Write the names of several students on the board one at a time. In the bar at the bottom of the screen, have the student click a dot for each syllable in his/her name.
- Pedro: 2
Dots can be turned off by clicking them a second time.
8 SYLLABLE SURPRISE  page 1 of 1
Drag a picture from the chest. Click a dot for each syllable you hear in the picture name.

Teacher Notes

Objective:
Identify how many syllables are in the names of pictures.

Teaching Strategies:
Have students drag a picture from the chest. Click the picture to hear its name. Click a dot for each syllable you hear in the picture name.
Have the class clap the syllables in the picture name for reinforcement.
Bicycle: 3
Apple: 2
Book: 1
Computer: 3
Watermelon: 4
Dots can be turned off by clicking them a second time.

9 ASSESSMENT  page 1 of 5
Listen to the picture’s name and vote for the bar with the correct number of syllables.

Teacher Notes

Objective:
Assess segmenting syllable knowledge by identifying the bar that shows the number of syllables in the displayed picture.

Teaching Strategies:
Say the name of the picture or click the picture to hear its name. Have your students vote for the bar that shows the correct number of syllables.
Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

**Objective:**
Assess segmenting syllable knowledge by identifying the bar that shows the number of syllables in the displayed picture.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name. Have your students vote for the bar that shows the correct number of syllables.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Listen to the picture’s name and vote for the bar with the correct number of syllables.

**Teacher Notes**

**Objective:**
Assess segmenting syllable knowledge by identifying the bar that shows the number of syllables in the displayed picture.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name. Have your students vote for the bar that shows the correct number of syllables.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**Teacher Notes**

**Objective:**
Assess segmenting syllable knowledge by identifying the bar that shows the number of syllables in the displayed picture.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name. Have your students vote for the bar that shows the correct number of syllables.

**Correct Answer:** C

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**Teacher Notes**

Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Blend Onset–Rime

Objective:
Blend the onset, the initial consonant sound(s) of a syllable, with the rime, the end part of the word that contains the vowel and all that follows (b–ag, sw–im).

Age/Grade:
4–5/PreK–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

3 BLEND ONSET–RIME
INTRODUCTION

Teacher Notes

Objective:
Listen to the one-syllable words and identify the beginning sound (onset) and the ending part (rime). For example, c-ake (onset–rime).

Definitions:
Onset: the beginning sound of a word
Rime: the ending part of a one-syllable word

Play the Song Video:
On the song window control bar, click Play to hear the song.

Click Mute on the song window control bar to hear only your students singing along.

Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Have your students write or draw pictures of one-syllable words from the nursery rhyme. Draw a line between the onset and rime of each word.
4 BLEND ONSET–RIME INSTRUCTION  page 1 of 1

Blend onsets and rimes to make words and uncover the hidden pictures.

Teacher Notes

Objective:
Understand how to blend onset and rime to make a word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds.
Discuss how you create words when you blend onset and rime sounds.
Drag each rime slider to its onset sound to uncover the hidden picture.
Click the pictures to hear the blended words.

5 BLEND ONSET–RIME PRACTICE  page 1 of 3

Choose an onset sound to make a new word. Drag the slider to check your answer.

Teacher Notes

Objective:
Understand that blending a new onset sound with the same rime sound makes a new word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds.
Have a student click one of the onset sounds to make a new word.
Drag the slider to the left or right to reveal the hidden answer.
Click the picture to hear the blended onset and rime word.
**Teacher Notes**

**Objective:**
Understand that blending a new onset sound with the same rime sound makes a new word.

**Teaching Strategies:**
Click the letters to hear the onset and rime sounds. Have a student click one of the onset sounds to make a new word. Drag the slider to the left or right to reveal the hidden answer. Click the picture to hear the blended onset and rime word.
Teacher Notes

Objective:
Understand that blending a new onset sound with the same rime sound makes a new word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds.
Have a student click one of the onset sounds to make a new word.
Drag the slider to the left or right to reveal the hidden answer.
Click the picture to hear the blended onset and rime word.
Teacher Notes

Objective:
Understand that blending a new onset sound with the same rime sound makes a new word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Have a student click one of the onset sounds to make a new word. Drag the slider to the left or right to reveal the hidden answer. Click the picture to hear the blended onset and rime word.

Teacher Notes

Objective:
Understand that blending a new onset sound with the same rime sound makes a new word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Have a student click one of the onset sounds to make a new word. Drag the slider to the left or right to reveal the hidden answer. Click the picture to hear the blended onset and rime word.
Choose an onset sound to make a new word. Drag the slider to check your answer.

Teacher Notes

Objective:
Understand that blending a new onset sound with the same rime sound makes a new word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Have a student click one of the onset sounds to make a new word. Drag the slider to the left or right to reveal the hidden answer. Click the picture to hear the blended onset and rime word.
14 BLEND ONSET–RIME SORT page 1 of 1
Drag the pictures under the correct blended words.

Teacher Notes

Objective:
Listen to onset–rimes. Blend the sounds together to form words. Match the pictures to the words.

Teaching Strategies:
Click the onsets and rimes to listen to their sounds.
Click the pictures to listen to their names.
Drag the pictures under the correct onset–rimes.

15 ASSESSMENT page 1 of 5
Vote for the picture that matches the blended word.

Teacher Notes

Objective:
Assess blending onset–rime knowledge by selecting the picture that matches the target onset–rime word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Say the name of each picture or click each picture to hear its name. Have your students vote for the picture that matches the blended onset and rime sound.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class's voting results.
16 ASSESSMENT  page 2 of 5
Vote for the picture that matches the blended word.

