



TEACHER TOOLS

DVD Contents

This DVD offers ideas and content for direct instruction activities and scaffolding instruction adapted to English Language Learners, Special Education Students, and Struggling Readers.

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Scientific Learning Web Resources

Additional content and resources are available on the Scientific Learning website.

1. Resource: www.scilearn.com

Scientific Learning Corporation provides a website, Customer Connect, for customer support. Reference materials, articles about the science behind the *Fast ForWord* products, training information, implementation guidance, and technical specifications are only a few of the helpful items available for teachers. WebEx training and information sessions can be accessed easily as well. Many useful forms and activities are also available for downloading, such as:



- Certificate of Achievement
- *Fast ForWord to Reading 3* Points Chart
- Sample Schedules
- Motivation Activities
- Intervention Activities
- Word Lists

2. Resource: www.brainconnection.com

BrainConnection.com, an online resource from Scientific Learning Corporation, is dedicated to providing accessible, high-quality information about how the brain works, how people learn, and how this affects the master of reading skills. Many discoveries are being made in areas that relate to the human brain, including language, memory, behavior, and aging, as well as illness and injury. Access to this information can provide practical tools for teaching and learning as well as valuable insights into almost every aspect of daily life.

Fast ForWord® to Reading 3 Characters

Teachers can use the *Fast ForWord to Reading 3* exercise characters in many ways, such as bulletin board theme displays, story starter writing activities, covers for student-produced booklets, and classroom wall décor. The characters can be printed out on a computer printer or copied and enlarged on a copy machine.

<p>Scrap Cat</p>  A cartoon bulldog character with a brown body, wearing a yellow tank top and blue pants, waving its right hand.	<p>Canine Crew</p>  A cartoon construction worker wearing a yellow hard hat, a white tank top, and blue overalls, holding a shovel.
<p>Chicken Dog</p>  A cartoon chicken character with a red comb, wearing a blue and white patterned shirt, holding a yellow object.	<p>Twisted Pictures</p>  A cartoon chicken character with a long neck, wearing a grey shirt and blue pants, holding a purple object.
<p>Book Monkeys</p>  A cartoon monkey character wearing a purple shirt and a red hat, holding a book.	<p>Hog Hat Zone</p>  A cartoon pig character wearing a yellow hard hat and blue overalls, holding a tool.

Fast ForWord® to Reading 3 Word List

The Canine Crew word list is available for teachers to use for pre-teaching and supplemental practice, for integrated curriculum planning, and for creating extended activities. The word list also can be enlarged and cut into word strips to be used in various direct instruction activities.

Canine Crew Word List			
Canine Crew	Sample Grade 2 Vocabulary	Sample Grade 3 Vocabulary	Sample Grade 4 Vocabulary
Homophones	wood/would hear/here by/bye due/dew feet/feat sun/son new/knew	shown/shone find/fined flower/flour guest/guessed higher/hire stare/stair whose/who's	beat/beet pier/peer waist/waste loan/lone massed/mast muscle/mussel
Antonyms	first/last one/several in/out little/big most/least new/old same/different	bent/straight command/obey let/prevent brief/long panic/calm silence/sound	melt/freeze allow/forbid constant/variable discourage/encourage greedy/generous height/width polite/rude rare/common
Synonyms	but/although did/accomplished after/behind find/discover look/see many/lots more/greater	make/create now/immediately write/author disappear/vanish long/lengthy right/correct	live/endure immediately/promptly call/summon large/vast only/sole part/divide
Rhymes	chop/crop pain/gain meter/heater clip/flip quart/sort toad/rode knight/fright	ash/smash aside/decide attend/depend mussel/rustle cheese/keys double/bubble fault/salt	breakers/acres fuse/news thistle/whistle yonder/wander wilderness/watercress knapsack/backpack praise/blaze thicket/picket



Teacher-Directed Activities

The following teacher-directed activities can be integrated into the classroom reading curriculum. They offer some ideas for direct instruction that can provide the students working on *Fast ForWord* exercises an opportunity to work with the rest of their classmates. These activities can function as scaffold to the exercises in the form of supplemental or extended learning experiences and can be adapted to English Language Learners, Special Education Students, and Struggling Readers.

Chicken Dog Word Factory

Skill: Create new words by substituting initial consonants

Estimated Time: 20 minutes

Materials: Chicken Dog Worksheet #1 (attached below)

Grade Level: Elementary

Activity: Introduce the activity by demonstrating how to create new words by changing the initial consonant on a word such as “top”. Show students how to replace “t” with “m” and ask them what that word says and means. Give other examples and then ask students to volunteer words that can be changed. When the students appear to understand the task, give them the Chicken Dog Worksheet #1 and explain this is a fun, timed exercise. Students compete against the clock. After explaining the directions thoroughly, set a time clock for 10 minutes and tell the students to complete as much as they can. When they are finished, they can work together as a group or in teams of 2 to check their work. Discuss the results and if needed, re-teach specific words that seem to be a problem.

Chicken Dog Word Factory
Worksheet #1

Time started: _____
Time ended: _____

Make words by combining the beginning letters from the box with the word endings below. See how many words you can make in *10 minutes*.

b f g h r l m n p w

Examples:

s ap ___ ap ___ ap ___ ap

s ip ___ ip ___ ip ___ ip

s at ___ at ___ at ___ at

s it ___ it ___ it ___ it

s et ___ et ___ et ___ et

s ick ___ ick ___ ick ___ ick

s ell ___ ell ___ ell ___ ell

s ill ___ ill ___ ill ___ ill

s um ___ um ___ um ___ um

s un ___ un ___ un ___ un

Before and After – Hog Hat Zone

Skill: Complete sentences with words from a word list including prefixes and suffixes

Estimated Time: 20 minutes

Materials: Hog Hat Zone Worksheet #5 (See next page)

Grade Level: Middle and High School Struggling Readers, ELL, Special Education

Activity Introduce the activity by reviewing prefixes and suffixes –what they are, how they are used, what they mean. Create sample sentences where words are left out of the sentence and where prefixes and suffixes are used. When students appear to understand how to add words, prefixes and suffixes to complete sentence meaning, introduce the worksheet. Explain how to use the word list. Divide students into groups of 2 to share the activity. When completed, involve students in sharing their work and explaining why they chose the words they did.

Hog Hat Zone Worksheet #5
BEFORE and AFTER

Complete the sentences by filling in one of these words, prefixes, or suffixes in each blank:

WORDS	PREFIXES	SUFFIXES
had his I it its me my that was we were	re un	's ed er est ly y

Leaving the conscious man in the charge of my housekeeper, _____ all three went down to the dead lagoon. On the shingle there _____ piled a little heap of towels and clothes left by the stricken man. Slowly I walked round the edge of the water, my comrades in Indian file behind _____. Most of the pool was quite shallow, but under the cliff where the beach was

hollow _____ out it was four or five feet deep. It was to this part that a swim _____ would natural _____ go, for _____ formed a beautiful pellucid green pool as clear as crystal. A line of rocks lay above it at the base of the cliff, and along this _____ led the way, peering eager _____ into the depths beneath me.

I _____ reached the deep _____ and stillest pool when _____ eyes caught _____ for which they _____ searching, and I burst into a shout of triumph.

“Cyanea!” _____ cried. “Cyanea! Behold the Lion _____ Mane!”

