



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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- Teacher-directed Activity Suggestions
- Sample Motivation Ideas and Activities
- Sample Intervention Ideas and Activities
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Scientific Learning Web Resources

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 in addition to the contents of this DVD are also available for downloading, such as:

- Certificate of Achievement
- Fast ForWord to Reading 4* 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 4 Characters

Teachers can use the *Fast ForWord to Reading 4* 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>Hoof Beat</p> 	<p>Jitterbug Jukebox</p> 
<p>Stinky Bill's Billboard</p> 	<p>Lulu's Laundry Line</p> 
<p>Book Monkeys: Book Two</p> 	<p>Goat Quotes</p> 

***Fast ForWord® to Reading 4
Resources for Teachers***

Fast ForWord to Reading 4 Word Lists

Hoof Beat Word List					
A a action addition afraid agreed although an applesauce area at authority autumn away	B bad bashful bathtub bee bloodhound boat boot born bother brain broken by	C captain careless celebrate century clever cloud coast completely continue corner correct courageous create curtain	D darkness decision decoration didn't disagree discontinue division doughnut drawn	E each education eighteen elements entire equal exhaust experience explode explosion	F factors far fearful first flew forward fraction from frown
G garden girl goose	H halt hammer happened happiness haul headquarters honest hopeful housekeeper human hurt	I I in include inlet instruments its it's	J jacket jellyfish journal joy	K kid kilometer knew	L language lawn level lighthouse long
M madness manufacture mean measure members merry mistreat misuse mound mouse	N native natural newspaper noise notify	O operation our outstanding	P paint paradise parts party plural poison pool prevent protection	Q quarter quickly quietly	R rainfall rapid rattlesnake recall received refuse renew request return review rewrite royal

Hoof Beat Word List					
S sauce score see separate shoulder skateboard soil solve sorry spray stain statue stout strawberry street success suffix suggestion sweater	T terrified test Texas the their they they're thirteen thoughtful threw through throw tiptoe turnip turtle	U ugly uncertain unhappy unlimited unreal unusual usually	V vanish	W watermelon were wonder worthless written	

Stinky Bill's Billboard Word List					
A acceleration accent accept adapt adapted adept adjective adopt algae all ready aloud already always angel angle applesauce ascent ashore atop autograph avocado	B backpack bareback beach beagle bear beech better beverage biography blackberry blackboard blacktop blue bouquet breakfast breath breathe broadcast burrow	C camel campfire cattle ceased chapter chilly chute colorful contains cooperation corporation crisis cruel curb	D desert dessert details develop difficult disagree disbelief discontinued doorbell dough downhearted	E enabled encircled enclose encountered encouraged enforce evaporated except exciting exiled expect expected explode explored express eyeglasses	F farther fearful feat finally find finely fingernails fingerprints firecrackers fireflies fireman fractions further
G game gentlemen gooseberry grate gravity great greenhouse grown guest					

Stinky Bill's Billboard Word List					
H halt hamster handle handlebar heard he'd heir he'll herbivores herd here highway hoarse holiday hothouse housework	I imitate imitated immigrated income increased indicated informal information inland intimate invertebrate	J jellybeans jellyfish	K kitten L landslide later latter lay least leopard lest lie loose lose lying	M mainland making manufactures material melody midnight minor misfortune mistreat moral morality mortal	N narrow nervous night nobody
O oar oatmeal occasion of off outstanding overlook oxygen	P paced pane parade paragraph particular passport paws peanut pear peddle picture pitcher planet policeman popcorn porch postcard prehistoric proud	Q quart quiet quit quite R raindrops ravenous reacted reappear recall recent redo renew resent respectable respectful respective respectively return review rewrite	S scent scrapbook screwdriver sea secret seized shipwreck sighed similar site snowstorm solar solution solve squirrels stomach surprised suspect suspected syllables	T tablespoons temperature than then thorough throne through tiptoe tonight too tractor trophy two	U unable uncomfortable underground undoubtedly unfit unhappy units unlimited unpaid unreal untie unusual unzip uphill use used
V vacation vaccine	W wares week won				

Jitterbug Jukebox Word List					
A	B	C	D	E	F
a	back	cage	daily	each	face
able	bagpipe	call	dark	early	fact
about	bank	came	days	east	failed
above	barked	can	dead	eat	faint faith
accepted	barley	cane	death	economic	falters
accident	bashful	cannot	decision	edge	fame
account	basis	car	delight	edit	family
acid	beast	carload	department	education	fancy
across	became	case	development	effect	far
act	because	cash	did	effective	farther
action	become	catnip	different	eight	fate
activity	been	caught	directly	either	father
actually	before	ceased	display	else	federal
addition	began	celebrate	distance	empty	feel
advice	behavior	cement	district	end	feet
after	behind	center	division	energy	felt
again	being	central	do	enough	few
against	believe	century	does	entire	field
age	bench	certain	done	entrap	fierce
ago	best	chance	door	especially	figure
agreement	better	change	down	established	film
aimed	between	chapped	dry	even	finally
air	beyond	chapter	dumb	ever	find
all	big	charge	dumped	evergreen	finger
almost	black	charm	during	every	ingernail
alone	blame	cheap		everything	fire
along	blank	check		evidence	first
already	blasted	cheer		exactly	fitting
also	blotter	chief		example	five
although	blush	child		except	flame
always	board	children		exclaim	flapping
am	boast	choice		exist	flipper
among	body	chopped		exit	flush
an	bold	church		expected	fly
and	bonded	citizen		experience	fold
anger	book	city		explains	following
annual	both	clapper		explode	for
another	bottles	clasp		explore	force
any	boy	clear		extend	form
anything	bragging	clever		eyes	found
approach	braids	cloak			four
arch	brain	close			frame
are	bridge	clump			free
area	brief	coach			freedom
around	bright	coal			fright
art	broth	coals			from
artichoke	brought	coasted			front
arty	brown	cobweb			frost
asked	bug	codes			froze
at	building	cold			fruit
atmosphere	bulge				fry

Jitterbug Jukebox Word List (continued)					
<p>A attack attention available average away</p>	<p>B bulky bunch bunk business but by</p>	<p>C college colony come commission common community company complete conclude concrete conditions condors conference conflict congress consequence contact contest control copy cords cost could country couple course court crane crumb crunch cry current</p>	<p>D</p>	<p>E</p>	<p>F full function fund fungus further future</p>
<p>G gave general get girl give given glanced globe glory glum glumly goal goblins gold gone good</p>	<p>H habit had hail half hand handhold hard hare harm has have he head heard heat hectic heels</p>	<p>I idea if image important imprint in including income increase indicate individual information inside inspire instructed interest</p>	<p>J jail jest job jogged join jug junk just justice</p>	<p>K keen keep kept kind knead knee kneecaps kneel knew knife knight knit knot know knowledge known</p>	<p>L lace lamb land large last late latter law leaders least leave leech left less let level</p>

Jitterbug Jukebox Word List (continued)					
G got government grabbed grace graded grasp grave great greed greenery gripped groan ground group grunt gulf	H held help hence her herds here high hike him himself his history hold home honk hope horn hotel hour house how however human hunger hush	I interfere into is issue it its itself	J	K	L liberty lie life light like limber limited line linger liquid little live lobster local logger long look love lung luster
M machine made magic main maintain majesty major make man many marigold mass matched material matter may mean meant members men	N nails name nation ational nature near necessary neck need netted never new next niece night nightingale no north not nothing	O of off office often old on once one only open operation opinion opportunity or orbit order original other our out	P page pale panther parsnip part particular past pastel pattern peace people perform performance perhaps period permit personal picked piece pierce	Q quail quake quality queen question quickly quit quite quiver	R rage range rank rapidly rate rather real reason recent red register relate relations required responsibility result return right road