Teacher Notes

Objective:
Assess blending onset–rime knowledge by selecting the picture that matches the target onset–rime word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Say the name of each picture or click each picture to hear its name. Have your students vote for the picture that matches the blended onset and rime sound.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class's voting results.

17 ASSESSMENT  page 3 of 5
Vote for the picture that matches the blended word.

Teacher Notes

Objective:
Assess blending onset–rime knowledge by selecting the picture that matches the target onset–rime word.

Teaching Strategies:
Click the letters to hear the onset and rime sounds. Say the name of each picture or click each picture to hear its name. Have your students vote for the picture that matches the blended onset and rime sound.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class's voting results.
Teacher Notes

**Objective:**
Assess blending onset–rime knowledge by selecting the picture that matches the target onset–rime word.

**Teaching Strategies:**
Click the letters to hear the onset and rime sounds. Say the name of each picture or click each picture to hear its name. Have your students vote for the picture that matches the blended onset and rime sound.

**Correct Answer:** A

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**Teacher Notes**

**Objective:**
Assess blending onset–rime knowledge by selecting the picture that matches the target onset–rime word.

**Teaching Strategies:**
Click the letters to hear the onset and rime sounds. Say the name of each picture or click each picture to hear its name. Have your students vote for the picture that matches the blended onset and rime sound.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**The End**

**Teacher Notes**
Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Initial Sound

Objective:
Isolate, identify, and delete the initial phoneme (sound) in words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

3 INITIAL SOUND INTRODUCTION
Sing along with the nursery rhyme.

Teacher Notes
Objective: Listen to the words in the song. Identify the initial sounds in the words.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Repeat the words of the song with your students emphasizing the initial sound of each word.

4 NAME THE INITIAL SOUND
Click the letters to hear their sounds. Drag the sliders to emphasize the first sound.

Teacher Notes
Objective: Isolate the initial sound in a word.

Teaching Strategies:
Click the two parts of each word to hear the sounds. Say and hold the initial sound as you drag the slider to the right. Ask the students what sound they hear at the beginning of each word.
It is important to focus on articulation. The students should exaggerate the initial sound and think about how their mouths, tongues, and lips feel.

5 NAME THE INITIAL SOUND
Click the letters to hear their sounds. Drag the sliders to emphasize the first sound.

Teacher Notes
Objective: Isolate the initial sound in a word.

Teaching Strategies:
Click the two parts of each word to hear the sounds. Say and hold the initial sound as you drag the slider to the right. Ask the students what sound they hear at the beginning of each word.
It is important to focus on articulation. The students should exaggerate the initial sound and think about how their mouths, tongues, and lips feel.
**Teacher Notes**

**Objective:**
Sort pictures with the same initial sound.

**Teaching Strategies:**
Click each letter and listen to its sound.
Click each picture and listen to its name. Drag and place the pictures under their correct initial sound *(m/moon/mug, r/rat/rock, b/ball/bed)*.

---

**Teacher Notes**

**Objective:**
Delete the initial sound of a word to create a new word.

**Teaching Strategies:**
Read the question next to the silhouette. Have your students say the target word out loud and decide what new word is left when they remove the initial sound.
Use the silhouette as a clue. Click the silhouette up to five times to gradually reveal the hidden picture of the new word *(fox/ox, mice/ice)*.

---

**Teacher Notes**

**Objective:**
Identify different words with the same initial sound.

**Teaching Strategies:**
Drag the slider left or right to select a target letter.
Click the selected target letter to hear its sound.
Have your students generate and list as many words as they can that begin with the target letter sound.
For a challenge, race the timer by writing as many words as you can with the same initial sound in the allotted time (approximately two minutes).

---

**Teacher Notes**

**Objective:**
Delete the initial sound of a word to create a new word.

**Teaching Strategies:**
Read the question next to the silhouette. Have your students say the target word out loud and decide what new word is left when they remove the initial sound.
Use the silhouette as a clue. Click the silhouette up to five times to gradually reveal the hidden picture of the new word *(fox/ox, mice/ice)*.
Use the space provided to generate more words that create new words when their initial sounds are removed.
**Teacher Notes**

**Objective:**
Assess understanding of initial sound isolation by isolating the initial sound of a picture name.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name.
Say the sound of each answer or click each answer to hear its sound.
Have your students vote for the answer with the same initial sound as the picture.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class's voting results.

---

**Teacher Notes**

**Objective:**
Assess understanding of initial sound identification by identifying the initial sound of a picture name.

**Teaching Strategies:**
Say the sound of the target letter or click the target letter to hear its sound.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture with the same initial sound as the target letter.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class's voting results.
Teacher Notes

Objective:
Assess understanding of initial sound isolation by isolating the initial sound of a picture name.

Teaching Strategies:
Say the name of the picture or click the picture to hear its name.
Say the sound of each answer or click each answer to hear its sound.
Have your students vote for the answer with the same initial sound as the picture.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess understanding of initial sound identification by identifying the initial sound of a picture name.

Teaching Strategies:
Say the sound of the target letter or click the target letter to hear its sound.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture with the same initial sound as the target letter.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess understanding of initial sound deletion by identifying what word is created after removing the initial sound of a word.

