



## TEACHER TOOLS

### CD Contents

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

- *Fast ForWord® to Reading Prep* Characters
- Teacher-directed Activity Suggestions
- Sample Motivation Ideas and Activities
- Sample Intervention Ideas and Activities
  - English Language Learners
  - Special Education Students
  - Struggling Readers
- Sample Intervention Log
- Sample Writing Activities

### Scientific Learning Web Resources

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

#### 1. Resource: [www.scilearn.com](http://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 Prep* Points Chart
- Sample Schedules
- Motivation Activities
- Intervention Activities
- Word Lists

**2. Resource: [www.brainconnection.com](http://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 Prep Characters**

Teachers can use the *Fast ForWord to Reading Prep* 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><b>Inside the Tummy</b></p> 	<p><b>Hungry Tummy</b></p> 
<p><b>Packing Pig Goes to Work</b></p> 	<p><b>Packing Pig Has Lunch</b></p> 
<p><b>Coaster</b></p> 	<p><b>Houndini</b></p> 



## 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. The activities can be copied onto 4" x 6" cards and placed in convenient boxes in the classroom. Those activities with master copy sheets can be copied and placed into 8-1/2" x 11" files.

### Inside the Tummy – Color Everywhere!



Skill addressed: Identifying and matching items according to their colors

Grade level: Kindergarten

Materials: Paint samples from home improvement store; pictures from magazines and catalogs

Activity: Choose primary color paint sample strips from a hardware or paint store. Create a bulletin board display with the primary color strips. Discuss the colors and the names of the colors with the students. Talk about items in the classroom that “match” the color strips on the board. Then ask the students to look for pictures in magazines and catalogs that “match” the colors on the board. Each student can tape their pictures around or under the matching paint chip sample.

Extension activity: when students are finished collecting and posting their pictures, discuss what they have found. Encourage students to write about their pictures, using a sentence pattern exercise. Ex: My (name of item) is (name of color.)


**Coaster & Houndini – Onset and Rime**



Skill addressed: recognizing onset and rime  
Type of Activity: teacher-led with individual or small group  
Materials: Onset and Rime Activity Card  
Activity: (1) Provide each student with a copy of the Onset and Rime Activity Card; say “man, pan, mat, pat, ram, jam”. (2) Point to each picture as you speak. (3) Point to the picture of the man and say “Mmaann take away mmmmm leaves aaaannnn.” (Repeat 2-3 times.) Repeat Step 3 for each picture.

**Recognizing Onset and Rime Activity Card**

<b>Fluency and Comprehension</b>
<div style="text-align: right; margin-bottom: 5px;"></div> <p><b>Skill addressed:</b> demonstrate comprehension by responding orally to literal questions after reading</p> <p><b>Type of Activity:</b> Teacher-led small group, individual</p> <p><b>Materials:</b> <u>Wrong Shoe Ronnie</u> by Julie Brinckloe (book); computer and headphones; <u>Wrong Shoe Ronnie</u> CD; Fluency and Comprehension Activity Master A</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Show students the cover of Wrong-Shoe Ronnie. Say the title and show the cover of the book? Ask if any of them have ever put their shoes on wrong? Ask them what they did and how they felt?</li> <li>2. Ask students what they think is going to happen in the story and what they think Ronnie will do? Say to them, “Let’s read to see if your predictions were right?”</li> <li>3. Read the story aloud pointing to and briefly discussing pictures and how they show what’s happening in the story?</li> <li>4. After reading, ask students if their predictions were correct?</li> <li>5. On the next day, let students listen to the story on the computer?</li> <li>6. Use Fluency and Comprehension Activity Master A to ask questions about the story? If a student responds incorrectly, say, ‘Let’s look at story again.’ Go to the page in the story indicated on the Activity Master, read the pages aloud. Ask the question again.</li> <li>7. Complete the questions on the Activity Master.</li> <li>8. On the next day, do choral reading.</li> <li>9. Discuss rhyming words in the text.</li> </ol> <p><b>Extension :</b> Repeat the activity using <u>Nat and Matt and a Rat Named Pat</u> and <u>Ravenous Ralphie</u>.</p>

### Fluency and Comprehension Activity Question Guide

#### *Wrong Shoe Ronnie* by Julie Brinckloe

CD Page	Book Page	Question	Goal Answer (optional additions for older children)
Introduction	CD only	Are Ronnie’s shoes on the right way?	<b>No</b>
2	Title page	Is Ronnie a boy or a girl?	(She is a) <b>girl</b>
3	3	What did Ronnie do?	(Put them on the) <b>wrong way (foot)</b>
4	5	What did Ronnie ask?	Which is the left (right, wrong) <b>shoe?</b>
5	6-7	What day is today?	<b>First day of school</b>
6	9	What did Ronnie guess?	<b>Which shoe</b> (goes on each foot)
7	10	Did mama see Ronnie’s feet?	<b>No</b> (she did not see them)
8	11	What is down the street?	<b>The bus</b>
9	12-13	Where is Ronnie going?	(She is going to the) <b>bus stop</b>
10	14-15	How did Ronnie feel?	(She felt like a) <b>clown</b>
11	16-17	What did Ronnie do wrong?	(She got to class late, couldn’t concentrate, wrote the wrong date) <b>fell down</b>
12	18-19	Where did Ronnie stay?	(She stayed) <b>inside</b>
13	20-21	Did Ronnie know right and left?	<b>No</b>
14	22-23	Will the teacher help?	<b>Yes</b>
15	24-25	What colors are the pens?	(The pens are) <b>red and blue</b>
16	26-27	What color in the left shoe? What number is red?	Blue Two
17	28-29	What number is the left shoe? What number is the right shoe?	One Two