Jitterbug Jukebox Word List (continued)					
M	N	O	P	Q	R
mercy merely mermaid midnight might mild military million mind minister mink minute miss mistreat modern mold moment money month moral more morning most mother moved much mums music must my	now numb number nutmeg	outside over own	pinch pink place plan plaster plastic platform play plotting plums plunge ply poet point policy polish political popular population porch port position possible power present president pressure priest principal principle private prized probable problem process product production profit program progress project proper property prospect provide prunes pry public		rock room

Jitterbug Jukebox Word List (continued)					
S	T	U	V	W	Y
said	table	ugly	vain	wade	year
same	take	under	value	wage	yesterday
saw	taken	unfold	vanish	waist	yet
say	task	union	various	want	yield
scale	tax	united	vast	war	you
scamper	telephone	university	very	was	young
school	tell	until	victim	water	your
science	temper	untold	view	way	
scold	tender	up	voice	we	
scorned	term	upon	volume	week	
scrap	test	upper		weight	
scrape	than	upright		well	
second	thank	upset		went	
secretary	that	us		were	
section	the	use		west	
see	their	usually		western	
seem	them			what	
seen	themselves			when	
self	then			where	
sense	there			whether	
serious	therefore			which	
served	these			while	
service	they			white	
set	thief			who	
several	thing			whole	
shall	think			whose	
share	third			why	
she	this			wife	
shield	thorn			wild	
short	those			will	
should	though			wink	
show	thought			wire	
shriek	thrash			with	
shrubs	three			within	
shrugged	through			without	
shutter	thumb			woman	
shy	thunder			women	
side	thus			word	
sight	thy			work	
sign	tight			world	
simply	time			worn	
since	tiptoe			worth	
single	to			would	
sink	toads			wrap	
situation	today			wrath	
six	together			wreath	
skipping	told			write	
sky	too			written	
sleek	took			wrong	
slender	top			wrote	
slight	total				

Jitterbug Jukebox Word List (continued)					
S	T	U	V	W	X
slip	toward				
slither	town				
slope	trace				
sly	tribes				
small	trimmed				
smash	truck				
smear	true				
so	trunk				
social	try				
society	turn				
sold	twice				
some	twigs				
something	twine				
sometime	two				
soon	type				
sound					
source					
south					
southern					
space					
spare					
spark					
special					
spent					
spice					
spike					
spirit					
spittle					
splendidly					
splitter					
spruce					
spy					
square					
squid					
stage					
stain					
stamped					
standard					
start					
state					
statement					
stealing					
stern					
still					
sting					
stink					
stirring					
stock					
Z					
zigzag					

***Fast ForWord® to Reading 4
Resources for Teachers***



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.

Goat Quotes – Paraphrasing

To assist students in understanding the purpose for paraphrasing and how to paraphrase.

Skill Addressed: Building sentence and paragraph comprehension by paraphrasing

Grade Level: Middle & High School

Type of Activity: Small Group

Materials: Activity sheet (attached)

Activity: Explain to students the meaning of “paraphrase.” Create examples from classroom situations. Involve students in developing a paraphrase. When students appear to understand the purpose and process of paraphrasing, break them into groups of two to work on this exercise. Instruct them to read the paragraph. Then circle one of the four sentences below that best states the same meaning (paraphrase.) Discuss their reasons for choosing their sentences. Use this activity as a model for students to develop their own paragraphs and paraphrases to share with each other and the class.

Goat Quotes Paraphrasing Activity Sheet

Directions: Read the paragraph. Then circle one of the four sentences below that best states the same meaning (paraphrase.)

Bus #37 swung around the street corner and screeched to a halt in front of the crowded bus stop. It was running late this morning. An accident 3 blocks away had caused a traffic jam. The bus driver was frazzled. The passengers on the bus and the people waiting at the bus stop were frustrated because they were going to be late for work.

1. Bus passengers were angry because the bus driver on Bus #37 was driving too slowly.
2. Bus #37 was late because of a traffic jam and the passengers were afraid of being late for work.
3. Bus #37 was late because the bus driver stopped to buy a cup of coffee.
4. Bus #37 was late because it had a flat tire.

Book Monkeys: Book Two

This exercise engages students in designing a schedule format and completing the information within the schedule format.

Skill Addressed: Creating schedules

Grade Level: Middle & High School

Type of Activity: Small Group

Materials: Sample bus schedules, class schedules, sporting game schedules
Paper, colored pens or markers

Activity: Discuss what a schedule is, what its purpose is, and compare the variety of formats in the various schedule samples. Ask students to create their own personal schedule, using their sports involvement, music lessons, classes, weekly chores, etc. Discuss how to design a schedule to make it easy to follow and attractive to post in a prominent place.

What Does This Mean?

This exercise engages students in reading a literature book and working with a variety of questions in response to their reading.

Skill: Creating and responding to a variety of questions

Estimated Time: 30 minutes + additional extended activity

Materials: literature book for young readers. A helpful resource is the Reading Teachers' Children's Choices List 2006

Dale Earnhardt, Jr.: Born to Race

Ken Garfield. Ill. with photographs.

NASCAR enthusiasts learn how legends are created when reading about Dale Earnhardt, Jr.'s climb to fame. He began with sweeping floors, then gained car racing experience over time. Thorough knowledge is imperative when survival depends on the right split-second decision. Enslow Publishers. 104 pp.

Activity: Read the book aloud to the class over a period of several days – short periods of reading time. Prior to reading, discuss how questions prior to reading can help find out information and help organize thoughts. Make a list of question types: True or False, Cause and Effect, Order (first, second, last), character analysis. Ask students to choose one question type to write down and listen for information from the oral reading. When they hear a response to their specific question, they can write a few notes down to share with the class at the end of the oral reading. When the oral reading is completed, work in a group to discuss the type of questions they created and the answers they found. Create a list on a white board or chart pack for students to view the variety of ways to use questions to guide their reading. Compare and contrast their response.



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 personalize “highest score” certificate that can be taken home.</p>	<p>Contract for Fast ForWord 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.

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 achieve a goal, they place a gold medal with their name on it on the picture of their sport..

***Fast ForWord* News Express**

Create a background display of newspapers. As each student achieves their specific goal, ask them to write or draw a story about what their goal was, how they achieved it, and how they felt about that achievement. These writings and drawings can be added to the *Fast ForWord* News Express bulletin board. For those students who want to write more material, encourage them to pretend to be a reporter for the *Fast ForWord* News Express and find interesting things about the exercises, students' reactions, unusual events, etc. to create an ongoing "1



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 4* exercises. Additional activities can be located at www.scilearn.com/support.