The strange object at which _____ pointed did indeed look like a tangle _____ mass torn from the mane of a lion. _____ lay upon a rock _____ shelf some three feet under the water, a curious waving, vibrating, hair _____ creature with streaks of silver among _____ yellow tresses.

When you are done, read the passage out loud to be sure that it all makes sense.

What Does This Mean?

Skill: Responding to who, what, when, where, and how questions

Estimated Time: 30 minutes + additional extended activity

Materials: literature book for young readers. A helpful resource is the Reading Teachers' Children's Choices Lists. Two books elementary students may enjoy:

Game Day

Tiki and Ronde Barber with Robert Burleigh. Ill. Barry Root.

Two American football superstars tell a story of brotherly love, perseverance and teamwork as each helps the other succeed. Readers get a good feel for the game of football and learn that it isn't only those who score touchdowns who win.

Simon & Schuster Books for Young Readers. 32 pp.

Judy Moody Declares Independence

Megan McDonald. Ill. Peter H. Reynolds.

Judy Moody is caught by the founding fathers' spirit of revolution after her visit to Boston. Young readers greatly enjoy Judy's declaration: Freedom from brushing her hair and from little brothers. The book helps children make connections with this historical event.

Candlewick Press. 144 pp.

Grade Level: Elementary; Middle & High School

Activity:

1. Introduce the book to the students with a brief overview of its contents. Stimulate their interest and curiosity without revealing too many details about the contents.
2. Read the book asking the students to just enjoy the story.
3. After the first reading, talk about what they heard in the first reading.
4. Then, talk about questions that guide our reading: who, what, etc.
5. Ask the students to share new information they learned from the reading.
5. On a large paper, write the question words. Ask students to help create a question sentence for each of the words. When finished, read the sentences together.

Note: *This activity can be extended into a writing activity, linking sentences together to create a paragraph. Students can also illustrate their writing.*



Motivation

Fast ForWord products require students to maintain consistent focus while working on the exercises. To encourage them, the motivation and reward ideas in this section can be very helpful. Additional motivation strategies and activities are available at www.scilearn.com/support.

Encourage Attendance	Daily & Weekly Points	Highest Score	Completion
<p>Weekly Door Prize Students enter the <i>Fast ForWord</i> lab and write their names down each day they attend to qualify for weekly door prizes.</p>	<p>Wall of Fame Create a “Wall of Fame” for those high points achievers</p>	<p>Highest Score Certificate When students reach their highest score in a <i>Fast ForWord</i> exercise, award them with a personalized “highest score” certificate that can be taken home.</p>	<p>Contract for <i>Fast ForWord</i> Achievement Create a contract for students to sign when they begin <i>Fast ForWord</i> instruction. Work with students to create the terms, benefits and rewards for keeping their promises and achieving their goals. Celebrate the conclusion of the contract with a recognition event.</p>
<p>Attendance Chart Create a wall attendance chart. Have students mark their attendance with check marks, stickers, theme pictures, etc.</p>	<p>Points Chart Track points on the daily points chart</p>	<p>Lunch with the Principal For the student who achieves the highest score for the week, arrange lunch with the principal or coach</p>	<p>Completion Ribbons Make an award ribbon for each student with names on the ribbon. Display the ribbons on a bulletin board. Using the <i>Fast ForWord</i> characters for each <i>Fast ForWord</i> exercise, make pugs. As each student reaches 80% completion in the exercise, the pug with that exercise character is put on their ribbon.</p>



Motivation Bulletin Boards

Many *Fast ForWord* students respond positively to a creative learning environment. The following are just a few ideas teachers have tried in their *Fast ForWord* classrooms.

Bulletin Board Ideas – Motivation

Colorful, thematic bulletin board designs provide a focus for motivation and reward activities for students.

Clicking Our Way to Success

Computer mice with student's names, pictures of students in the *Fast ForWord* lab.

Welcome to Our *Fast ForWord* Community

A community design where all roads lead to the *Fast ForWord* exercises.

Go for the Gold

Create an Olympic theme on the bulletin board. Students choose a sport to represent and picture on the board. When they complete their exercises, place a gold medal with their name on it on the picture of their sport.

Wall of Fame

Students' names are placed on the Wall of Fame. Consider creating a wall of fame for those high point achievers.



Sample Motivation Activities

Teachers can create motivational activities to capture the learning excitement in students. The four suggestions below can be adapted to all the *Fast ForWord to Reading 3* exercises. Additional activities can be located at www.scilearn.com/support.

Scrap Cat	Hog Hat Zone
<p>Cats Around the World To encourage students to attend <i>Fast ForWord</i> sessions every day, create a “Cats Around the World” display on a small table in the classroom. Library books about cats, videos, stuffed animals, National Geographic articles can be used. When students have perfect attendance for one week, allow them to choose a “cat” item from the display to take home for the weekend as a reward to perfect attendance. Adapt this exercise for older students by using a game or sports theme.</p>	<p>Construction Zone For those students intrigued by large machinery, use the construction theme in Hog Hat Zone to collect children’s books and videos about machinery, construction, building bridges, etc. and place them on a display table in the room. When students achieve an agreed-upon goal in their work, allow them to choose an item to read or view and then return to the table for others to enjoy. Adapt this exercise for older students by using a display about cars, racing bikes, or other sports equipment that appeal to middle and high school students.</p>
<p>Crazy Cats Find several large humorous-looking cats to set on the teacher’s desk. When a student reaches 80% completion in the exercise, give a cat to that student and allow the student to put the cat on top of the computer or on his or her desk for the day. Adapt this exercise for older students by using a trophy or a highly-regarded sports memorabilia item.</p>	<p>Build a Wall – class activity Use a large box of building blocks for this activity. Decide as a class what goal to address, then as each student reaches this goal he or she chooses a block from the box, sets it on the table. The next student to achieve the goal places another block next to, or on top of the first block. At the end of the <i>Fast ForWord</i> lab experience, students view the completed wall and discuss the process, why walls are created and the results of a class effort. Adapt this exercise for older students by building a pyramid or other geometrically-shaped item of interest to the students.</p>



Intervention: *Fast ForWord to Reading 3* Activities for English Language Learners

These intervention activities are designed specifically for English Language Learners. Some of the activities are designed for use with individual students. Other activities can be used with several students at one time. Often a small group of students can practice certain tasks together after the initial instruction, or they can bring the tasks home with them to share with their families.

The Introductory Activities which should be conducted prior to students working on the exercises provide specific instruction for acquainting students with the meaning of words and directions for using the exercises. Ask for feedback from the students to ensure they understand. Other activities are appropriate as the students work on the exercise and encounter difficulties.