Teaching Strategies:
Say the name of the target word or click the target word to hear it read.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture name that is created after removing the initial sound from the target word.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes
Waterford ActivLesson®—Phonological Awareness: Final Sound

Objective:
Isolate, identify, and delete the final phoneme (sound) in words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Phonological Awareness

2 MAIN MENU
Choose where you would like to begin.

3 FINAL SOUND INTRODUCTION
Sing along with the nursery rhyme.

4 NAME THE FINAL SOUND
Click the letters to hear their sounds. Drag the sliders to emphasize the last sound.

Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

Teacher Notes
Objective:
Isolate the final sound in a word.

Teaching Strategies:
Click the two parts of each word to hear the sounds. Say and hold the final sound as you drag the slider to the left. Ask the students what sound they hear at the end of each word.

It is important to focus on articulation. The students should exaggerate the final sound and think about how their mouths, tongues, and lips feel.

Teacher Notes
Objective:
Listen to the words in the song. Identify the final sounds in the words.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Repeat the words of the song with your students emphasizing the final sound of each word.

Teacher Notes
Objective:
Isolate the final sound in a word.

Teaching Strategies:
Click the two parts of each word to hear the sounds. Say and hold the final sound as you drag the slider to the left. Ask the students what sound they hear at the end of each word.

It is important to focus on articulation. The students should exaggerate the final sound and think about how their mouths, tongues, and lips feel.
Teacher Notes

6 FINAL SOUND SORT  page 1 of 1
Drag the pictures under their correct last sound.

Teacher Notes

Objective:
Sort pictures with the same final sound.

Teaching Strategies:
Click each letter and listen to its sound.
Click each picture and listen to its name. Drag and place the pictures under their correct final sound (n/fan/pin, t/boat/cat, k/clock/snake).

7 WORD RACE  page 1 of 1
Select a letter. Write as many words as you can with the same last sound.

Teacher Notes

Objective:
Identify different words with the same final sound.

Teaching Strategies:
Drag the slider left or right to select a target letter. Click the selected target letter to hear its sound.
Have your students generate and list as many words as they can that end with the target letter sound.
For a challenge, race the timer by writing as many words as you can with the same final sound in the allotted time (approximately two minutes).

8 MISSING SOUND MYSTERY  page 1 of 2
Remove the last sound of a word to create a new word.

Teacher Notes

Objective:
Delete the final sound of a word to create a new word.

Teaching Strategies:
Read the question next to the silhouette. Have your students say the target word out loud and decide what new word is left when they remove the final sound.
Use the silhouette as a clue. Click the silhouette up to five times to gradually reveal the hidden picture of the new word (tooth/two, beach/bee).

9 MISSING SOUND MYSTERY  page 2 of 2
Remove the last sound of a word to create a new word.

Teacher Notes

Objective:
Delete the final sound of a word to create a new word.

Teaching Strategies:
Read the question next to the silhouette. Have your students say the target word out loud and decide what new word is left when they remove the final sound.
Use the silhouette as a clue. Click the silhouette up to five times to gradually reveal the hidden picture of the new word (tooth/two, beach/bee).
Use the space provided to generate more words that create new words when their final sounds are removed.
**Teacher Notes**

**Objective:**
Assess understanding of final sound isolation by isolating the final sound of a picture name.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name.
Say the sound of each answer or click each answer to hear its sound.
Have your students vote for the answer with the same final sound as the picture.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class’s voting results.

**Teacher Notes**

**Objective:**
Assess understanding of final sound identification by identifying the final sound of a picture name.

**Teaching Strategies:**
Say the sound of the target letter or click the target letter to hear its sound.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture with the same final sound as the target letter.

*Correct Answer: B*

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Teacher Notes

**Objective:**
Assess understanding of final sound isolation by isolating the final sound of a picture name.

**Teaching Strategies:**
Say the name of the picture or click the picture to hear its name.
Say the sound of each answer or click each answer to hear its sound.
Have your students vote for the answer with the same final sound as the picture.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class's voting results.

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Teacher Notes

**Objective:**
Assess understanding of final sound identification by identifying the final sound of a picture name.

**Teaching Strategies:**
Say the sound of the target letter or click the target letter to hear its sound.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture with the same final sound as the target letter.

*Correct Answer: B*

**Voting Results:**
A voting results window automatically displays your class's voting results.
Teacher Notes

Objective:
Assess understanding of final sound deletion by identifying what word is created after removing the final sound of a word.

Teaching Strategies:
Say the name of the target word or click the target word to hear it read.
Say the name of each picture or click each picture to hear its name.
Have your students vote for the picture name that is created after removing the final sound from the target word.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
1 BLEND INDIVIDUAL SOUNDS: INTRODUCTION

Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Blend Individual Sounds: Introduction

Objective:
Isolate and blend individual phonemes (sounds) to form words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Listen to a word and isolate the two phonemes in the word.

Teaching Strategies:
1) Click the picture to hear the word (bee, tie, shoe).
2) Drag the HINT slider to uncover the speakers.
3) Click the speakers to hear the phonemes (/b/ long e, /t/ long i, /sh/ /oo/).

Teacher Notes

Objective:
Isolate and blend individual phonemes to form words.

Teaching Strategies:
1) Have your students click the speakers from left to right to hear the individual sounds in the word.
2) Click the picture to hear the word.
3) Click the sentence to hear the word used in context.
6 SOUND ISOLATION  page 2 of 2
Listen to the picture names. Identify the two sounds in each word.

Teacher Notes

Objective:
Listen to a word and isolate the two phonemes in the word.

Teaching Strategies:
1) Click the picture to hear the word (toe, day, pie).
2) Drag the HINT slider to uncover the speakers.
3) Click the speakers to hear the phonemes (/t/ long o, /d/ long a, /p/ long i).