Attendance Goals	Completion Goals
<p>To encourage students to attend <i>Fast ForWord</i> sessions every day, create a box with animal videos and DVDs as rewards for “perfect” attendance. Funny animal videos and National Geographic DVDs from thrift shops and garage sales provide a variety of inexpensive rewards.</p>	<p>Game Day For those students achieving 80% completion in their exercise, reward with a computer game day. Several safe websites for children are: quigleymccormick.com; funbrain.com; yahooligans.com and funschool.com</p>
<p>Pizza Party! For those students who achieve close to perfect attendance, reward them with hosting a pizza party for the class. Ask them to invite the principal to the party. Discuss how to create an invitation that explains why this event is so special. Use this event to pass out certificates to the <i>Fast ForWord</i> students as a recognition of the efforts they displayed.</p>	<p>Silly Skunks Find several large humorous-looking stuffed toy skunks to set on the teacher’s desk. When a student reaches 80% completion in the exercise, give a skunk to that student and allow the student to put the skunk on top of the computer or on his or her desk for the day. Variation: Find one large skunk, name it Stinky Bill, and use this as the mascot for the exercise.</p>



Intervention: *Fast ForWord to Reading 4* 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	ELL Activities	English Language Level	Grade Levels
<i>Fast ForWord to Reading 4</i>	Hoof Beat	Decoding vocabulary words based on concrete categories	Choose one...	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 4</i>	Hoof Beat	Decoding vocabulary words based on concrete categories	Word Card Game	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 4</i>	Jitterbug Jukebox	Improving spelling skills	Build a Word	Speech Emergence to Intermediate Fluency	Middle & High School

**Fast ForWord® to Reading 4
Resources for Teachers**

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	ELL Activities	English Language Level	Grade Levels
<i>Fast ForWord to Reading 4</i>	Stinky Bill's Billboard	Decoding words in sentence context	What Does This Mean?	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 4</i>	Lulu's Laundry Line	Choosing the appropriate punctuation within a paragraph. Capitalization and quotes. Using contractions	Punctuate!	Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 4</i>	Book Monkeys: Book Two	Building reading comprehension with literal questioning	True or False	Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 4</i>	Goat Quotes	Developing sentence and paragraph comprehension by paraphrasing	Paraphrasing	Intermediate Fluency	Middle & High School

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 only the last two levels, as they require the ability to read independently in English. These are NOT activities appropriate for students who speak no English or who are at the very beginning levels or who have not mastered the ability to read independently, at least some of the time, even if it is at 2nd grade level. Use the activities to continue to develop academic English vocabulary, providing visual cues and opportunities for discussion. Some of the activities require that students have been directly taught specific grammar and language arts skills.

Please keep in mind that at these English Language levels, students may speak fluently and read well, but may still be missing some knowledge of American culture reflected in vocabulary. This usually includes food types that are not consumed at home, events, history and geography of the US they may have not studied. Even some concepts related to religious, social or emotional conditions unfamiliar in their native culture might at also be difficult to grasp. You may even have to distinguish between students who are missing this background because they are relative newcomers to the US (born or raised elsewhere) and students who are “heritage speakers,” who have been born and raised in the US but have other language and reading ability issues.

Hoof Beat – Choose One...	
<p>INTRODUCTORY ACTIVITY: Providing vocabulary help for English Language Learners who have not used any of the programs before and may need reminders of grammatical rules and words used in the programs is highly recommended. A review of how to categorize may be helpful for English Language Learners in advance of the activities in the program for Hoof Beat.</p>	<p><u>Skill Addressed:</u> Decoding vocabulary words based on concrete categories <u>Grade Level:</u> Middle & High School <u>Type of Activity:</u> Individual, Small Group <u>Materials:</u> Word Cards (attached activity sheets can be copied and cut into word cards). <u>Activities:</u> CARD SET 1: Read the sentence on the word card. Read each word below the sentence. Then choose one of the words that best answers the sentence and explain why that word is chosen. CARD SET 2: Read the words on the word card. What do they remind you of? Choose one of the categories that best fits the words.</p> <p>See Hoof Beat Word List for additional words to use to create similar word cards.</p>

Hoof Beat – Word Card Game (for middle school or high school students)

Materials:

- 2 sets of 2x4 index cards in 2 different colors.
- Marker
- Hoof Beat Word List in DVD and Hoof Beat Category List from teacher manual

Activity: Create 2 sets of cards in 2 different colors (use 2x4 index cards, if available. 1 set of cards will contain a Category and the other just vocabulary words. See Hoof Beat Word List, or use content-area categories and words (Math, Science, and Social Studies) to build academic English).

Place the stack of Category cards in the middle of a small group (3-6 students), with one card facing up. Shuffle and pass out at least 7 Word cards per student. First player must have at least one Word card that matches the category on the displayed Category card. If at least one card matches, student takes the Category card and as many of the Word cards in his hand as match and stacks them by his side. Student selects another Category card and places it face up. He gets to play again, or pass. If no cards match, student must pass to next player. Game continues until ONE of the students has no cards left in his hand. The winner is the one with the most sets of Category and Word Cards. In case of a tie, the winner is the one who has more of the Word Cards within all the stacks.

If none of the students have any matches to the category, turn the Category card face down and select a new one to turn face up. Students may reuse the turned down Category cards if they still hold Word cards in their hand and the face—up Category cards are used up. If there are still Category cards left, collect them, discuss why, and see if they were left over by chance or because no one understood the Category. You may need to explain this category further.

Subtler version of same game: No Category Cards, just Word Cards. 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 pass. If next student has a matching card, he must state the CATEGORY as he picks up the card and stacks it next to him. He must then turn over another card from the center pile and state the CATEGORY. If no one has a matching card, that card stays face up and the initial player in the round must turn over another CATEGORY Card. 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.

**Hoof Beat
Choose One - Word Cards 1**

Instructions: Read the sentence on the word card. Read each word below the sentence.
Then choose one of the words that best answers the sentence and explain why that word is
chosen.

<p>Name a kind of <u>animal</u>.</p> <p>horse table</p> <p>car motorcycle</p>	<p>Name a kind of <u>food</u>.</p> <p>pizza boots</p> <p>artist clouds</p>
<p>Name a kind of <u>tool</u>.</p> <p>shovel blanket</p> <p>foot bird</p>	<p>Name something that has <u>wheels</u>.</p> <p>skateboard shovel</p> <p>bathtub book</p>
<p>Name a type of <u>money</u>.</p> <p>quarter donut pear</p> <p>newspaper</p>	<p>Name a <u>state</u> in the United States.</p> <p>clown aunt New York mouse</p>

Hoof Beats Choose One - Word Cards 2

Instructions: Read the words on the word card. What do they remind you of? Circle the letter next to the category that best fits the words.

<p>sum product angle square</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. grandmab. mathc. baseballd. science	<p>rain sunshine clouds snow</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. vacationb. homeworkc. weatherd. water
<p>blanket sweater mittens heater</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. sisterb. windowsc. winterd. sand	<p>theory thermometer hypothesis experiment</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. cookingb. skatingc. bedtimed. science
<p>quarter dollar penny nickel</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. foodb. moneyc. horsesd. buildings	<p>eras wars politics rulers</p> <p>These words remind you of:</p> <ul style="list-style-type: none">a. historyb. religionc. bacond. stations

Jitterbug Jukebox – Build a Word

This exercise helps students improve their spelling skills.

Introductory Activity: For most English Language Learners, English spelling is very difficult. Some letters have no sounds, others change in sound depending on where they are or what other letters they are surrounded by. Spelling is an important skill that must be taught directly and practiced often. When doing spelling related activities, keep in mind the language background of the student and whether he or she ever read or wrote in their native language. If they have made the sound-to-meaning and spoken-to-written word connection, it will be easier to transition those skills to English. If not, it may take longer to acquire the ability to read, write and spell well. You can see lists of words that may be difficult for your English Language Learners (meaning, sound and spelling) by going to this free website:

<http://www.manythings.org/vocabulary/> While there, see what online games you can encourage your students to do at home. The online games at this site are not scientifically designed but can help students make the spelling practices more fun. Alternatively, the site is a rich source of additional online and offline activities to help your English Language Learners develop their spelling and vocabulary. Before students use the lowest levels of the Jitterbug Jukebox program, please review spelling rules with them as well as the meanings of more difficult terms. Due to cultural differences, students may not be familiar with some of the concepts or meanings that we often take for granted.