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	ELL Levels	Grade Levels
<i>Fast ForWord to Reading 3</i>	Scrap Cat	Categorical relationships	Playing Category Cards	Speech emergence, Intermediate Fluency	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Canine Crew	Synonyms & Antonyms	Similar and Opposite	Speech emergence, Intermediate Fluency	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Chicken Dog	Spelling	Sound and Spell	Early production to Intermediate fluency	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Twisted Pictures	Sentence comprehension /grammatical comprehension; pronouns	Completing Sentences	Speech emergence, Intermediate Fluency	Elementary Middle & High School

**Fast ForWord® to Reading 3
Resources for Teachers**

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	ELL Levels	Grade Levels
<i>Fast ForWord to Reading 3</i>	Book Monkeys	Comprehension skills by	True or False?	Intermediate Fluency	Elementary Middle School
<i>Fast ForWord to Reading 3</i>	Hog Hat Zone	Choosing the correct pronoun to complete a sentence	Fill in the blanks	Speech emergence, Intermediate Fluency	Elementary Middle

NOTE: The 4 levels of English Language Learning are (progressively) as follows:

- *Pre-production (nod, point, understand a little English)*
- *Early Production (one to two word responses, follow some instructions, respond to intonation, need modeling of instructions, of correct speech)*
- *Speech Emergence (simple sentences, follow spoken instructions, very early reading, some grammatical/pronunciation errors, sight vocabulary, phrase patterns)*
- *Intermediate Fluency (complete sentences, fluency in social/playground English, Limited academic text reading comprehension, structural errors in context-reduced writing tasks)*

The activities below will focus on one, some or all of the last three levels. These are NOT activities appropriate for students who speak no English or who are at the very beginning levels. Keep in mind the English level of proficiency when working with students. Form questions that require responses at the level from which the students are able to respond—sometimes just nods, sometimes one word answers, sometimes phrases, etc. Generally, asking students who are at the lower stages to repeat words and phrases, showing pictures for them to associate meaning and sound with words are good practices to use on a regular basis when working with English Language Learners in the classroom. Avoid over-correcting. Model correct speech in response to incorrect usage by saying what student answered in your words. Provide visual aids whenever possible.

Introductory Activity	Scrap Cat – Playing Category Cards
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. For Scrap Cats, some of the likely new terms they will encounter the first time they use it are: <u>scrap</u>, <u>category</u>, <u>speaker</u>, <u>example</u>, <u>“help button”</u>, <u>definition</u>. Students who are more fluent may not need this reminder, but newcomers to the program will definitely benefit from a quick review. For younger students, point to items in the initial screen or a print screen transparency and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. For both younger and older students, show real examples (or a picture) of the newer words. More abstract terms will require a little more imagination and modeling if no one in the room knows what the word means. Example: show categories by writing Boys/Girls on the board and putting a few student names under each.</p>	<p><u>Skill Addressed:</u> Understanding categorical relationships <u>Grade Level:</u> Elementary, Middle School, High School <u>English Language Level:</u> Speech emergence to Intermediate Fluency <u>Type of Activity:</u> Individual, Small Group <u>Materials:</u></p> <ul style="list-style-type: none"> • Large Manila Envelopes with category names (below) • Word cards (Word List below) <p><i>Note: adapt categories and word cards to appeal to the interests of a high school student.</i> <u>Categories:</u> Animals, Things to Wear, Things to Eat <u>Word Cards:</u> Animals: dog, cat, monkey, lion, tiger, tarantula, fox Things to Wear: shoes, socks, hat, gloves, and sweater Things to Eat: pizza, cookie, apple, carrots, <u>Activity</u> Mix cards together, choose a card and put it in the envelope that states the category to which it belongs. <u>For high school students:</u> Turn this into a card game for groups of 3 or 4. Each student gets 7 cards and the rest of the cards are stacked in the middle with 1 card facing up. If student doesn't have a word card that matches the CATEGORY of the card facing up, he/she must put down one card facing up and SAY the new category. Next student takes turn. You may have up to 4 or more cards facing up at one time, with all the categories having been said. Proceed until the first student has NO cards left. Reshuffle and start again if there is time.</p>

Introductory Activity	Canine Crew Playing Cards: Similar and Opposite
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. For Canine Crew, some of the likely new terms they will encounter the first time they use it are: canine, crew, rhymes, match, awarded, attempt, “you get the most points”. Students who are more fluent may not need this refresher, but newcomers to the program will definitely benefit from a quick review. For younger students, point to items in the initial screen or a print screen transparency and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. For both younger and older students, show real examples (or a picture) of the newer words. Some tips: <u>canine</u> = like a dog, of or about dogs; <u>crew</u>: show a picture of a ship’s crew; rhymes (say words that rhyme); <u>match</u>: look for colors that are the same in the room; <u>awarded</u>: remind them of the last time someone in class won an award (or give an “award” for the correct answer to another question); <u>attempt</u>: try, make an effort.</p>	<p><u>Skill Addressed</u>: Improving knowledge of synonyms and antonyms. Using academic words that are synonyms and antonyms. <u>Grade Level</u>: Elementary, Middle & High School <u>English Language Level</u>: Speech emergence to Intermediate Fluency <u>Type of Activity</u>: Individual, Small Group <u>Materials</u>: Word cards</p> <ul style="list-style-type: none"> • Synonym cards: big, large; tiny, small; yell, shout; coat, jacket; glad, happy • Antonym cards: happy, sad; large, small; whisper, shout; sit, stand <p><i>NOTE: adapt categories and word cards to appeal to the interests of a high school student and use some academic English words. Example:</i></p> <ul style="list-style-type: none"> • <i>Synonyms: definition, meaning; attempt, effort, try, experiment, test; progress, advance; solution, answer; product, result, total; observe, watch or see.</i> • <i>Antonyms: progress, revert or reverse; solution, answer; create, destroy; similar, different; problem, solution; missing, found; connect, disconnect; accept, decline.</i> <p><u>Activity</u>: Mix cards and turn face up. Explain the terms “same – synonym” and “opposite – antonym.” If working with synonyms, direct the student to take one word card, read it and then find another word card that tEnglish Language Learners something very close to the same meaning as the chosen word card. If working with antonyms, direct the student to take a card that has the opposite meaning as the chosen word card.</p> <p><u>For high school students</u>: Turn this into a card game for groups of 3 or 4. Each student gets 4 cards and the rest of the cards are stacked in the middle with 1 card facing up. If student has a card in his/her hand that matches (or is the opposite) of the one facing up, he/she make take the card, declare a match (SAY: synonym or antonym), and put both cards down face up for others to see in a stack. This student may play again by putting one card down and the next student picks it up or takes one from the stack. If no matches, next student tries. Next student takes turn. Proceed until one student has NO cards left. Whoever has the most matched pairs next to him/her, wins the game. Reshuffle and start again if there is time.</p>

Introductory Activity	Chicken Dog Sound and Spell
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. For Chicken Dog, there are fortunately few terms unknown to students working at this performance level, but, just in case, some may have never heard of: <u>dog</u> (referring to a hot dog, not to a real dog), <u>missing</u>, and <u>click</u> (if they have never used a computer before). Students who are more fluent may not need this refresher, but newcomers to the program will definitely benefit from a quick review. For younger students, point to items in the initial screen or a print screen transparency and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. For both younger and older students who need to learn these terms, show real examples (or a picture) of the newer words. Some tips: <u>missing</u>: show your hand and hide the thumb. Ask what is missing; <u>click</u>: make the sound; show a computer mouse and how to “click” it.</p>	<p><u>Skill Addressed</u>: Relating a word’s sound to its correct spelling. Spelling and sounding out academic words.</p> <p><u>Grade Level</u>: Elementary, Middle & High School</p> <p><u>English Language Level</u>: Early production to Intermediate fluency</p> <p><u>Type of Activity</u>: Individual, Small Group</p> <p><u>Materials</u>: Word Cards with partial spellings (attached)</p> <p><u>Activity</u>: Choose a word card, direct the student to find the missing letter from the row of letters beneath the incompletely spelled word. Guide the student to verbally place the missing letter into the word and attempt to sound it out. See example on next page: Chicken dog: Sound and Spell.</p> <p><u>For beginners</u>: Use shorter, simpler words.</p> <p><u>For high school students</u>: Use words that are used in the content areas, (<i>Examples: problem, factor, addition, multiply, divide; flask, weather, microscope, temperature.</i>) Ask your content-area colleagues to provide a list of commonly used words in their field of study. Even if students need simpler & shorter words to fit their proficiency level, use as many content-area (academic) words as possible (<i>Examples: sum, total, world, time, hot, cold, high, low, dew, stable, motion, station, spin, star, motor, etc.</i>)</p>