7 PRACTICE  page 1 of 2
Click the speakers to hear the sounds. Blend the sounds to form words.

Teacher Notes

Objective:
Blend individual phonemes to form words.

Teaching Strategies:
1) Click the speakers from left to right to hear the phonemes.
2) Blend the phonemes to form a word (oak, two, bow).
3) Click the question mark to reveal the picture.
4) Click the picture to hear the word.

8 PRACTICE  page 2 of 2
Click the speakers to hear the sounds. Blend the sounds to form words.

Teacher Notes

Objective:
Blend individual phonemes to form words.

Teaching Strategies:
1) Click the speakers from left to right to hear the phonemes.
2) Blend the phonemes to form a word (oak, two, bow).
3) Click the question mark to reveal the picture.
4) Click the picture to hear the word.
**Teacher Notes**

**Objective:**
Blend individual phonemes to form words.

**Teaching Strategies:**
1) Click the speakers from left to right to hear the phonemes.
2) Practice blending the phonemes to form a word (*hay*).
3) Write the blended word in the space provided.
4) Invite your students to use the Eraser tool to reveal the picture.
5) Invite your students to think of sentences using the word. Write the sentences in the space provided.
**Teacher Notes**

**Objective:**
Blend individual phonemes using letters to form words.

**Teaching Strategies:**
1) Click the letters from left to right to hear their phonemes.
2) Click the arrows to bring the letters closer together.
3) Practice blending the phonemes by saying them closer together.
4) When the letters meet, click them to hear the blended phonemes as a word.
13 BLEND SOUNDS  page 3 of 4
Click the letters to hear their sounds. Click the arrows to blend the sounds into a word.

Teacher Notes
Objective:
Blend individual phonemes using letters to form words.

Teaching Strategies:
1) Click the letters from left to right to hear their phonemes.
2) Click the arrows to bring the letters closer together.
3) Practice blending the phonemes by saying them closer together.
4) When the letters meet, click them to hear the blended phonemes as a word.

14 BLEND SOUNDS  page 4 of 4
Click the letters to hear their sounds. Click the arrows to blend the sounds into a word.

Teacher Notes
Objective:
Blend individual phonemes using letters to form words.

Teaching Strategies:
1) Click the letters from left to right to hear their phonemes.
2) Click the arrows to bring the letters closer together.
3) Practice blending the phonemes by saying them closer together.
4) When the letters meet, click them to hear the blended phonemes as a word.

15 THE END

Teacher Notes
Click the flipchart to return to the beginning of the lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Blend Individual Sounds: Assessment

Objective:
Isolate and blend individual phonemes (sounds) to form words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Listen to the words in the song. Identify the sounds that blend to create words.

**Play the Song Video:**
On the song window control bar, click Play to hear the song.

Click Mute on the song window control bar to hear only your students singing along.

Click the Sound Recorder tool to record a sing-along version with your students.

**Teaching Strategies:**
Repeat the words of the song with your students, emphasizing the two-phoneme word (ill).
**Teacher Notes**

**Objective:**
Blend two individual phonemes to form a word. Add initial phonemes to form new words.

**Teaching Strategies:**
1) Click the speakers from left to right to hear the individual phonemes.
2) Blend the phonemes to form a word (*cat*).
3) Click the arrows to add an initial phoneme to form a new word.
4) Blend the three phonemes to form a new word (*seat, meat, feet, beet*).
5) Click the picture to hear the new word.
7 Practice page 1 of 1
Blend the sounds to form a word. Use the word in a sentence.

Teacher Notes
Objective:
Blend individual phonemes to form words.

Teaching Strategies:
1) Click the speakers from left to right to hear the phonemes.
2) Blend the phonemes to form a word (rain, teeth).
3) Click the picture to hear the word.
4) On the line provided, write a sentence using the word.

8 Extended Practice page 1 of 3
Blend the sounds to form a word. Remove the first sound to form a new word.

Teacher Notes
Objective:
Blend individual phonemes to form words. Remove initial phonemes to form new words.

Teaching Strategies:
1) Click the speakers from left to right to hear the individual phonemes.
2) Blend the phonemes to form a word (mitt, cup).
3) Click the picture to hear the word.
4) Drag the slider down to remove the initial phoneme and picture.
5) Click the remaining speakers from left to right to hear the individual phonemes again.
6) Blend the phonemes to form a new word (it, up).
7) On the line provided, write a sentence using the new word.
Teacher Notes

Objective:
Blend individual phonemes to form words. Remove initial phonemes to form new words.

Teaching Strategies:
1) Click the speakers from left to right to hear the individual phonemes.
2) Blend the phonemes to form a word (gate, shape).
3) Click the picture to hear the word.
4) Drag the slider down to remove the initial phoneme and picture.
5) Click the remaining speakers from left to right to hear the individual phonemes again.
6) Blend the phonemes to form a new word (ate, ape).
7) On the line provided, write a sentence using the new word.

Teacher Notes

Objective:
Blend individual phonemes to form words. Remove initial phonemes to form new words.

Teaching Strategies:
1) Click the speakers from left to right to hear the individual phonemes.
2) Blend the phonemes to form a word (hat, phone).
3) Click the picture to hear the word.
4) Drag the slider down to remove the initial phoneme and picture.
5) Click the remaining speakers from left to right to hear the individual phonemes again.
6) Blend the phonemes to form a new word (at, own).
7) On the line provided, write a sentence using the new word.
11 BLEND SOUNDS  page 1 of 2
Click the letters to hear their sounds. Click the arrows to blend the sounds into a word.