Skill Addressed: Improving spelling skills

Grade Level: Middle & High School

English Language Level: Speech Emergence to Intermediate

Type of Activity: Individual with Coach

Materials: Activity Sheets (attached)

Activity: Using the activity sheets, practice spelling words from the letter choices in each box. Pair up students of varied abilities. In each case, during the first round, the “coach” will be the student who is at an earlier level of English Language proficiency (e.g.: the speech emergence level). The “coach” reads a word from the word list and the other student circles the letters that create the word, then writes the word below the group of letters. Switch roles.

Jitterbug Jukebox – Build a Word Activity Sheet

Coach Word List:

Category I: am, best, car, did

Category II: came, body, coal, knee

Category I: am, best, car, did

a b e m n t w _____	b d e i p s t _____
a b c d e r s y _____	b d f a e i o _____

Category II: came, body, coal, knee

a b c e m n o _____	b d a o w y z _____
c b a o i l k _____	k e l m n o e _____

Stinky Bill's Billboard – What Does This Mean?

This exercise helps students find the meaning of new words.

Introductory activity: Sound without meaning is either music or noise. It is important for English language learners to not just decode words but to also exercise strategies that help them find the meaning of new words in context. At the intermediate fluency level, students often sound like they speak the language well and have mastered most of the social vocabulary. But they must also master academic English in order to succeed in school. Whenever possible, provide background and context for the students before they attempt to apply new skills. Even at this level and in the upper grades, visuals (pictures, videos, acting things out) can be very helpful in conveying meaning. Use whatever visual and contextual clues you can provide to help students figure out what words mean.

Skill Addressed: Decoding words within sentence context

Grade Level: Middle & High School

English Language Level: Speech Emergence to Intermediate Fluency

Type of Activity: Individual

Materials:

Worksheets (attached):

- What does this mean? (middle school)
- Finding Meaning (high school)

Activity: Read each sentence. Circle the missing word the sentence that best completes the meaning of the sentence.

Stinky Bill's Billboard

What Does This Mean?

Activity Sheet 1

Read each sentence. Circle the missing word below the sentence that best completes the meaning of the sentence.

My pet _____ barks when he wants a bone.

kitten dog hamster donut

Joe and I played a game of _____ at the park.

gum basketball hello laugh

I am _____ there are monsters in the closet.

fearful ready parrot promise

The _____ parked the squad car by McDonald's.

policewoman parrot triangle snowboard

The crowd cheered as the _____ marched by.

parade flood mountain milkshake

My mom's company _____ parts for computers.

builds buffalo vacation porch

Stinky Bill's Billboard

Finding Meaning

Activity Sheet 2

Read each sentence. Circle the missing word below the sentence that best completes the meaning of the sentence.

My math _____ is due this week.

homework charts student trouble

His sister is studying _____ so she can become a doctor.

cooking baseball science modeling

Sue's mother thinks she is too _____ to start dating boys.

tall rich happy young

Being a pilot is very difficult if you can't _____ very well.

sing see swim snore

The election was held in the school auditorium because they needed more _____ to accommodate all the people.

music food space baskets

Sometimes, you have to make a _____ before you learn how to do something properly.

mistake snowman scene winner

Firemen probably have to be strong enough to carry a person to _____ .

dance dinner safety simplicity

Lulu's Laundry Line – Punctuate!

This exercise helps students choose the correct punctuation within a paragraph.

Introductory activity: Punctuation must be directly taught, even to native speakers of English. And for students who may come from a non-alphabetic writing system, it may be even confusing until they master it. Quick reviews of punctuations rules that have been taught in other classes will still be needed for students at this English level. Reading correctly punctuated text is essential for modeling usage, but the “rules of punctuation” still have to be studied and learned as a distinct skill.

Skill Addressed: Choosing the appropriate punctuation within a paragraph. Use of contractions

Grade Level: Middle & High School

English Language Level: Intermediate Fluency

Type of Activity: Individual, Small Group

Materials:

3 Activity Sheets (attached):

- 1 is for middle to HS
- 2 is for HS
- 3 is for middle & HS

Activities: Students will follow the written instructions that are included in the Activity Sheets.

1. Read the paragraph below. Punctuation marks at the end of each sentence are missing. Fill in the blank spaces with either a period, a question mark, or an exclamation mark.
2. Read the paragraphs below. A lot of punctuation is missing or wrong. Act like an editor, and correct what's wrong. Capitalize when needed. Sometimes you will need to use quotes, too.
3. Rewrite these sentences with the correct contractions. Example: I am going to the store tomorrow. I'm going to the store tomorrow.

Lulu's Laundry Line – Punctuate! Punctuation Activity Sheet 1

REMEMBER... Use a period to close or end a telling sentence. (.)
Use a question mark to close an asking sentence. (?)
Use an exclamation mark to close a sentence that
tEnglish Language Learners surprise or
excitement. (!)

Read the paragraph below. Punctuation marks at the end of each sentence are missing.
Fill in the blank spaces with either a period, a question mark, or an exclamation mark.

**Sam and Mark crossed the highway to the cliffs above the ocean
beach____ They carried their surfboards on their heads____
They stopped suddenly in amazement when they reached the edge of the
cliff ____ The waves were huge____ What a surprise ____ They had
not realized the wind had grown so strong in such a short time____
“Do you think it is safe for us to go surfing this afternoon____”
questioned Sam____**

For High School Students

Lulu’s Laundry Line – Punctuate! Punctuation Activity Sheet 2

REMEMBER...

- **Use a period to close or end a telling sentence. (.)**
- **CAPITALIZE names and the beginning of sentences.**
- **Use quotes (“ ”) to show when someone is speaking.**

INSTRUCTIONS: *Read the paragraphs below. A lot of punctuation is missing or wrong. Act like an editor, and correct what’s wrong. Capitalize when needed. Sometimes you will need to use quotes, too.*

Scientists say that they are creating new robots_ they think that by the
year 2020, robots will drive cars with people riding in them__
__That means that the robots will have to be smart enough to
understand what is going on around them and to follow
instructions,__ said john smith__ a professor of computer science at
stanford university__ The General Motors company and the ford
motor Company are sponsoring some of the research__

Lulu's Laundry Line – Punctuate!
Punctuation Activity Sheet 3

Instructions: Rewrite these sentences with the correct contractions.

Example: I am going to the store tomorrow.

I'm going to the store tomorrow.

1. When my father gets back from his trip, we are going to go fishing together.
2. Many people think that just because they are smart, they will not make mistakes.
3. You had better clean your room or I will put a mouse in there and you will not be able to find it!
4. The product of two times six is not twenty-six!
5. Maybe the movie critics did not like “Lady in The Water” because it was a monster movie that turned out to be a fairy tale.

Book Monkeys: Book Two – True or False?

This exercise helps students work with literal questioning to build reading comprehension skills.