Chicken Dog – Sound and Spell Activity Sheet

li ____ e r	y, v, th, f, b
bu ____ p	t, p, m, n
ci ____ y	b p, m, t
birth ____ ay	y, s, b, d
trac ____ or	b, d, s, t

Introductory Activity	Twisted Pictures Completing Sentences
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. Fortunately, for Twisted Pictures, all the terms used in giving directions are fairly familiar terms. If you feel the students need an introduction to the program context: For younger students, point to items in the initial screen or a print screen transparency and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. For both younger and older students who need may be unfamiliar with museums of art, show pictures of an art gallery or museum with paintings. This provides a good opportunity to discuss a new topic and add a few more vocabulary words like: frame, hanging, art museum, art gallery, exhibit, etc.</p>	<p><u>Skills Addressed:</u> Improving sentence comprehension by focusing on grammatical comprehension. Using pronouns in context.</p> <p><u>Grade Level:</u> Elementary, Middle & High School</p> <p><u>English Language Level:</u> Speech emergence, Intermediate Fluency</p> <p><u>Type of Activity:</u> Individual</p> <p><u>Materials:</u> Worksheets (attached)</p> <p style="padding-left: 40px;">Nouns Verbs Adjectives Adverbs</p> <p><u>Activity:</u> Choose the best word to complete the sentence in each worksheet.</p>

Twisted Pictures – Completing Sentences Worksheet

REMEMBER.....

Noun: the name of a person (Joe), a place (house), or a thing (pencil).

Proper Noun: a name that is yours and yours alone such as Mary, Joe, or even the name of a state, California. Proper nouns always start with an upper case letter.

Common Noun: a name that is NOT a Proper Noun such as girl, boy, state, and car. Common nouns always start with a lower case letter.

Fill in the blanks with a common noun:

1. I put the dog in the _____ so he could ride with me.

car milk bottle spoon

2. Susan found her cat in the _____.

weather clouds moon tree

Fill in the blanks with a proper noun:

1. I put my dog, _____ in the car so he could ride with me.

Spot pan dish roof

2. Susan found her cat, _____ in the tree.

state Calico truck fluffy

Twisted Pictures – Completing Sentences Worksheet

REMEMBER.... A pronoun is a word that can ‘stand for’ a noun and take its place in a sentence. He, she, I, it, me, you, him, her, that, and those can all act as pronouns in sentences.

Circle the pronouns in the sentences below.

1. It looks like it is going to rain
2. They love to smell chocolate chip cookies baking in the oven.
3. Did the zebra see a bewildered duck that was searching for the exit?
4. He ordered a large strawberry ice cream cone.
5. She spilled the milkshake on the checkered floor.
6. Please give the mop to him.
7. Please call her today or she will be angry.
8. I don't know why you like to swim so much.

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Write a pronoun in each blank in the sentences to complete the story.

(Hint: Try using she, he, her, you, I, me or him, they, it, we, or them)

Mary asked _____ brother which one of _____ should wrap the present for Aunt Sarah's birthday.

He replied, "_____ can do all the work if _____ show _____ where to find the gift wrappings."

"The tape and the scissors are on the desk where _____ left _____," _____ said.

He went to look, but said, "_____ can't find _____? Where did _____ say you put them?"

I had to go help _____ find the scissors and tape. It ended up that _____ both worked on wrapping the present for _____.

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(For intermediate fluency middle/high school students)

Write a pronoun in each blank in the sentences to complete the paragraph.

Yesterday, ___ did an experiment in science class. ___ was not a very difficult one, but ___ was a lot of fun. The teacher asked us to find out which makes better bubbles, skim milk or whole milk? Before trying to answer the question, ___ had to know one thing: that there is only one known difference between the two milks: whole milk has 3.25% fat, and skim milk has almost none.

Otherwise, _____ are the same. _____ needed 2 cups and 2 straws for the experiment. One cup was for skim milk and the other cup for whole milk. _____ made a lot of noise trying it out. Mrs. Smith, our teacher, laughed. _____ said, "At least _____ did not make a mess!" When ___ finished, ___ wrote down what _____ found. _____ won't tell you what _____ found out. _____ will have to try _____ out for yourself.

Book Monkeys - Comprehension			
Introductory Activity	True or False	Activity 1	Activity 2
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. Fortunately, for Book Monkeys, all the terms used in giving directions are fairly familiar terms. If you feel the students need an introduction to the program context, reintroducing words like <u>paragraph</u> and <u>icon</u> may be helpful. For younger students, point to items in the initial screen or a print screen transparency and say the words. Particularly point to the icons of pages and mention how they look like page, ask how many page icons they see. Students may need to repeat any words that are new to them. For both younger and older students who need may be unfamiliar with a library (unlikely, if they are reading at this level, but possible), arrange for a visit to the library, or show pictures of a library and discuss what you may find there. This provides a good opportunity to build additional vocabulary: librarian, check out or sign out a book, due date, return, preview, borrow, etc.)</p>	<p><u>Skill Addressed:</u> Building comprehension skills by determining true and false sentences</p> <p><u>Grade Level:</u> Elementary and Middle School</p> <p><u>English Language Level:</u> Intermediate Fluency</p> <p><u>Type of Activity:</u> Individual</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed handout of Paragraph (attached) • True and False Questions • Pencils or pens 	<p>Discuss the meaning of “true” and “false” with the students. Read the following paragraph with them. Ask students to identify true statements below the paragraph. Identify false statements.</p>	<p>(More advanced)</p> <p>Ask students to write a paragraph about an experiment, a field trip or any other activity they did in science, math, music or history class. Ask the students to write some True and False questions about what they wrote. Tell them to create a “key” of correct answers on a separate piece of paper with the same title as their paragraph. Put their names on both papers. Direct students to exchange their paragraphs with other students so they can “edit” each other’s work. Collect and review, make corrections and hand back to the original writer for a “clean version”. Collect the new versions and use them for a separate activity where a different student reads the paragraph and answers True/False and gives it back to the original writer for “grading.”</p>

Book Monkeys - True or False Worksheet

Because today is his birthday, Mike woke up early. He jumped out of bed and hurried downstairs for breakfast. Right after breakfast, his mother baked a lemon cake and covered it with vanilla frosting. Late that same afternoon, five of Mike's friends came over to share some cake and open presents.

True or False: Put a "T" in front of the sentences that are true. Put an "F" in front of sentences that are not true.