Teacher Notes
Objective:
Blend individual phonemes using letters to form words.

Teaching Strategies:
1) Click the letters from left to right to hear their phonemes.
2) Click the arrows to bring the letters closer together.
3) Practice blending the phonemes by saying them closer together.
4) When the letters meet, click them to hear the blended phonemes as a word.

12 BLEND SOUNDS  page 2 of 2
Click the letters to hear their sounds. Click the arrows to blend the sounds into a word.

Teacher Notes
Objective:
Blend individual phonemes using letters to form words.

Teaching Strategies:
1) Click the letters from left to right to hear their phonemes.
2) Click the arrows to bring the letters closer together.
3) Practice blending the phonemes by saying them closer together.
4) When the letters meet, click them to hear the blended phonemes as a word.

13 ASSESSMENT  page 1 of 5
Blend the sounds to form a word. Vote for the picture of that word.

Teacher Notes
Objective:
Assess understanding of blending individual phonemes by identifying a word from blended sounds.

Teaching Strategies:
1. Click the speakers from left to right to hear the individual phonemes.
2. Have your students quietly blend the phonemes to form a word.
3. Say the name of each picture or click each picture to hear its name.
4. Have your students vote for the picture of the blended word.
Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess understanding of blending individual phonemes by identifying a word from blended sounds.

Teaching Strategies:
1. Click the speakers from left to right to hear the individual phonemes.
2. Have your students quietly blend the phonemes to form a word.
3. Say the name of each picture or click each picture to hear its name.
4. Have your students vote for the picture of the blended word.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess understanding of blending individual phonemes by identifying a word from blended sounds.

Teaching Strategies:
1. Click the letters from left to right to hear their individual phonemes.
2. Have your students quietly blend the phonemes to form a word.
3. Say the name of each picture or click each picture to hear its name.
4. Have your students vote for the picture of the blended word.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess understanding of blending individual phonemes by identifying a word from blended sounds.

Teaching Strategies:
1. Click the letters from left to right to hear their individual phonemes.
2. Have your students quietly blend the phonemes to form a word.
3. Say the name of each picture or click each picture to hear its name.
4. Have your students vote for the picture of the blended word.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

Click the flipchart to return to the beginning of the lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Segment Individual Sounds: Introduction

Objective:
Segment and identify the first, last, and medial phoneme (sound) in words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**
Click a numbered heading to go directly to that section of the lesson.

**3 INTRODUCTION page 1 of 3**
Sing along with the nursery rhyme.

**Teacher Notes**

**Objective:**
Listen to the words in the song. Identify the individual phonemes in the words.

**Play the Song Video:**
On the song window control bar, click **Play** to hear the song.
Click **Mute** on the song window control bar to hear only your students singing along.
Click the **Sound Recorder** tool to record a sing-along version with your students.

**Teaching Strategies:**
Repeat the words of the song with your students emphasizing the phonemes in the word **pig** (/p/ ... /i/ ... /g/).

---

**4 INTRODUCTION page 2 of 3**
Click the speaker to hear the word. Click the arrows to separate the sounds in the word.

**Teacher Notes**

**Objective:**
Listen to and identify individual phonemes in a word.

**Teaching Strategies:**
1) Click the speaker to hear the word (**pig**).
2) Click the arrows to segment (move apart) the individual phonemes in the word (/p/ ... /i/ ... /g/).
3) Practice saying the individual phonemes farther and farther apart.

---

**5 INTRODUCTION page 3 of 3**
Click the speaker to hear the word. Click the arrows to separate the sounds in the word.

**Teacher Notes**

**Objective:**
Listen to and identify individual phonemes in a word.

**Teaching Strategies:**
1) Click the speaker to hear the word (**home**).
2) Click the arrows to segment (move apart) the individual phonemes in the word (/h/ ... long o ... /m/).
3) Practice saying the individual phonemes farther and farther apart.
Click the letter to hear its sound. Find a picture that has the same letter sound.

---

### Phonological Awareness

#### Segment Individual Sounds: Introduction

- **Objective:** Listen to and identify individual phonemes in a word using text.

- **Teaching Strategies:**
  - Click the word to hear it read.
  - Click the arrows several times to segment (move apart) the individual letters in the word using text.
  - Practice saying the individual phonemes farther and farther apart.

- **Game Play Options:**

---

### Teacher Notes

- **Objective:** Listen to and identify a targeted sound in a picture name.

- **Teaching Strategies:**
  - Click or have a student click a letter to hear its sound.
  - Have a student try to uncover a picture that has the same letter sound. Letter sounds are limited to the sounds found in the words below.

- **Row 1:** (bat, mug, pin)
- **Row 2:** (jet, wig, top)
- **Row 3:** (kiss, fox, net)

- **Click the picture and listen to its name.**
- **Decide if that picture has the target letter sound.**
- **Identify if the sound is at the beginning, middle, or end of the word.**
- **If the picture does not have the target letter sound, cover the picture with the slider.**
- **Identify if the picture has the target letter sound, leave it uncovered.**

- **Game Play Options:**
  - **Option A**
    - Allow each student two tries to uncover a picture with the correct target sound. As more pictures are revealed and covered up, your students will begin to remember where certain pictures are. Play until every student has had a turn or until all of the pictures are uncovered.
  - **Option B**
    - Split into teams. Give a point for each correct picture revealed. Cover the pictures after each turn so that they all stay in play for the entire game. Pictures can be used as many times as possible with new letters.

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### INSTRUCTION

- **Objective:** Click the word to hear it read. Click the arrows to separate the letter sounds in the word.