Introductory Activity: By the time students reach middle and high school age, they are expected to be able to read well and most visual and auditory cues are dropped in instruction. For independent reading, try whenever possible to provide some background information if you feel the topic may contain cultural elements that students are unfamiliar with. For example, students who come from one religious orientation may not be familiar with other religious habits and practices and therefore also not know the vocabulary related to them. So if the student is about to read a story about a priest or a nun, a rabbi, or a cleric or monk, provide the informational background on what roles these type of characters play in real life and what could possibly motivate their actions. Depending on your ELL population, a lot of the actual background information may be sitting right in your classroom, with students who come from diverse cultures and backgrounds. Make use of that wealth of experience in discussions and preparation for reading. In the included activities, there is a chart from the United Nations that can be helpful in engaging students in additional discussion and gaining information from charts. For more online statistics and graphs for student use, try this free website: <http://cyberschoolbus.un.org/> and particularly its easy-to-read world map and country information section at <http://cyberschoolbus.un.org/infonation/index.asp>

Skills Addressed: Building reading comprehension with the use of literal questioning. Reading charts for information.

Grade Level: Middle & High School
English Language Level: Intermediate fluency

Type of Activity: Individual

Materials: 2 Activity Sheets (attached)

Activities: Instructions included in the activity sheets:

Activity 1: (True/False) Read the paragraph. Then read the sentences below the paragraph. Some of the sentences are true. Put a T in front of the sentences that are true. There are other sentences that are false. Put an F in front of the sentences that are false.

Activity 2: (Multiple Choice – High School) Read the Chart. Answer the questions at the bottom of the page.

Answer KEY:

1. **b**
2. **a**
3. **b**
4. **d**
5. **b**
6. **a or c**

Book Monkeys: Book Two

Activity 1 True or False?

Directions: Read the paragraph. Then read the sentences below the paragraph. Some of the sentences are true. Put a T in front of the sentences that are true. There are other sentences that are false. Put an F in front of the sentences that are false.

Hurricane Katrina roared into New Orleans, Louisiana. Residents of New Orleans were fearful that their city would flood because it was built below sea level. Their worst fears came true. The heavy winds and rain created a storm surge that weakened and finally broke the levies. Water poured into many streets in New Orleans. The flooding resulted in thousands of people losing everything they owned.

- _____ 1. Hurricane Wilma hit New Orleans, Louisiana.
- _____ 2. Ships sailing down the Mississippi River banged into the levies and broke them.
- _____ 3. New Orleans was built high on a cliff along the Mississippi River.
- _____ 4. Water poured into many streets in New Orleans.
- _____ 5. Thousands of people lost everything they owned.

Book Monkeys: Book Two Activity 2 Reading Charts

INSTRUCTIONS: Answer the questions at the bottom of this sheet based on the information you find on the chart below

TABLE I.3.
PROJECTED AVERAGE ANNUAL RATE OF CHANGE
OF THE TOTAL WORLD POPULATION
BY BROAD AGE GROUPS, AND MAJOR AREA, 2005-2050

Major area	Ages 0-14	Ages 15-59	Ages 60+	Ages 80+	Total population
<i>World</i>	0.01	0.63	2.39	3.37	0.75
Africa	0.87	2.00	3.12	3.86	1.69
Asia.	-0.29	0.47	2.70	4.04	0.64
Europe	-0.36	-0.75	0.90	1.98	-0.24
Latin America and the Caribbean	-0.38	0.61	2.98	3.99	0.74
Northern America.	0.23	0.37	1.67	2.30	0.62
Oceania	0.09	0.65	2.11	2.89	0.81

Source:

Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat (2005). World Population Prospects: The 2004 Revision. Highlights. New York: United Nations.

ACCORDING TO THE CHART:

1. What area of the world will have the oldest people by the year 2050?
 - a. Africa
 - b. Asia
 - c. Latin America and the Caribbean
2. Where will most of the youngest people (children under 14) be living?
 - a. Africa
 - b. Asia
 - c. Europe
3. Where will the youngest people (0-14 years) be the least likely to live by 2050?
 - a. Asia
 - b. Latin America & the Caribbean
 - c. Europe
4. What age group is growing the fastest in the whole world?
 - a. Ages 0-14
 - b. Ages 15-59
 - c. Ages 60+
 - d. Ages 80+
5. What was the source of the information in the chart?
 - a. The United States
 - b. The United Nations
 - c. The World
6. What area of the world seems to be shrinking in population?
 - a. Northern America
 - b. Oceania
 - c. Europe
7. If you lived in Asia in the year 2050, what would you worry most about?
 - a. That there is not enough work
 - b. That there is not enough food
 - c. That there are not enough younger people to care for older people

Goat Quotes – Paraphrasing

This exercise helps student build sentence and paragraph comprehension by paraphrasing.

Introductory activity: Paraphrasing and summaries can be very useful for English Language Learners especially as they start to read longer and more sophisticated books, novels and general literature. Being able to provide a synopsis of books that they will be reading can aid in preparing them for the reading experience by creating some expectations (action, drama, tragedy, comedy, truth, fiction, etc.) Whenever possible, engage the student in discussions of what they are reading in school in other subject areas, also, so that they can learn to apply the skills developed here in other academic English environments. One fun and interesting way to capture their imagination and work their skills is to ask students to play reporter. They then need to ask questions? Be observant and factual, and be able to summarize what they have discovered or learned.

Skill Addressed: Building sentence and paragraph comprehension by paraphrasing
Grade Level: Middle & High School
English Language Level: Intermediate
Type of Activity: Individual, Small Group
Materials: Activity sheet (attached)
Activity: Read the paragraph. Then circle one of the four sentences below that best states the same meaning (paraphrase.)

**Goat Quotes
Paraphrasing Activity Sheet 1**

Directions: Read the paragraph. Then circle one of the four sentences below that best states the same meaning (paraphrase.)

Bus #37 swung around the street corner and screeched to a halt in front of the crowded bus stop. It was running late this morning. An accident 3 blocks away had caused traffic jam. The bus driver was frazzled. The passengers on the bus and the people waiting at the bus stop were frustrated because they were going to be late for work.

1. Bus passengers were angry because the bus driver on Bus #37 was driving too slowly.
2. Bus #37 was late because of a traffic jam and the passengers were afraid of being late for work.
3. Bus #37 was late because the bus driver stopped to buy a cup of coffee.

Goat Quotes Paraphrasing Activity Sheet 2

Directions: Pretend you are a newspaper editor or reporter. Read each paragraph. Then write a shorter headline that has the same meaning (paraphrase.)

YOUR HEADLINE:

The police reported that there was little crime in the area because they had increased the number of policemen who patrolled the neighborhood on foot. Their physical presence and visibility seems to be doing enough to deter illegal activity, according to merchants on the big shopping avenue. Most of the people are very happy with the results of the efforts the police are making to help their neighborhood feel safe.

YOUR HEADLINE:

The weather in the city has been very weird lately. Monday, it was cloudy and looked like rain but there was zero rainfall. Tuesday, the sun peeked out from behind the clouds, but then there was a great downpour and the city accumulated 6 inches of rain in a 24-hour period. Thursday, it snowed. And Saturday, it was so hot that people wore shorts and sat outside taking in the sun.

YOUR HEADLINE:

Two students in a school bus saved the day yesterday when they managed to stop the bus from rolling down a hill. The bus was in motion on Rolling Hill Street when the driver fainted at the driving wheel. Two 9-year-old girls were in the seat behind the driver. One helped move the driver's foot from the gas pedal while the other pulled on the emergency break. The bus rolled to a full stop right in front of the school.