_____ Mike slept late on his birthday.

_____ Mike hurried downstairs to eat breakfast.

_____ Mike's mother baked him a chocolate cake.

_____ Mike's mother baked him a lemon cake.

_____ Seven of Mike's friends came to his house for a party.

_____ Mike did not get any presents for his birthday.

Introductory Activity	Hog Hat Zone - Fill in the Blanks
<p>Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of words used in the introductions and commands of the programs is highly recommended. Fortunately, in Hog Hat Zone, most of the terms used in giving directions are fairly familiar terms, except perhaps for zone, “fill in the blank” and “correct”. For younger students, you may familiarize them with the program by pointing to items in the initial screen or a print screen transparency and saying the words for them to repeat.</p>	<p><u>Skill Addressed:</u> Choosing the correct pronoun to complete a sentence.</p> <p><u>Grade Level:</u> Elementary, Middle & High School</p> <p><u>English Language Level:</u> Speech emergence, Intermediate Fluency</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u> Worksheet (See next page.)</p> <p><u>Activity:</u> Read through the list of pronouns. Use one pronoun from the list to complete the sentence.</p>

**Hog Hat Zone – Fill in the Blanks
Worksheet**

REMEMBER....A pronoun is a word that can ‘stand for’ a noun and take its place in a sentence. He, she, I, it, me, you, him, her, his, hers, that, and those can all act as pronouns in sentences.

Directions: Read each sentence. Circle the pronoun that best completes the meaning of each sentence.

Aunt Emma dropped _____(her, his) work and walked to the window.

_____ (She, he, it) saw Tom fall off _____(his, her) bicycle.

The handlebars flew from _____(his, her) bicycle and landed in the bushes.

Tom sat on the ground, stunned, as _____(he, she) looked at _____(his, her) bicycle.

.....
The *Blue Dolphin* was a quick little sailboat, and ____ (it, her) cost considerably more than Sandra wanted to spend.

Sandra loved to go sailing in _____(her, it) old sailboat but now wanted a larger boat like the *Blue Dolphin*.

(His, Her) father offered to help Sandra pay for the *Blue Dolphin* if Sandra was willing to work for _____(him, his, hers) on Saturdays at the Fish Market Restaurant.

Instructions for Swinging Water

You can make water whirl around in circles without spilling it all over _____ (you, it, us) and everyone else. I will tell you how to do _____ (he, she, it). All ____ (she, he, you) need is a piece of cardboard, some string, and a plastic cup of water. If _____ (me, they, you) are afraid to try ____ (her, it, him) with water, _____ (he, you, she), can use a few pennies in the cup instead. _____ (It, I, She) prefer a plastic cup because if you happen to drop _____ (it, her, them), it won't break. Oh, and if ____ (he, you, she) want to use the water, go outside. Your parents will not be happy if this experiment fails, and _____ (she, he, you) don't want to have to explain this all to (him, her, them).

I tried this the first time in my room. My sister was there, and _____ (they, we, I) spilled water all over _____ (it, her, them). _____ (He, She, It) was very angry and told my Mom. _____ (She, He, We) scolded _____ (him, us, me) and told me to go outside next time.

Instructions for Swinging Water (continued)

I did, but this time, ____ (he, I, they) splashed water on the cat, and ____ it, she, he) hates water! So, ____ (they, we, I) had to find a place in the park to try it. I told my friends about my experiment and _____(we, they, you) came to watch ____ (her, him, me) spin the water. It worked this time, and ____ (she, he, they) all laughed and clapped and wanted to try ____ (them, him, it), too. If ____ (he, you, she) want to try it, go to this website to find more fun experiments to do: <http://www.tryscience.org> . There, they even tell you how to do ____ (him, her, them) in Spanish and Chinese and Arabic!



Intervention: *Fast ForWord to Reading 3* Activities for Special Education Students

To help students in special education environments meet learning standards, various learning strategies can be implemented. Students with learning challenges need special help in learning to develop phonological awareness, learning the alphabet, understanding the relationship or sound and letters, and developing an awareness of the printed language and writing system. Modeling, demonstrating, breaking skills into small segments and consistent repetition for the students as they work with these exercises make their learning tasks more successful.

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
<i>Fast ForWord to Reading 3</i>	Scrap Cat	Categorical relationships	Category Puzzles	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Canine Crew	Synonyms and Antonyms	Similar and Opposite	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Chicken Dog	Spelling/Sounds	Spelling Words For Points	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Twisted Pictures	Sentence Comprehension	What Does It Mean Organizer	Elementary Middle & High School
<i>Fast ForWord to Reading 3</i>	Book Monkeys	Comprehension Skills	Anticipatory Strategy and Memory Strategies	Elementary Middle School
<i>Fast ForWord to Reading 3</i>	Hog Hat Zone	Pronouns	Pronoun Chart	Elementary Middle School & High School

Which Category?	Scrap Cat How to create the puzzle
<p><u>Skill Addressed:</u> Understanding categorical relationships</p> <p><u>Grade Level:</u> Elementary, Middle School, High School</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u> Oak tag, Vocabulary Words from Scrap Cat, Categories from Scrap Cat</p> <p><i>Note: adapt categories and word cards to appeal to the interests of a high school student.</i></p> <p><u>Categories:</u> Animals, Things to Wear, Things People Can Be, Tools</p> <p><u>Word Cards:</u> Animals: fawn, turkey, goose, turtle, skunk, horse, salamander Things to Wear: shirt, crown, skirt, mitten, sweater, boot, pants Things people can be: daughter, queen, artist, scout, author, soldier, scientist Tools: shovel, saw, hammer, pliers, plow, file, screwdriver</p> <p><u>Activity:</u> Vocabulary/Category puzzles are a good way to help students identify the vocabulary word and the category they fit into. The puzzles are sentence strips that include the vocabulary word, a visual cue (either drawn or cut out from book) to the word's meaning, and the category it fits into.</p>	<ol style="list-style-type: none"> (1) Cut oak tag into strips about 3 inches by 8 inches (2) Give students the list of vocabulary word from Group One of the program (3) Give students the list of categories from Group One of the program (4) Ask students to match the words with the categories (5) When a student matches the first word with the appropriate category they either draw a illustration of the word or a illustration of the meaning of the word. (6) The student creates the puzzle by gluing the picture or drawing the illustration in the fist third of the strip, writing the targeted word on the second third of the strip and the category on the last third of the strip (7) Puzzle lines divide the portions of the strip and the puzzle are cut irregularly apart

CANINE CREW - Similar and Opposite

Skill Addressed: Improving knowledge of synonyms and antonyms

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Colored Word cards (blue and yellow)

Synonym words: make/ create; now/immediately; write/author; disappear/vanish;
long/lengthy; right/correct

Antonym words: bent/straight; command/obey; let/prevent; brief/long;
panic/calm; silence/sound

Activity:

- 1) Teacher makes up the following cards from the target words from the different categories of Canine Crew.
- 2) If the teacher is teaching synonyms , the blue cards are made as follows:
 - a. First vocabulary word is written on one side of the card and the illustration that shows the meaning is on the back of the card.
 - b. The second corresponding word is written on the front of the second card and the illustration that shows the meaning is on the back of the card.
- 3) If the teacher is teaching antonyms, the yellow cards are made as follows:
 - a. First vocabulary word is written on one side of the card and the illustration that shows the meaning is on the back of the card.
 - b. The second corresponding word is written on the front of the second card and the illustration that shows the meaning is on the back of the card.
- 4) The two different colors are used so that the student identifies synonyms and antonyms differently while they are working with the vocabulary words.
- 5) Each concept is studied independently from each other so that there is no confusion
- 6) Cards are placed in front of the student and the student has to match the words with the appropriate pictures.
- 7) When the match is correct for synonyms ,they write the two words in their notebook beside each other and draws one illustration that is appropriate for both words
- 8) When the match is correct for antonyms , they write the two words in their notebook beside each other and draws two illustration that is appropriate for both words that reflect the opposite meanings
- 9) After this is done, the teacher explains the terms “same-synonym” and “opposite-antonym”
- 10) As a review, a worksheet is created. The synonym pairs of words and the antonym pairs of words are written in column form with a line next to each pair. The space is provided for the student to write whether the pair of words is a synonym (s) or an antonym(a).