- **Teaching Strategies:**
  - Click the picture and listen to its name.
  - Decide if that picture has the target letter sound.
  - Identify if the sound is at the beginning, middle, or end of the word.
  - If the picture does not have the target letter sound, cover the picture with the slider.
  - Identify if the picture has the target letter sound, leave it uncovered.

---

### Option B

- **Split into teams.** Give a point for each correct picture revealed. Cover the pictures after each turn so that they all stay in play for the entire game. Pictures can be used as many times as possible with new letters.

- **For example:** /p/ is a winning picture for the letters sounds /p/, /f/, and /t/. The team that reaches 10 points first wins!
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (bed, /b/ /e/ /d/; pen, /p/ /e/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.

Teacher Notes
Objective:
Identify individual phonemes in words.

Teaching Strategies:
Click the picture to hear its name.
Identify the individual phonemes in the word (nut, /n/ /u/ /t/; fan, /f/ /a/ /n/).
Drag the HINT slider to see the letters in the word.
Click the letters to hear the individual phonemes.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Segment Individual Sounds: Assessment

Objective:
Segment and identify the first, last, and medial phoneme (sound) in words.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Listen to the words in the song. Identify the individual phonemes and their order in words.

Play the Song Video:
On the song window control bar, click Play to hear the song.
Click Mute on the song window control bar to hear only your students singing along.
Click the Sound Recorder tool to record a sing-along version with your students.

Teaching Strategies:
Repeat the words of the song with your students emphasizing the phonemes in the words.

Teacher Notes

Objective:
Isolate an individual phoneme in a word and identify its position in the word.

Teaching Strategies:
1) Have your students click the picture to hear the word fish.
2) Have your students say the word out loud, focusing on the individual phonemes (/f/ /i/ /sh/).
3) Click the target letter to hear its sound (/i/).
4) Discuss how all words are made up of phonemes in a specific order.
5) Identify where the target letter sound is heard in the word (middle).
Click the picture and target letter. Choose where you hear the target letter in the word.

**Teacher Notes**

**Objective:**
Isolate an individual phoneme in a word and identify its position in the word.

**Teaching Strategies:**
1) Have your students click the picture to hear the word *ten*.
2) Have your students say the word out loud, focusing on the individual phonemes (/t/ .../e/ .../n/).
3) Click the target letter to hear its sound (/n/).
4) Discuss how all words are made up of phonemes in a specific order.
5) Identify where the target letter sound is heard in the word (*last*).

**Game Play Options:**

**Option A**
Have one student or team say a letter sound and the position it is found in a word and have another student or team find the corresponding picture. If a student or team answers correctly, they get a point. If not, another student or team gets to try. The first student or team to 10 points wins!

Use the *Pen* tool to mark each picture that has been used correctly. After it is marked, it can no longer be used.

After a correct picture is chosen, have your student write the word under the correct picture.
Option B
Play the game like “Around the World.” One student stands up next to the desk of another student. The teacher gives the target sound and position. The first student (of the two) to answer correctly gets to continue to the next student’s desk. This is repeated until every student has had at least one try.

Teacher Notes

Objective:
Isolate individual phonemes in a word and place them in the correct order to form the word.

Teaching Strategies:
1) Have your students click the picture to hear the word ship.
2) Have your students say the word out loud, focusing on the individual phonemes (/sh/ . . ./i/ . . ./p/).
3) Discuss how all words are made up of individual phonemes in a specific order.
4) Write the individual letter sounds in the correct order in the spaces provided or drag the HINT slider to see the individual letter sounds that make up the word and place them in the correct order.
Teacher Notes
Objective:
Isolate individual phonemes in a word and place them in the correct order to form the word.

Teaching Strategies:
1) Have your students click the picture to hear the word belt.
2) Have your students say the word out loud, focusing on the individual phonemes (/b/ /e/ /l/ /t/).
3) Discuss how all words are made up of individual phonemes in a specific order.
4) Write the individual letter sounds in the correct order in the spaces provided or drag the HINT slider to see the individual letter sounds that make up the word and place them in the correct order.
Teacher Notes

Objective:
Assess understanding of segmenting individual phonemes by identifying a missing phoneme in a word.

Teaching Strategies:
Click the picture to hear its name.
Click the letters in the written word left to right to hear the phonemes. *(Note: One letter is missing in the word.)*
Click the speakers to hear the letter sound choices.
Have your students vote for the letter sound that is missing from the written word.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess understanding of segmenting individual phonemes by identifying the correct segmented word that matches a picture name.

Teaching Strategies:
Click the picture to hear its name.
Click the letters from left to right to hear the letter sounds that make up the word.
Have your students vote for the correct segmented word that matches the picture name.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess understanding of segmenting individual phonemes by identifying the correct segmented word that matches a picture name.

Teaching Strategies:
Click the picture to hear its name.
Click the letters from left to right to hear the letter sounds that make up the word.
Have your students vote for the correct segmented word that matches the picture name.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Objective: Assess understanding of segmenting individual phonemes by identifying the correct segmented phonemes that match a picture name.

Teaching Strategies: Click the picture to hear its name. Click the speakers from left to right to hear the individual phonemes that make up the word. Have your students vote for the correct segmented phonemes that match the picture name.

Correct Answer: B

Voting Results: A voting results window automatically displays your class's voting results.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Sound Substitution

Objective:
Manipulate the position of one phoneme with another to make a new word.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Listen to the words in the song. Identify the initial phonemes in the words.