Intervention: *Fast ForWord to Reading 4* 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 4</i>	Hoof Beat	Decoding vocabulary words based on concrete categories	Putting syllable types into categories	Middle & High School
<i>Fast ForWord to Reading 4</i>	Jitterbug Jukebox	Improving spelling skills with adding suffixes	Building words with the correct suffixes	Middle & High School
<i>Fast ForWord to Reading 4</i>	Stinky Bill's Billboard	Decoding words in sentence context	Multiple Meaning Map	Middle & High School
<i>Fast ForWord to Reading 4</i>	Lulu's Laundry Line	Choosing the appropriate word with the right suffix	Filling in sentences with the correct word form	Middle & High School
<i>Fast ForWord to Reading 4</i>	Goat Quotes	Developing comprehension skills by paraphrasing idioms	Paraphrasing	Middle & High School

Hoof Beat – Choose One...

This exercise helps students decode vocabulary words based on concrete categories.

Skill Addressed: Decoding vocabulary words based on concrete categories

Grade Level: Middle & High School

Type of Activity: Individual, Small Group

Materials: Worksheet for Syllable Types

Activity: Word Cards of words that are comprised of three syllable rules: Closed Syllable (CVC), Vowel Vowel Team (VV), Controlled “r” (VR). Student has to place the words into their appropriate syllable column.

Words to be used:

Bad, born, far, first, girl, hurt, in, kid, long, parts, test, worth, bee, boat, boot, brain, cloud, coast, drawn, each, flew, frown, haul, knew, mean, paint, pool, see, soil, spray, stain, stout, street, throw.

Closed Syllable (CVC)	Vowel Vowel Team (VV)	Controlled R (VR)
bad	mean	girl

Jitterbug Jukebox – Build a Word

This exercise helps students improve their spelling skills.

Skill Addressed: Improving spelling skills

Grade Level: Middle & High School

Type of Activity: Individual or group

Materials: Activity Sheets

Activity: The student will add suffixes to root words in order to build words. Students will discover that by adding a suffix a word can change its meaning. The target Suffixes are -able and -ous. The definition of -ous and -able will be discussed.

“ous” means full of something or characterized by something

Ex: joyous means full of joy

“able” means capable of something or tending to something

Ex: dependable means to be capable of being depended on.

Words to be used as examples are:

joy, love, order, drink, depend

(1) Read each sentence and the word choices below the sentence. (2) Choose the correct word form to go into the blank. (3) Reread the sentence with the word you choose to make sure that it makes sense.

- The baby’s first birthday was a _____ occasion.
a. Joy b. joyful c. joyous
- The audience thought that the young girl was beautiful and _____.
a. loveable b. lovely c. love
- The policeman carefully removed the _____ material on the road.
a. hazard b. hazardous c. hazardously
- The hurricane caused the drinking water to be not _____.
a. Drinkable b. drinking c. drink
- The _____ man is my father.
a. Depend b. dependable c. depending

Stinky Bill's Billboard – What Does This Mean?

This exercise helps students decode words within the sentence context.

Skill Addressed: Decoding words within sentence context

Grade Level: Middle & High School

Type of Activity: Individual

Materials: Multiple Meaning Map

Activity: Complete Multiple Meaning Maps

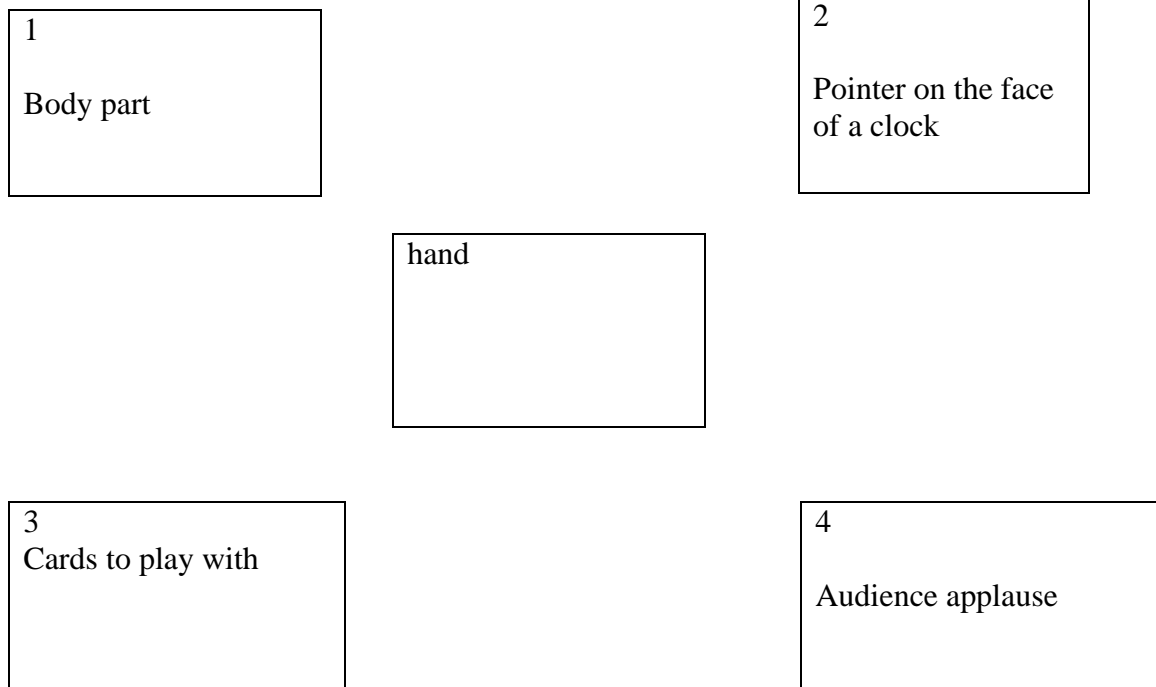
Stinky Bill's Billboard

Multiple Meaning Map

(1) Explain to students that there are many vocabulary words that have multiple meanings. Consequently, you can use the same word with the same spelling and have totally different meanings. It is important to know all the different meanings so that when we read sentences with these words in them we can understand the context.

(2) Introduce the Multiple Meaning Map Organizers. The teacher will have a transparency of the Multiple Meaning Map to role model for the students. The following words will be used to explain multiple meanings: bat, puzzle, dig, hand and sandwich.

(3) In the center of the map the word hand is written. There are four boxes placed around the center box. The different meanings are placed in the outside boxes. Sentences with the four different meanings are written at the bottom of the page and the student has to place the number of the appropriate meaning next to the appropriate sentence.



- 1) At the table, I was dealt a hand. _____
- 2) After my performance, I was given a hand. _____
- 3) When I fell, I broke my hand. _____
- 4) Are the hands, telling the correct time. _____

Lulu's Laundry Line – Adverbs and Commas

This exercise helps students learn to place commas in the appropriate location.

Skill Addressed: Choosing the appropriate place to punctuate using a comma within a sentence.

Grade Level: Middle & High School

Type of Activity: Individual, Small Group

Materials: Activity Sheets

Activity: Students will be introduced to adverbs, and than adverb phrases. Adverb phrases use commas to set them apart from the rest of the sentence.

- 1) Teacher explains that adverbs describe verbs and answer the questions of when, where and how in order to expand a sentence.
- 2) Examples of when adverbs are Used:
 - a. Single words: to Rome, momentarily, monthly

Lulu’s Laundry Line – Using commas Adverb phrase Activity Sheet

Read the paragraph below. Underline the adverbs and adverb phrases within each of the sentences and place the commas in their appropriate places.

