

Detailed Activity Descriptions

Units 1-16

Introductory Activities targeting Functional Vocabulary and Key Concepts (note that these appear only in Unit 1 of the standard Countdown S&S):

- 1. Introduction to *Countdown*:** You will explain that students will participate in a set of games and activities called *Countdown*. You will refer to learning through a sequence of activities (or “games”) and to the concept of counting with numbers (forward and backward).
- 2. Describing and Comparing:** Students are introduced to the terms *same*, *different*, and *compare*. They will learn how to describe objects using multiple senses. They will then describe their observations of a dog while playing See It, Say It. After “saying” what they observe about the dog, an image of a different dog is presented, and students are asked to compare by making observations about the similarities between the two dogs. In the second lesson, students are presented with the same two dogs again and are asked to contrast them. They are then given two new images to compare and contrast.
- 3. Introduction to Category/Exclusion from a Category:** Students learn the term “category.” They then play the game Welcome to the Club by describing similar characteristics between items that all belong to the same category, the “plant club.” In the second lesson, images appear on screen, and students are directed to observe whether or not all items can be a part of the same club, the “plant club.” Once they realize that the items cannot all be a part of the same club, they come up with a new club for the excluded items.
- 4. Concept Sort: Things We Eat vs. Things We Wear:** Students are introduced to the concept of sorting items into categories. The screen is split into two vertical columns with an image representing either “things we eat” or “things we wear” at the top of each column. A new image appears at the bottom of the screen. You and your students work together to sort images that are items we eat or items we wear. Each new object will be placed in the correct column. This activity helps students practice categorizing items and exposes them to the format of online image sorts.
- 5. Left to Right & One to One: Directionality & Order:** Students are introduced to the concepts of left-to-right directionality and number order. They will see a series of items in three rows on the screen. As you point to each item, left to right, students will name the item. In this way, students practice 1:1 correspondence and learn to move across a screen or page from top to bottom, left to right.
- 6. First/Next/Last, Before/After: Directionality & Spatial Sequence:** Students are introduced to the concept of spatial sequences. They will see a series of three objects in a row and use

the words **before** and **after** and then **first**, **next**, and **last** to describe the position of each object within the row.

7. **Before/After:** Two images will appear on the screen. Students will use the terms **before** and **after** to describe the proper order of these two actions/items. The items will then be displayed on the screen in the temporal sequence of the earlier event (**before**) on the left and the later event (**after**) on the right. A click will place the items in the correct order.
8. **Whole/Part:** Two images will appear on the screen. Students will use the terms **part** and **whole** to label the two items. You will verbally affirm which is the part and which is the whole.
9. **Beginning/Middle/End:** Three images will appear on the screen. Students will use the terms **beginning**, **middle**, and **end** to describe the order of these three images.
10. **Above/Below:** Three images will appear on the board. You will model the use of the terms **above** and **below** and ask questions about the location of images on the board.
11. **First/Next/Last: Temporal Sequencing:** Students are introduced to the concept of sequences showing order across time, as well as space. Three images will appear on the screen. Students will use the terms **first**, **next**, and **last** to describe the proper sequence of these three actions/items. A click will place each item in the correct order.

Standard Rhyming Activities:

12. **Hear That Rhyme:** Two images representing a pair of rhyming words appear on the screen. At first, you will name each image and tell the students that the two words rhyme. In later rounds, students will recall and say the second word in the rhyming pair.
13. **Which Words Rhyme?:** Three images appear on the screen. Students must determine which two imaged words rhyme.
14. **Creating Rhymes:** This phonological awareness activity asks students to generate rhyming words on their own. An individual image appears and students are asked to produce rhyming words.

Standard Phonological and Phonemic Awareness Activities:

15. **Mystery Bag: Blending Compound Words:** You will say the two separate syllables in a compound word, have students repeat, and then ask the students to blend the syllables to produce the compound word. An image representing the compound word is revealed. This activity is a precursor to blending onsets and rimes, and later, to the individual phonemes in words.
16. **Mystery Bag: Blending Onset-Rime:** You will segment the onset and rime of a word, have students repeat, and then ask the students to blend the word parts and say the blended word. An image representing the whole word appears. This activity is a precursor to blending the individual phonemes in words.