Play the Song Video:
On the song window control bar, click Play to hear the song.

Click Mute on the song window control bar to hear only your students singing along.

Click the Sound Recorder tool to record a sing-along version with your students.

As this song originated in the Philippines, it is repeated in Tagalog.

Teaching Strategies:
Repeat the words of the song with your students emphasizing the initial phoneme of the word (fun).
Click the arrows to change the first sound. Listen to and say the new word.

**Teacher Notes**

**Objective:**
Manipulate the initial phoneme in a word to make new words.

**Teaching Strategies:**
1. Click the arrows to change the initial phoneme.
2. Click the letters left to right starting with the new first letter to hear their phonemes.
3. Listen to and say the new word.
4. Click the pictures to hear their names.
5. Drag the picture that matches the new word over the question mark. If a picture is already there, remove it before placing the new picture.
6. Repeat steps 1–5 for each new word.

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Click the arrows to change the first sound. Listen to and say the new word.

**Teacher Notes**

**Objective:**
Manipulate the final phoneme(s) in a word to make new words.

**Teaching Strategies:**
1. Click the arrows to change the final phoneme(s).
2. Click the letters left to right starting with the new first letter to hear their phonemes.
3. Listen to and say the new word.
4. Click the pictures to hear their names.
5. Drag the picture that matches the new word over the question mark. If a picture is already there, remove it before placing the new picture.
6. Repeat steps 1–5 for each new word.
7 Practice  page 1 of 2
Click the arrows to change the first and last sounds to form new words.

Teacher Notes

Objective:
Manipulate the initial and final phonemes of a word to make new words.

Teaching Strategies:
1. Click the arrows to change the initial and/or final phonemes.
2. Click all letters left to right to hear their phonemes.
3. Listen to and say the new word. (Some words may be nonwords.)
4. Use the space provided to write the new words.
5. Repeat steps 1–4 for each new word.

8 Practice  page 2 of 2
Click the arrows to change the first and last sounds to form new words.

Teacher Notes

Objective:
Manipulate the initial and final phonemes of a word to make new words.

Teaching Strategies:
1. Click the arrows to change the initial and/or final phonemes.
2. Click all letters left to right to hear their phonemes.
3. Listen to and say the new word. (Some words may be nonwords.)
4. Use the space provided to write the new words.
5. Repeat steps 1–4 for each new word.
Sing along with the song. Click a vowel to hear one verse.

Teacher Notes

**Objective:**
Listen to the words in the song. Identify the initial and medial phonemes in the words.

**Play the Song Video:**
Click a vowel to select a part of the song or **ALL** to select the entire song.
On the song window control bar, click **Play** to hear the portion of the song you selected.
To avoid playing multiple verses simultaneously, be sure to click **Pause** and **Back** to end the current verse before playing another one.
Click **Mute** on the song window control bar to hear only your students singing along.
Click the **Sound Recorder** tool to record a sing-along version with your students.

**Teaching Strategies:**
Repeat the words of the song with your students emphasizing the initial and medial phonemes of the words (*apples, bananas*).

---

Click a vowel to form new words. Click the apples and bananas to hear the new words.

Teacher Notes

**Objective:**
Manipulate the vowel phonemes in words to form new words.

**Teaching Strategies:**
1. Click the large blue vowel at the top to hear its phoneme.
2. Identify the vowel phonemes in the words (*apples, bananas*).
3. Click the words or pictures to hear the words and nonwords.
4. Click a new vowel tab on the left to replace the initial and medial vowels in the words (*apples, bananas*).
5. Discuss how changing the vowel phonemes in *apples* and *bananas* forms new words.
6. Repeat steps 1–5 for each vowel.
11 Practice

Click the arrows to choose a picture. Drag and place a vowel to form the matching word.

Teacher Notes

Objective:
Manipulate the medial phoneme to form new words.

Teaching Strategies:
1. Click the arrows to choose a picture.
2. Click the picture to hear its name.
3. Click the vowels to hear their phonemes.
4. Drag the correct vowel to the space provided to form the picture’s name. If a vowel is already there, remove it before placing the new vowel.
5. Click the letters left to right to hear their phonemes.
6. Have your students blend the phonemes to say the word.
7. Repeat steps 1–6 for each picture.

12 Assessment

Vote for the new sound in the second picture.

Teacher Notes

Objective:
Assess understanding of initial phoneme substitution.

Teaching Strategies:
1. Say the name of the first picture or click the first picture to hear its name (dog).
2. Say the name of the second picture or click the second picture to hear its name (dog).
3. Have your students vote for the new phoneme in the second picture.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess understanding of final phoneme substitution.

Teaching Strategies:
1. Say the name of the first picture or click the first picture to hear its name (web).
2. Say the name of the second picture or click the second picture to hear its name (wet).
3. Have your students vote for the new phoneme in the second picture.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess understanding of medial phoneme substitution.

Teaching Strategies:
1. Say the name of the first picture or click the first picture to hear its name (mud).
2. Say the name of the second picture or click the second picture to hear its name (mad).
3. Have your students vote for the new phoneme in the second picture.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
15 ASSESSMENT  page 4 of 5

Vote for the new sound in the second picture.

Teacher Notes

Objective:
Assess understanding of medial phoneme substitution.

Teaching Strategies:
1. Say the name of the first picture or click the first picture to hear its name (house).
2. Say the name of the second picture or click the second picture to hear its name (home).
3. Have your students vote for the new phoneme in the second picture.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

16 ASSESSMENT  page 5 of 5

Vote for the new sound in the second picture.