Picnic In The Forest

All the children were going on a picnic in the forest of Montana. Unfortunately mom forgot to put the napkins in the basket. She did put the hot dogs, dishes and the soda pop into the basket in the morning. From the beginning, the blanket was put into the trunk of the car. It was weekend of Labor Day when the picnic was held. Remarkably the family had fun.

Place the adverbs and adverb phrase in the following three column table under the appropriate labeled columns.

When	Where	How

Goat Quotes – Paraphrasing

This exercise helps students build sentence and paragraph comprehension.

Skill Addressed: Building sentence and paragraph comprehension by paraphrasing idioms.

Grade Level: Middle & High School

Type of Activity: Individual, Small Group

Materials: Idioms: hit the sack; stitch in time saves nine; as blind as a bat; as busy as a bee; as wise as an owl; pat on the back; stick to your ribs

Activity: Discuss what an idiom is, what they mean concretely and what they really mean by inferences. Student will give a concrete illustration of the idiom and will paraphrase what the idiom really means.

- 1) Definition of Idioms: an idiom is a common phrase that cannot be understood by the meaning of its words but only by its entire phrase. The words in the idiom cannot be changed because it would then lose its meaning.
- 2) Teacher chooses different idioms as examples to discuss concretely what the words mean and why when you look at each word the idiom makes no sense.
- 3) After the teacher's discussion, the student's are asked to draw an illustration showing concretely what the words mean.
- 4) After the student's draw the concrete representation, the teacher discusses what the idiom actually means and the teacher draws or shows the correct meaning illustration of that sample idiom.
- 5) The teacher shares other idioms to the students and then asks them to draw and discuss the literal meaning of a particular idiom.
- 6) The teacher then asks her students to draw and discuss the inferential meaning of that idiom.
- 7) Example idiom that the teacher uses:
 - a. Hit the sack
 - b. Literal illustration would show someone hitting a sack
 - c. Inferential illustration would show the sack as a bed and a person jumping into the bed
 - d. Verbal discussions would take place during both literal and inferential illustrations



Intervention: *Fast ForWord to Reading 4* 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 4</i>	Hoof Beat	Increase knowledge of synonyms and antonyms	Find Your Partner	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Hoof Beat	2-3 Letter Alphabetization	Which Comes Before (After)?	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Jitterbug Jukebox	Improving spelling skills	Spell It	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Jitterbug Jukebox	Improving letter sound correspondences (long and short vowels; r-controlled vowels; multi-syllabic words)	Jitterbug Jeopardy	Small group	Middle and High School

**Fast ForWord® to Reading 4
Resources for Teachers**

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Type of Activity	Grade Levels
<i>Fast ForWord to Reading 4</i>	Stinky Bill's Billboard	Improving vocabulary (compound words and sentence comprehension)	Compound It!	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Stinky Bill's Billboard	Improving vocabulary and sentence comprehension	Make It Complete	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Lulu's Laundry Line	Improving punctuation use (periods, question marks and exclamation points)	Mark It!	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Lulu's Laundry Line	Improving capitalization	Capitalize On It!	Individual Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Book Monkeys: Book Two	Improving inferential comprehension of text	What's In a Title?	Individual; Small group	Middle and High School
<i>Fast ForWord to Reading 4</i>	Goat Quotes	Combining sentences and using adjective clauses	Sentence Combinations	Small group	Middle and High School

Hoof Beat- Find Your Partner

This exercise helps students increase their knowledge of synonyms and antonyms.

Skill Addressed: Increasing Knowledge of Synonyms and Antonyms

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: index cards with one antonym or synonym written on each (see below)

antonym pair: appear-vanish
synonym pair: make-create
synonym pair: child-kid
antonym pair: permit-refuse
antonym pair: handsome-ugly
antonym pair: low- rapid

Activity: Explain the terms antonym (the opposite of) and synonym (the same or nearly the same as) to the students. Give each student a word card and have him/her read the word aloud. Have the students rotate around the room to find the person who is holding the antonym or the synonym of their word. They should stand beside one another and read their cards to everyone once all of the pairs have been located.

Hoof Beat- Which Comes Before (After)?

This exercise helps students practice alphabetization.

Skill Addressed: 2 and 3 Letter Alphabetization

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below); dictionary

1. _____ comes after jettison: jest, jab, jewel, jerk
2. _____ comes before corn: corolla, cork, corner, corps
3. _____ comes after dismiss: display, disclaim, dislodge, disagree
4. _____ comes after invade: inundate, invite, intrude, introvert
5. _____ comes before trigger: trip, try, trouble, trickle

Activity: Explain to the students that when alphabetizing words, you must often look beyond the first or even the second letter in the word. Read each of the words in the set. Follow the directions (before or after) and select the most appropriate word. Encourage the students not to use the dictionary, but have it available, just in case it is necessary.

Jitterbug Jukebox- Spell It

This exercise helps students improve their spelling skills.

Skill Addressed: Improving Spelling Skills

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: index cards with one letter each on them (see below)- one set for each student; list of spelling word (see below)

Letter cards: a, b, c, d, 2 letter e cards, f, h, l, m, n, o, p, r, s, t,

Word list: frost, scamper, bench, atmosphere, federal, enclose, desert, solar

Activity: Each student should receive one set of letter cards. Using the spelling list call one word at a time and have students pull down the appropriate letter cards to spell the word. As they spell, rotate around the group to check their results. Once they have spelled the word have them push the cards back up and prepare for the next word.

Jitterbug Jukebox- Jitterbug Jeopardy

This exercise helps students improve letter sound correspondence.

Skill Addressed: Improving Letter Sound Correspondences (long and short vowels; r- controlled vowels, multi-syllabic words)

Grade Level: Middle and High School

Type of Activity: Small Group

Materials: Jeopardy board (this must be created- can use a basic cardboard box); categories and clues (see below)

Long Vowels:

for 100- clue: to put food in your mouth (answer- eat)

for 200- clue: to shut something (answer- close)

for 300- clue: a large, mean animal (answer- beast)

Short Vowels:

for 100- clue: to perform (answer- act)

for 200- clue: to turn red in the face (answer- blush)

for 300- clue: the opposite of front (answer- back)

R-Controlled Vowels:

for 100- clue: something you drive in (answer- car)

for 200- clue: the opposite of whole (answer- part)

for 300- clue: the opposite of worse (answer- better)

Multi-syllabic Words:

for 100- clue: used to call others (answer- telephone)

for 200- clue: to go to (answer- toward)

for 300- clue: to move around on the ground like snake (answer- slither)

Activity: Briefly explain the categories that are included in the activity and how the activity will be played. The teacher will act as the host and will read the clues (place these on the back of each amount card). The students must select a category and an amount. The host should read the clue, and the students should respond in the form of a question and must spell the answer (ex. Student- "I would like long vowels for 200"; Host- "A large, mean animal"; Student- "What is a beast- b-e-a-s-t?"). If the student is correct, he/she gets the card and is allowed to select one more time. If she missed, then play continues with the next student. This process continues until all of the cards are won or not answered. The students count their cards (1 point for each card) and the one with the most points wins.

Stinky Bill's Billboard- Compound It!

Skill Addressed: Improving Vocabulary (Compound words) and Sentence Comprehension

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: index cards containing the individual word parts that make up the complete compound word (see below); incomplete sentences written on the board or on chart paper (for repeated use)- see below; tape

1. My cousin went on a trip and sent me a _____ post card, postman, playpen
2. I thought I heard the _____ (doorbell, baseball, doorway) ring, but no one was there.
3. At the movies, I love to eat _____ (doorbell, popover, popcorn).
4. The teacher called me to the front of the classroom to write on the _____ (blackboard, surfboard, billboard).
5. The gardener protected the orchids by placing them in the _____ (hothouse, fruitcake, hotcake).
6. After the rains last winter, there was a _____ (landslide, mainland, cornmeal) on the hill beside my house.