- 17. What's That Word?:** Two images appear on the screen. You will say the onset and rime of one of the image words, holding up a fist for each part. Students then repeat, and you will ask the students to blend the onset and rime, while bringing their fists together, to choose the image of the word that was blended together. This activity is a precursor to blending the individual phonemes in words.
- 18. Mystery Bag: Blending Sounds:** A mystery bag will appear on the screen. You will say each phoneme in a two- or three-phoneme word and then ask the students to blend the phonemes and say the blended word. An image representing the word appears.
- 19. Peel That Sound:** This activity consists of three rounds. During the first round, you will pronounce the imaged word, starting with the isolated beginning sound, and the students repeat. During the second round, you will pronounce just the isolated beginning sound of each word, and the students give the name of the image. During the third round, you will name the image, and students say the isolated beginning sound. This activity helps students understand that words are made of individual sounds and that we can isolate those sounds. The main goal is to model and give students practice with beginning sound isolation.
- 20. Sound Stories:** Students will listen to an alliterative story. After listening to the story, they will participate by choosing words that start with the targeted sound.
- 21. Peel and Sort:** The screen is split into two columns with a guideword image at the top of each. A new (non-guideword) image appears at the bottom of the screen. With your assistance, students determine which guideword image has the same beginning sound as the new image below. The new image is then sorted into the correct column. This activity reinforces the idea that words are made from individual sounds and that we can isolate individual sounds in words.
- 22. Peel and Say:** Three images are added to the screen. You will name each image. The students are then asked to give you the shared beginning sound of the three words.
- 23. Peel and Match:** One guideword image appears on the left side of the screen. You will name the image, starting with the isolated beginning sound. Two other images appear in a column on the right side of the screen, and you will name them, also starting with the beginning sounds in isolation. You will direct the students to determine which of the two images on the right starts with the same beginning sound as the guideword on the left. More objects appear on the right, with the guideword image on the left remaining for several turns. A new guideword image appears on the left side at the start of the next round. There are three rounds total. This activity reinforces the idea that words are made of sounds and that we can isolate individual sounds in words.
- 24. This or That?:** Two images appear on the board. The student is asked to identify which object begins with a certain phoneme. This activity reinforces the idea that words are made out of sounds and that we can isolate individual sounds in words.
- 25. Stretch Those Sounds:** You will say a word aloud and model how to segment the sounds using finger-stretching, having students repeat. Eventually, you will withdraw some support and students will segment the words on their own.

26. **Count the Sounds:** Two columns appear on the screen with two and three color tiles (representing two and three phonemes) as headings. An image appears at the bottom of the screen. Your students stretch the phonemes (sounds) in the word. Students must determine how many phonemes are in each word. Each image is then sorted into the correct column.
27. **Add That Sound:** You will say a word aloud. You and students finger-stretch the phonemes. You will then model how to add a phoneme to the end of the word, stretching the sounds of the new word. Students then repeat the stretching process for the new word.
28. **Sound Swap:** An image appears. You will ask students to identify the beginning sound and then the rest of the word. You will then ask students to swap the beginning sound with a different beginning sound to create a new word. An image of the new word appears as confirmation.

Standard Alphabetic Principle Activities:

29. **Letter-Sound Intro:** You will introduce the idea that letters are sounds that are written down and then show an animation that brings this concept to life. This prepares students to learn the letters in clusters of three to four per unit, beginning in Unit 6.
30. **Name That Sound:** A guideword image (representing one sound) that students are already familiar with appears. Students say the guideword and the initial sound of that guideword. Then the corresponding uppercase and lowercase letter tiles appear. You will explain that the letters are symbols that spell the initial sound associated with the guideword. Students learn that they can figure out the sounds that letter symbols spell through beginning sound isolation.
31. **This Letter or That?:** Two letter symbols, alongside the corresponding guideword images, appear at the top of the screen as headings and a new image appears at the bottom. Students must isolate the initial sound of that new image and then determine which letter symbol produces the initial sound. The image is then sorted into one of the two columns.
32. **Find That Letter:** This phonics activity gives students practice with isolating initial sounds while associating them with their letter symbols. Three images with the same initial sound appear and students are asked to find the corresponding letter tile. This activity promotes letter-sound correspondence with lowercase letters.
33. **Connect the Letter:** One letter tile will appear at the top of the screen with three images below. Students will determine which image's beginning sound is spelled by the letter on the tile.
34. **Which Letter?:** An individual image appears along with the medial vowel and final consonant of the represented word. You will pronounce the whole word associated with the image and then ask students to isolate its beginning sound. On the next click, three letter tiles will appear, and you will ask students which letter tile matches the beginning sound. This activity promotes letter-sound correspondence with lowercase letters.
35. **Letter-Sound Review:** Four rows of letter tiles appear. You will point to a tile, saying the name of the letter. The students, with your help if needed, say the sound spelled by that letter. Upon a click, you will reveal the guideword image associated with that letter and say