CHICKEN DOG - Sound and Spell

Skill Addressed: Relating a word's sound to its correct spelling

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Spelling words for points.

Activity: The category of words depends on the syllable rule that the teacher is emphasizing. If the teacher wanted to emphasize short vowels, the teacher would choose CVC words. If the teacher wanted to emphasize the Silent "e" words, the teacher would choose CVCE words. For this activity, the words that have been chosen are CVCE words. Spelling for Points is an activity that assigns point values to all the letters of the alphabet. The student chooses to spell words that give him/her the highest total value than anyone in his/her assigned group. A student can also compete against himself or herself. There are two worksheets one with a word bank and one without. A student first completes the word bank worksheet and then he is tested on what he/she remembers with the second worksheet. The second worksheet's point value is worth double. This is to encourage the youngster to try to remember as many words as they can.

Chicken Dog – Sound and Spell Worksheet

Using the following point system, each letter of the alphabet is given its' value:

A=2 B=4 C=3 D=4 E=1 F=6 G=6 H=6 I=2 J=8 K=8 L=3
M=2 N=2 O=1 P=4 Q=15 R=2 S=2 T=2 U=2 V=8 W=8 X=15
Y=4

WORD BANK

Case state name place delete extreme theme these five like
quite wife close home those whole excuse flute rule use

WORD

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

POINT

TWISTED PICTURES – Sentence Comprehension

Skill Addressed: Improving sentence comprehension by focusing on what a picture means.

Grade Level: Elementary, Middle & High School

Type of Activity: Individual

Materials: Simple and complicated pictures and the “What Does It Mean?” Organizer.

Activity: Students have many problems when they look at targeted pictures. They very rarely see the detail and every detail has a sentence attached to it. In order for a student to fully capitalize on the program “Twisted Pictures” they must be taught to look at pictures appropriately and notice all of the details.

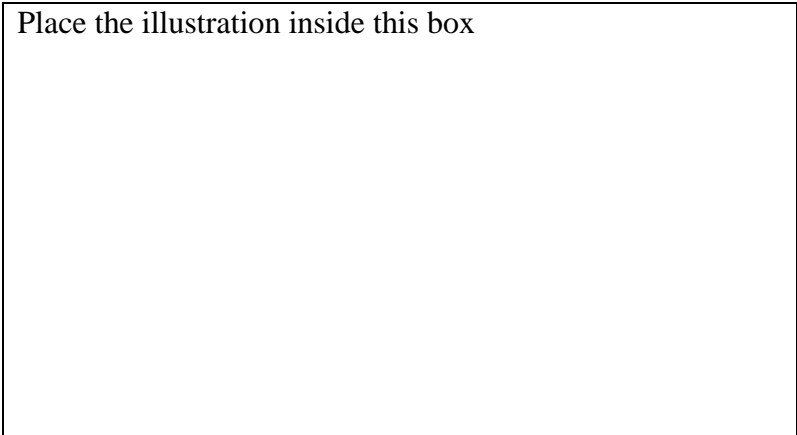
This activity is quite simple. The teacher chooses from different magazines or picture books simple and complicated illustrations of people or animals doing things. These illustrations are placed at the top of the “What Does It Mean” organizer. The student is to look at the picture and answer the questions in the organizer. After the questions are answered, the student then write a few sentences to explain what they actual see going on in the picture.

This activity will only be successful if the teacher role models for the student on how this is done. He/She works with the group by analyzing the picture and looking at all of the details. The teacher than writes all of the sentences in the organizer. The teacher also writes the three different ways a sentence can be written while looking at each of the characters perspective.

Twisted Pictures Worksheet

“WHAT DOES IT MEAN”

Place the illustration inside this box



1. Who are the characters inside this illustration?

- a. _____
- b. _____
- c. _____
- d. _____

2. What are the characters doing?

- a. _____
- b. _____
- c. _____
- d. _____

3. Where is this illustration happening?

- a. _____
- b. _____
- c. _____
- d. _____

4. Why is this illustration happening?

- a. _____
- b. _____
- c. _____
- d. _____

5. Write three sentences using the characters in the illustration and explain how their actions can be interpreted in three different ways.

- a. _____
- b. _____
- c. _____

BOOK MONKEYS – Comprehension Skills	
True or False	Memory Strategies
<p><u>Skill Addressed:</u> Building comprehension skills by making predictions of the story you are going to read.</p> <p><u>Grade Level:</u> Elementary and Middle School</p> <p><u>Type of Activity:</u> Individual or group</p> <p><u>Materials:</u> Paragraph; Anticipation Organizer; Memory Strategies</p> <p><u>Activity:</u> Discuss the meaning of anticipating what will happen before what is read or while it is being read. When a student listens to a story and can anticipate or predict what will happen next, he/she increases his/her ability to comprehend.</p> <p>Another factor in increasing the ability to comprehend is to increase memory. Many students appear to have comprehension problems when in fact they have memory problems. The teacher reads a story or the student reads a story and as they read they forget what they have already read.</p> <p>The following steps help in the skill of anticipating in order to increase the comprehension of text. (1) Write down what you already know before you read it, (2) List details from the selection. (3) Write your first prediction. (4) Verify which parts of your prediction happened. (5) Write another prediction down. (6) Check the appropriate box to indicate whether your prediction was correct. If not, write down what actually happened.</p>	<p>Memory Strategies that can be used to help comprehension of written text are as follow:</p> <ol style="list-style-type: none"> 1. Use mnemonic and rhymes to cement recall facts 2. Drill and practice helps but works better when applied immediately after studying. The use of computer-assisted drills and practice methods help in the transfer of information 3. Note-taking is helpful but if you underline key words and concepts with colored highlighters the retention is increased. 4. Details are better recalled as a song. Encourage students to make up raps or cheers to remember information 5. Visual imagery helps to cement comprehension. The use of movies and pictures that depict stories or concepts help retention. <p>Chunking information by turning text into small phrases of information helps especially while listening to oral reading.</p>

Book Monkeys Worksheet - Anticipation Strategy

- 1) **What Do I Already Know Before I Read?**
 - a.
 - b.
 - c.
 - d.
- 2) **Details from the Story read**
 - a.
 - b.
 - c.
 - d.
- 3) **My first anticipatory statement**
 - a.
 - a. (corrected)
- 4) **What actually happened**
 - a.
 - b.
 - c.
 - d.
- 5) **My next anticipatory statement**
 - a.
 - a. (corrected)
- 6) **Was I right? Was I wrong? Write the correct answer in the space provided under the first and second anticipatory statements.**
 - a.
 - b.
 - c.
 - d.

HOG HAT ZONE - Fill in the Blanks

Skill Addressed: Choosing the correct pronoun to complete a sentence.

Grade Level: Elementary, Middle & High School

Type of Activity: Individual, Small Group

Materials: Worksheet (See next page.)

Activity: Read through the list of pronouns. Use one pronoun from the list to complete the sentence

Hog Hat Zone – Fill in the Blanks Worksheet

REMEMBER...A pronoun is a word that can ‘stand for’ a noun and take its place in a sentence. He, she, I, it, me, you, him, her, his, hers, that, and those can all act as pronouns in sentences. Different group of pronouns have different functions.