Set 1: post card
Set 2: play pen
Set 3: door way
Set 4: door bell
Set 5: pop corn
Set 6: hot house
Set 7: black board
Set 8: land slide-

Activity: Read each of the words with the students. Have the students put the word cards together to create a compound word. Have the students read the words and then read the sentences. The students should then decide which word best completes each sentence. Once the sentences have been completed, have the students reread each with a partner. The two remaining compound words may be used by the students to create their own sentences.

Stinky Bill's Billboard- Make It Complete

Skill Addressed: Improving Vocabulary and Sentence Comprehension

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

Activity: Have the students read each sentence. Then have them complete each using the most appropriate word.

1. Henry was _____ (all ready, already, all right) to give his sister a piece of his mind.
2. If you can't come over to my house, _____ (then, than, that) can I come over to yours?
3. I hear the local baseball team is looking for a new _____ (pitcher, picture, pity).
4. You cannot _____ (breath, breathe, picture) when you are under water.
5. I read that this _____ (commodity, corporation, committee) has a good recycling policy.
6. The most _____ (recent, resent, reduce) issue of that magazine has an interesting article about rock climbing.
7. Henry can _____ (intimate, imitate, intestine) the sound of a sprinkler perfectly.
8. Do you _____ (recent, resent, proceed) it when we tease you about your hair?

Lulu's Laundry Line- Mark It

This exercise helps students improve their use of punctuation that strengthens sentence comprehension.

Skill Addressed: Improving Punctuation Use (Periods, exclamation points and questions marks) and Sentence Comprehension

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see instructions below)

Activity: Review when to use each type of punctuation mark (. ? !). Read each of the sentences in the paragraph.

- Use a paragraph that comes from a text in your own classroom library. Make certain the piece of text has several of each type of punctuation mark. If it does not, it can be modified to meet the requirements of this task (add a few sentences or delete a few sentences and add your own punctuation marks. Type up the passages and leave blanks for each punctuation mark (ex. I loved the gift that you gave me ____ (. ? !)

Lulu's Laundry Line- Capitalize On It!

This exercise helps students improve the use of capital letters.

Skill Addressed: Improving Capitalization

Grade Level: Middle and High School

Type

Materials: activity sheet (see below)

Activity: Review when capitalization rules are typically enforced. Read each sentence and decide where capitalization is necessary within the sentence.

1. The old gentleman was merry and delightful. He seemed to be able to talk in _____ (French, french) and _____ (English, english) almost at the same moment, and _____ (Mother, mother) did as well.
2. Dorothy lived in the midst of the great _____ (Kansas, kansas) prairies, with _____ (Uncle, uncle) Henry, who was a farmer, and _____ (Aunt, aunt) Em, who was the farmer's wife.
3. Ms. Perks had been crying steadily since her _____ (Husband, husband) had opened the wash-house door.
4. My father was a schoolteacher from New England, where his family had taught the three R's and the American _____ (Revolution, revolution) since the days of Ben Franklin's study club.
5. The White City, built for the 1893 World's Columbian _____ (Exposition, exposition) in Chicago, Illinois was the model for the Emerald City in the Wonderful Wizard of Oz.
6. I was in France when the _____ (World War, world war) began. I had been in _____ (Vienna, vienna) again and in England at regular intervals.

Book Monkeys II- What's In a Title?

This exercise helps students improve inferential comprehension of text.

Skill Addressed: Improving Inferential Comprehension of Text

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

Activity: Read the entire paragraph. Decide what would be the title for the paragraph. After titling the paragraph, have the students share their titles and discuss what parts of the paragraph helped them to decide on a title.

Some cities are planned while others grow without a plan. A plan reflects the government's ideas about how a city should be ordered. Most newer cities have straight streets that form square blocks. Old cities often have streets that twist and turn. These streets were not planned with cars in mind. Instead, they were built to follow twisty cow paths.

What is the best title for this passage?

Goat Quotes- Sentence Combination

This exercise helps students combine sentences by using adjective clauses.

Skill Addressed: Combining Sentences Using Adjective Clauses

Grade Level: Middle and High School

Type of Activity: Small Group

Materials: chart paper (4 pieces- 1 for each pair); 8.5 x 14 sheets of paper containing the sentences (see below); tape

Activity: Using the model sentences, briefly explain how to combine sentences using adjective clauses.

Give each student an 8.5 x14 piece of paper containing one sentence. Allow the students to find the person who has the sentence that should be combined with their own. Tell them to look for clues such as similar words in the sentences. Once they have found their partner, the students should read their sentences and decide how to best combine the thoughts into one coherent sentence. The pairs will then combine and write their one sentence on the chart paper. Each pair will then tape their 2 separate sentences and their piece of chart paper containing the combined sentence on the board. All students should be prepared to share their sentences with others in the group.

Example (to be used as the model)

1a. The large dog, ^, was running toward the him.

1b. It was the dog who had barked at his friend earlier.

The large dog, who had barked at his friend earlier, was running toward him.

1a. John, ^, had seen the man knock on the door.

1b. It was John who lived across the street.

1a. In front of the statue, April saw the hot dog stand.

1b. It was the stand which was there everyday.

1a. The light from the lamp was blinking, so he checked the light bulb, ^, and could not be removed until later.

1b. It was the light which was extremely hot.

Fast ForWord® to Reading 4 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 4* exercises where intervention is needed.

Hoof Beat **Jitterbug Jukebox** **Stinky Bill's Billboard**
 Lulu's Laundry Line **Book Monkeys: Book Two**
 Goat Quotes

Date	<i>Fast ForWord to Reading 4</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 4* 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: Book Two – Monkeys and a Map

Goal: Writing directions

Type of Activity: Individual or in Pairs

Materials: Sample map from MapQuest with directions

Paper

Pens

Activity: Using the MapQuest map and directions, discuss the purpose of a map, what items appear on a map, and the purpose for the written directions. Ask students to pretend they are the Book Monkeys who need to visit a different library on the other end of their town. They are not sure how to get from their house to the library, so they are asking for a map showing the directions. Ask the students to create a map similar to the example from MapQuest and then add written directions to the map. Students can work individually or in pairs.

Where was Archie?

Goal: Create a short story from a story starter, practicing correct capitalization and punctuation, complete sentences.

Type of Activity: Individual or Pairs

Estimated Time: 2 class sessions

Materials: Writing paper
Pens (black and red)

Activity:

1. Read through the story starter below with the students, stressing that the story is incomplete. “Where was Archie?” Discuss with the students what some of the possibilities are.
2. Ask the students to complete the story starter, either working individually or in groups of two. When the students are finished, they can edit their writing, checking for correct capitalization, punctuation, and complete sentences.
3. Encourage students to read their stories aloud with the class.

Where was Archie?

Story Starter:

Archie was resting on the steps on the back porch of his house. It was 4 PM, and no one was home. His heart was beating very fast and he could hardly catch his breath.

All of a sudden, his mother rushed around the corner of the house and exclaimed,
“Oh, Archie, where have you been? I have been so worried about you! I have just been over to Mrs. Sullivan’s house to see if Danny knew where you were. Wherever have you been?”