Teacher Notes

Objective:
Assess understanding of final phoneme substitution.

Teaching Strategies:
1. Say the name of the first picture or click the first picture to hear its name (hose).
2. Say the name of the second picture or click the second picture to hear its name (home).
3. Have your students vote for the new phoneme in the second picture.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

17 THE END

Teacher Notes

Click the flipchart page to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Phonological Awareness: Count Individual Sounds

Objective:
Break a word into its individual phonemes. Say and count each phoneme and then read the word.

Age/Grade:
4–5/Prek–1st/ELL

Hardware Suggestions:
- Microphone
- Speakers
- Activote®/ActivExpression® devices

Software Suggestions:
- ActivInspire®
  (For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
### Objective:
Identify and count the phonemes in a word.

### Teaching Strategies:
1. Click the picture to hear the word.
2. Count how many phonemes you hear in the word (2).
3. Drag a counter into the box for each phoneme in the word.
4. Say the phoneme aloud as you drag each counter (/u/ . . . /p/).

*Note:* Counters can be clicked to hear a clap sound. You can have your students clap as they count the phonemes in the word.

### Teacher Notes
- **Objective:**
  Listen to the words in the song. Identify the number of phonemes in the words.

- **Play the Song Video:**
  On the song window control bar, click Play to hear the song.

- **Click Mute** on the song window control bar to hear only your students singing along.

- **Click the Sound Recorder tool** to record a sing-along version with your students.

- **Teaching Strategies:**
  Repeat the words of the song with your students, emphasizing the number of phonemes in the words (up/sun/rain).
**Teacher Notes**

**Objective:**
Identify and count the phonemes in a word.

**Teaching Strategies:**
1. Click each picture to hear the word.
2. Count how many phonemes you hear in the word (3, 3).
3. Drag a counter into the box for each phoneme in the words *sun* and *rain*.
4. Say the phoneme aloud as you drag each counter (/s/ ... /u/ ... /n/; /t/ ... long /a/ ... /n/).
7 PRACTICE  page 2 of 2

Draw a tally mark for each sound in the words.

Teacher Notes

Objective:
Identify and count the phonemes in a word.

Teaching Strategies:
1. Click each picture to hear the word.
2. Clap to the number of phonemes in the word (3, 4, 3).
3. Identify the phonemes in the word (/k/... long a ... /n/; /s/... /m/... long o ... /k/; /l/... long i ... /m/).
4. Draw a tally mark for each phoneme in the word on the line.
5. Say the phoneme for each tally mark.

8 EXTENDED PRACTICE  page 1 of 3

Move a counter for each sound in the word.

Teacher Notes

Objective:
Identify the phonemes in a word. Begin to identify letters that make the phonemes.

Teaching Strategies:
1. Click the picture to hear the word.
2. Identify how many phonemes you hear in the word (3).
3. Drag a counter into the box for each phoneme in the word kite.
4. Say the phonemes aloud as you drag each counter (/k/... long i ... /m/).
5. Point out that the letter k makes the /k/ sound at the beginning of the word kite.
6. Discuss and write the letters that make the other phonemes in the word kite.

Note: Counters with letters can be clicked to hear their phonemes.
Move a counter for each sound in the words.

**Teacher Notes**

**Objective:**
Identify the phonemes in a word. Begin to identify letters that make the phonemes.

**Teaching Strategies:**
1. Click each picture to hear the word.
2. Identify how many phonemes you hear in the word (3, 3).
3. Drag a counter into the box for each phoneme in the words *rope* and *seal*.
4. Say the phonemes aloud as you drag each counter (/r/ ... long o ... /p/; /s/ ... long e ... /l/).
5. For *rope*, point out that the letter *r* makes the /r/ sound at the beginning of the word. For *seal*, point out that the letter *s* makes the /s/ sound at the beginning of the word and the letter *l* makes the /l/ sound at the end of the word.
6. Discuss and write the letters that make the other phonemes in the word *rope* and *seal*.

**Teacher Notes**

**Objective:**
Identify the phonemes in a word. Identify the letters that make the phonemes.

**Teaching Strategies:**
1. Click each picture to hear the word.
2. Identify how many phonemes you hear in the word (3, 3).
3. In the correct order, drag a letter counter into the box for each phoneme in the words *mud* and *clap*.
4. Say the phonemes aloud as you drag each counter (/m/ ... /u/ ... /d/; /k/ ... /l/ ... /a/ ... /p/).
5. For *mud*, point out that the letters *m*, *u*, and *d* make the phonemes /m/ ... /u/ ... /d/, *mud*. For *clap*, point out that the letters *c*, *l*, *a*, and *p* make the sounds /k/ ... /l/ ... /a/ ... /p/, *clap*.
### Teacher Notes

**Objective:**
Assess counting phonemes in a word.

**Teaching Strategies:**
1. Click the picture to hear its name.
2. Have your students quietly count the number of phonemes in the word.
3. Have your students vote for the correct number of phonemes in the word.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class's voting results.
**Teacher Notes**

**Objective:**
Assess identifying the correct position of phonemes in a word.

**Teaching Strategies:**
1. Click the picture to hear its name.
2. Click the counters left to right.
3. Have your students identify the correct position of the target phoneme.
4. Have your students vote for the correct answer.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class's voting results.
Teacher Notes

Objective:
Assess identifying the correct positions of phonemes in a word.

Teaching Strategies:
1. Click the picture to hear its name.
2. Click the counters left to right.
3. Have your students identify the correct positions of the target phonemes.
4. Have your students vote for the correct answer.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.