Part One: One group of pronouns takes the place of the subject in a sentence. These pronouns are called subject pronouns. They are (1) I, you, he, she, it (means one) and (2) We, you, they (means more than one).

Example: What is Mary looking at? (one)
What are you looking at? (one)

The boys were walking around the game.(more than one)
They were walking about the game. (more then one)

Directions: Read each sentence. Underline the subject and replace it with a pronoun. Rewrite the sentence using the correct pronoun than underline the pronoun within the sentence that you rewrote.

I you it he she we they
--

- (1) Mary hopes to get in my way._____
- (2) Sebastian leaped from his bike._____
- (3) Ben and Alex live in New York._____
- (4) Angela and I packed for vacation._____
- (5) The dog ate all his food._____
- (6) “Fred can go to the store,” said his mother._____

Hog Hat Zone – Fill in the Blanks Worksheet

Part Two: Students learn that subject pronouns can be classified in two ways: a person or a number.

- (1) Person indicates the person who is speaking, the person spoken to, or the person spoken about:
 - a. I and we are first person (the person who is speaking)
 - b. You is the second person (person spoken to)
 - c. He, she ,it is the third person (person spoken about)

- (2) Number may be singular (one) or plural (more than one)
 - a. I, you, she , it are singular subject pronoun
 - b. We, you , they are plural subject pronouns

Directions: Read each sentence. Underline the subject and replace it with a pronoun. Rewrite the sentence using the correct pronoun than underline the pronoun within the sentence that you rewrote. File in the chart below with the correct pronouns.

1. The men ran in the race. _____
2. Michael was a fine artist. _____
3. Connie is a fine teacher. _____
4. The cat fell out of the window. _____
5. The boys and girls were on a bus going to school. _____

Person	Singular	Plural
First Person		
Second Person		
Third Person		



Interventions: *Fast ForWord to Reading 3* Activities for Struggling Readers

Struggling readers benefit from the pre-teaching of each *Fast ForWord* exercise to ensure they understand the exercise process, the key words, and the purpose of the exercise. Monitoring carefully the students' performance reports and observing their daily behaviors while on the exercises can alert the teacher to situations where timely teacher-led instruction is crucial.

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Type of Activity	Grade Levels
<i>Fast ForWord to Reading 3</i>	Scrap Cat	Categorization	Sort Us	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Scrap Cat	Categorization	Where Do We Belong?	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Canine Crew	Automatic word recognition; knowledge of phonological properties of words	Concentration	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Canine Crew	Improving knowledge of homophones	Go Fish for Homophones	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Chicken Dog	Improving sensitivity to letter- sound correspondence	Spell Out	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Chicken Dog	Development of spelling skills	Spelling Match	Individual Small Group	Elementary Middle and High School

**Fast ForWord® to Reading 3
Resources for Teachers**

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Type of Activity	Grade Levels
<i>Fast ForWord to Reading 3</i>	Twisted Pictures	Comprehension	Can You Find It?	Individual Small Group	Elementary Middle and High School
<i>Fast ForWord to Reading 3</i>	Book Monkeys	Cause and effect	Why?	Individual Small Group	Elementary Middle School
<i>Fast ForWord to Reading 3</i>	Book Monkeys	Making predictions	What's Next?	Individual Small Group	Elementary Middle School
<i>Fast ForWord to Reading 3</i>	Hog Hat Zone	Suffixes	Select the Suffix	Individual Small Group	Elementary Middle School

Scrap Cat - Sort Us

Skill Addressed: Categorization

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: Create an activity sheet (see sample below)

Activity: Review the basic elements of each of the following categories: syllables, vowel sounds). Present the sheet and explain that the words that should be placed into each category. The students should read each word and place them into an appropriate category.

- (2 syllables) twinkle, myself, panther, steeper
- (same vowel sound as at) vein, strange, quail, elevation
- (same vowel sound as go) soap, road, clothes, flow,

2 SYLLABLES	SAME VOWEL SOUND AS "Ate"	SAME VOWEL SOUND AS "Go"

Scrap Cat - Categorization

Skill Addressed: Categorization

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet with columns for each category

Activity: Review the basic elements of each of the following categories: syllables, vowel sounds). Present the sheet and explain that the words that should be placed into each category are included in the middle of the web. The categories that the words have to be placed into are found along the sides of the web. The students should read each word and place them into an appropriate category.

- 2 syllables- twinkle, myself, panther, steeper
- same vowel sound as ate- vein, strange, quail, elevation
- same vowel sound as go- soap, road, clothes, flow

Scrap Cat- Where Do We Belong?

Skill Addressed: Categorization

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: create activity sheet from sample below

Activity: Organize the students into two teams. Each team member should get one activity sheet, but only person will record the team’s responses. The team will work together to sort the words accordingly. As soon as the team has completed the task and checked their answers, they should take their sheet to the teacher. The teacher will check the answers for accuracy. If correct, the team has won. If not, the team has to go back and recheck their answers. The first team to get all of the answers correct will win. Provide the winning team with two treats and everyone else with one

Where Do We Belong?

Words

	1	2	3

Canine Crew- Concentration

Skills Addressed: Improving automatic word recognition and knowledge of the phonological properties of words

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: 4 x 6 index cards with rhyming word pairs on each (see below)

renew-review; praise-blaze; sly-rye; tumble-rumble; bodyguard-boulevard; thistle-whistle; reveal-conceal; shower-flour; flipper-skipper; knapsack-backpack

Activity: Use one index card per rhyming pair. Write each word on side of an index card. Draw zigzag lines on the cards and cut them out. Try to draw a variety of different types of lines as the pieces will fit back together and serve as a self checking mechanism. Students should take all of the cards out and lay them on the table or the floor. They should read over each word and then find the pair that rhymes. They can then put the pieces together and lay them to the side. After all of the pieces have been matched, reread the rhyming pairs and place them back into the envelope.

Canine Crew- Go Fish for Homophones

Skill Addressed: Improving knowledge of homophones

Grade Level: Elementary; Middle and High School

Type of Activity: Small Group

Materials: index cards with one homophone written on each (see below)

throne-thrown; grown-groan; hair-hare; pair-pear; bear-bare; attendance-attendants; sighed-side; fined-find; in-inn; fowl-foul; chilly-chili; mail-male; beet-beat; reed-read; not-knot; ore-or; mussel-muscle; sea-see

Activity: Shuffle the cards and deal 4 to each player. The rest of the cards are placed in the center of the table to draw from when needed. The first player asks other players if they have a match to a card in her hand (i.e., "I would like the homophone for mail-m-a-i-l."). If a match is received the pair is placed down and this continues. The same player then asks for another card. If there is no match the player that was asked for a match says "go fish". The player who was looking for matches must then draw one card from the pile or the "pond". This player's turn is complete if there are no further matches. The next player then takes a turn. Play continues until one person runs out of cards.

Chicken Dog- Spell Out

Skill Addressed: Increasing Sensitivity to Letter Sound Correspondences

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: sentence strips with the word and its missing parts (see below); index cards containing the blends and digraphs (including 2 foils)- see below; tape

__ovide (provide)

sy__tm (system)

___y (why)

__eleton (skeleton)

pea__es (peaches)

ba__ (back)

__ay (play)

any__ing (anything)

blends and digraphs: pl; pr; sk; st; ch; ck; th; wh; sh; gr

Activity: The teacher will state the word and give a student the sentence strip with the partial word written on it. The student will go to the board where the index cards containing the blends and digraphs are and tape the word to the board. He/she will then select the appropriate blend or digraph and tape it to the sentence strip to complete the word. The student will then state the word

Chicken Dog - Spelling Match

Skill Addressed: Development of spelling skills

Grade Level: Elementary; Middle and High School

Type of Activity: Individual

Materials: activity sheet (see below)

Activity: Review (if necessary) the sounds of the single consonants included in this activity.