its beginning sound and its name. Students repeat the sound and the guideword. You will repeat this pattern until all 26 guideword images are revealed.

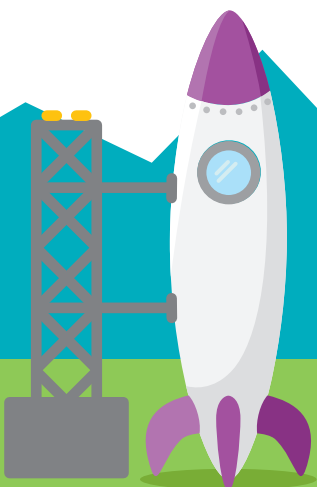
- 36. Guess My Word:** Three letter tiles appear scrambled on the board. You will segment the individual phonemes of a word in the correct order, moving the letter tiles into the correct position. Students then blend the phonemes together to create a whole word, which is the “mystery word.” The image for that word then appears as confirmation. This activity serves to model the process of encoding for students.
- 37. Unscramble This:** An image appears on the board along with the three scrambled letter tiles needed to spell the imaged word. As the students help you segment the word, you move the letter tiles into the correct positions to spell the word. You and students then use Touch & Say to blend the phonemes back into a whole word.
- 38. Build a Word:** This encoding (spelling) activity begins with you and your students segmenting the phonemes in a word in order to spell it. First, they stretch the phonemes with their fingers, then they count the phonemes and put down a color tile for each sound they heard. Then they match each sound they heard with the corresponding letter tile, spelling the word in order. Lastly, you and your students Touch & Say to check their spelling.
- 39. Letters Make Words:** This activity will introduce students to some key concepts about letters and words as they examine several letters and words with you.
- 40. Touch & Say:** This decoding (reading) activity begins with you and your students pronouncing the individual phonemes in a word as you underline each grapheme (letter tile sound spelling). Then, they blend the sounds together to read the whole word.
- 41. Phrase Reading:** Three-word phrases will appear on the board, one word at a time. Students will read each word as it appears and will then read the phrase as a whole a few times to gain fluency. Heart Words are displayed in red with a heart symbol above them.

Standard Sight Word Automaticity Activities:

- 42. Look, Think, Say; Pop-Up; 3-Up:** In Look, Think, Say, a Heart Word will appear on the board with three dots below it. As you click, the dots will fill with red, yellow, and green, and you will instruct students to look at, think about, and say the word aloud. During the “look” time, you will say the word. During the “think” time, the students will think about the word and try to remember it, or you will stretch the sounds in the word for students if the word is decodable (although the goal will be to remember it as a whole word). During the “say” time, students will repeat the word. In Pop-Up, individual Heart Words will appear on the screen at random, one at a time, and students will be instructed to read each word as it pops up onto the screen. In 3-Up, sets of three Heart Words will appear, with three dots below each set. As you click three times, the dots will fill with red, yellow, and green and you will instruct students to look, think, and say the three words in succession. The Heart Words will include words learned during this current unit and, in subsequent units, words from previous units.

43. Where's That Heart Word?: Three Heart Words appear on the screen in a row. Students will read the three words from left to right. You will then have students read specific words that are at the “beginning, middle, end” of a row, “before, after” other words in the row, or “first, next, last” in the row.

44. Pop-Up and 3-Up: In Pop-Up, individual Heart Words will appear on the screen at random, one at a time, and students will be instructed to read each word as it pops up onto the screen. In 3-Up, sets of three Heart Words will appear, with three dots below each set. As you click three times, the dots will fill with red, yellow, and green and you will instruct students to look, think, and say the three words in succession. The Heart Words will include words learned during this current unit and, in subsequent units, words from previous units.



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