Explain to the students that they will match the partial word with the consonant needed to spell the word correctly. After completing, have the students read the words aloud.

Twisted Pictures- Can You Find It?

Skill Addressed: Improving Comprehension by Building Knowledge of Grammatical Features

Grade Level: Elementary; Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

Activity: Explain the basic meanings of nouns, verbs and adjectives

noun- a word that names a person, place or thing (book)

verb- a word used to express action (read the book)

adjective- a word used to describe a noun or pronoun (read the big book)

Explain to students that they will read a set of sentences and they will use the code to identify the nouns, verbs and adjectives in each sentence.

Can You Find It?

Read each sentence below and use the following code to identify the nouns, verbs and adjectives in each sentence- circle the nouns; underline the verbs; place an X over the adjectives.

1. The short, handsome dog and the tall slender cat are singing joyfully and loudly.
2. The sleek stallion saw the spotted cow in the field.
3. The guilty monkey is returning the worn guitar and the polished violin.
4. The thin opera singer telephones the concert organizing gentleman that likes to eat.
5. The tired kitten calms the singing mother cat that had been sleeping all day.

Book Monkeys - Why?

Skill Addressed: Identifying Cause and Effect

Grade Level: Elementary; Middle School

Type of Activity: Individual; Small Group

Materials: sentence strips containing causes and effects (see below)

Read the list of causes below. Select one cause and describe a possible effect. Discuss a variety of possible effects.

- You ate the last piece of cake.
- You do the household chores without anyone asking.
- You break your ankle.
- You perform very well on your report card.

Read the list of effects below. Select one effect and describe a possible cause. Discuss a variety of possible causes.

- You are tired.
- You have to go to the police station.
- You feel wonderful.
- Your mother gives you a hug.

Activity: Briefly explain cause and effect

cause- the reason that something happened (to determine ask questions such as “What happened” or “What would happen if...”)

effect- the result of something happening (to determine ask questions such as “What made this happen?”)

Book Monkeys- What's Next?

Skills Addressed: Making Predictions Based on Text Information

Grade Levels: Elementary; Middle School

Type of Activity: Individual; Small Group

Materials: narrative text from the classroom library

Activity: Select and read a narrative text to the students. Stop periodically to check comprehension by asking pertinent questions. Just before the conclusion of the text, stop reading and ask the students to write a prediction for what they believe is going to happen at the end of the text. Allow the students to share their predictions and why they believe this to be true citing evidence from the text to support their answers. After everyone has shared, read the end of the text and have the students confirm or revise their predictions.

Hog Hat Zone- Select the Suffix

Skill Addressed: Choosing the Appropriate Suffixes to Complete Sentences and Understand Paragraphs

Grade Level: Elementary; Middle School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

Activity: Complete the paragraph by selecting the appropriate word and its suffix.

Poisons are one of the best ways for _____ (plants, plant, planted) to defend themselves. Many plants are _____ (poisonous, poisons, poisoned) when they are eaten. Plants like mountain laurel make _____ (grazing, grazed, grazes) animals sick. Certain mushrooms are extremely deadly if they are _____ (eaten, eats, eating). Other plants have fruits, such as the nightshade or pokeberry, that can cause illness and in some _____ (cases, casings, cased) death. Some plants poison livestock who may be grazing where they grow. The animals learn to leave these plants alone. Other plants are poisonous to the touch. Plants like poison oak and poison ivy cause skin _____ (itching, itched, itches).

Fast ForWord® to Reading 3 Intervention Log

When the Success Viewer, Progress Tracker flags and reports and/or informal observation of the student reveal that the student is struggling with a specific exercise or skill within the exercise, some teachers use this form to track the intervention process.

Student Name: _____

Check the *Fast ForWord to Reading 3* exercises where intervention is needed.

Scrap Cat Canine Crew Chicken Dog
 Twisted Pictures Book Monkeys Hog Hat Zone

Date	<i>Fast ForWord to Reading 3</i> Exercise	Comments/Observations	Progress Tracker Flag Cleared?



Writing Activities

In this section, two samples of writing activities are provided for those teachers who wish to supplement and extend the *Fast ForWord to Reading 3* skill instruction. These activities can be adapted to meet a variety of learning situations:

- Integrate writing experiences into the lab environment
- Integrate *Fast ForWord* skill instruction into the classroom curriculum
- Provide extended activities for students to take home to parents

For those teachers whose students complete their *Fast ForWord* exercises quickly and wait for others to complete, these writing activities can provide additional meaningful information. For teachers who would like to include those students in their class who are not working on *Fast ForWord to Reading* exercises, a short discussion about the *Fast ForWord* exercise and a display of the exercise character provides background for participating in these writing exercises. For those teachers who would like writing activities that can be shared with parent, these activities can be adapted as extension activities for students to work on at home.

Book Monkeys – Trouble in the Library!

Goal: Build a story from starter sentences

Type of Activity: Individual or Small Group

Materials: Story starter sentences; pens or computers

Activity: Create short stories about the Book Monkeys getting stranded on an elevator in the library.

1. Discuss with the students what starter sentences are and how to use them. Create a few starter sentences around the theme of the Book Monkeys working in the library after school one afternoon. The scenario unfolds as they decide to use the elevator to travel from the first floor to the second floor to find some DVDs to rent for their school project. Once on the elevator, the door closes and the elevator slowly moves upward and then jerks to a sudden stop...
2. Ask the students to write a short story telling how the Book Monkeys managed to get out of the elevator and on their way back home at the end of the day.
3. Students can illustrate their story, and then share the stories with the class. Ask the students to listen to how the stories started (most with the same starter sentences, but as the story unfolded, each student added his or her personal ideas and words to create an individual account)

Hog Hat Zone – Who Stole the Words?

Goal: Create new words to fill the blanks in the missing paragraphs

Type of Activity: Small Groups of 2 students each

Estimated Time: 2 class sessions

Materials: Writing paper; pens (black and red)

Activity:

1. Divide the class into groups of 2 students each. Review with the students the definition and examples of a paragraph. Use a sample paragraph from one of their recent reading selections. Ask the students to listen carefully as the paragraph is read. Read the paragraph a second time, leaving out several key words. Discuss with the students what they heard this time, reflecting on the fact that missing words confuse the meaning of the paragraph.
2. Explain to the students that they are going to create a mysterious paragraph. Each group is to write a paragraph about any topic they choose. Once they check the spelling and grammar in the paragraph, then they will write that same paragraph on a separate piece of paper, but leaving out a key word in each sentence. When they have finished the “missing word” page, they return the page to the teacher.
3. Ask a few volunteers to help collate the “missing word” pages into a packet that can be copied and distributed to each student.
4. In a second class session, distribute the packets. Ask students to choose a page that they did not create. Using the same grouping of students from the previous session, ask the students to discuss what words are missing, write the words in the blanks with a red pen, and then read the paragraph to each other. The remaining pages can be used as a “free time” activity for students, or additional assignments to be done at home with parents.