## 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](http://www.scilearn.com/support).

<b>Encourage Attendance</b>	<b>Daily &amp; Weekly Points</b>	<b>Highest Score</b>	<b>Completion</b>
<p><b>Weekly Door Prize</b> Give students a set of personal name cards for this exercise. As students enter the <i>Fast ForWord</i> lab, they take one of their name cards and put it inside a basket. At the end of the week, draw one card out for a special prize.</p>	<p><b>Wall of Fame</b> Create a “Wall of Fame” for those high points achievers</p>	<p><b>Simon Says</b> Students set personal goals for the day; reward achievement with leading the class back to the classroom “Simon says, Walk two steps...”</p>	<p><b>It’s A Dog’s Life</b> Draw and cut out two large Houndini dogs and tape the cutouts to the wall. Cut out paper bones for students. Divide class into two groups. Each student writes his or her name on a bone and tapes the bone by “his” or “her” team dog. The first group to reach 80% completion wins. Ask parents to make cookies in the shape of dog bones for a celebration party for both teams at the end of the <i>Fast ForWord</i> class. Give the winning team dog bone certificates for winning the contest.</p>
<p><b>Attendance Chart</b> Create a wall attendance chart. Have students mark their attendance with check marks, stickers, theme pictures, etc.</p>	<p><b>Points Chart</b> Track points on the daily points chart</p>	<p><b>Charlotte’s Web</b> Each student sets a goal for the day; reward achievement with a spider to put in a spider web stretched on the bulletin board. Students keep track of the number of spiders they earned, and share a viewing of <i>Charlotte’s Web</i> with their class.</p>	<p><b>Completion Ribbons</b> 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.

<b>Motivation Bulletin Board Ideas</b>
<i>Colorful, thematic bulletin board designs provide a focus for motivation and reward activities for students</i>
<b>Clicking Our Way to Success</b> Computer mice with student's names, pictures of students in FFW lab
<b>Packing Pig Goes to Work</b> Create a work theme background on the bulletin board. Each time students reach a certain goal, have them write their name on a picture cutout of Packing Pig Goes to Work and put the pig on the bulletin board. When they complete their exercise, have them trade their "pigs" for a special prize.
<b>Go for the Gold With Extra Points</b> A treasure chest filled with gold coins, a vehicle traveling towards the treasure chest, miniature vehicles with student names and points
<b>Wall of Fame</b> Students' names are placed on the Wall of Fame. Consider creating a wall of fame for those high points achievers
<b>Get Your Hands on <i>Fast ForWord</i></b> Students trace their hand, or cut out pre-made hands. For each accomplishment earned, students write their name on the hand and what they accomplished – so many points, completing a program, etc.



## 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 Prep* exercises. Additional activities can be located at [www.scilearn.com/support](http://www.scilearn.com/support).

<p><b>Packing Pig Has Lunch</b> </p>	<p><b>Feed Hungry Tummy</b> </p>
<p>Copy the Packing Pig character pattern for each student. Give the students each a pig to cut out and write their name on. Tell the students to tape the pig to their computers when they are working on the exercise. When they completely finish the exercise, they can tape the pig onto a piece of paper, and pretend they are a reporter giving their opinion about the exercise.</p>	<p>He Can Hold More in His Tummy than We Can Eat in A Week! Draw a large picture of Hungry Tummy with his mouth open. Students who get &gt;80% or more get their names in Hungry Tummy's mouth.</p>
<p><b>Happy Houndini</b> </p>	<p><b>Yeah, (Student's Name)</b></p>
<p>Find a large plastic hound dog to set on the teacher's desk. When a student reaches 80% completion, give the hound dog to that student and allow the student to choose a joke book from a book basket. (Joke books can be found at thrift stores and garage sales; parents also donate)</p>	<p>Reward students who put forth a lot of effort. Let them choose a cut out of one of the <i>Fast ForWord to Reading Prep</i> characters. The students can write their names of the characters and tape them to a bulletin board or wall. The students with the longest line of characters are rewarded with borrowing a video about animals to take home and share with parents.</p>



## **Intervention: *Fast ForWord® to Reading Prep* Activities for English Language Learners**

Students who are working at the *Fast ForWord to Reading Prep* level are likely to be learning English at the same time that they are learning to read. Key issues for very beginning students (preproduction, early production) will be making the visual association with the sound or meaning.

The activities below are generally designed to take place BEFORE the student uses the software program listed on the left column, so as to lower their frustration level when they first begin on their own. At least a brief introduction to the concepts, sounds, shapes, colors and sizes should be completed before the first attempt online. Where multiple activities are included with one program, you can use all of them or only some, as you discern the level of knowledge of English of the students. Note that in almost every activity, there is a MODELING introduction that the teacher must always remember to do, especially with students who know little or no English. In any case, any activity for ELLs at this level will require that they repeat sounds, names, words out-loud for mastery.

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skills Addressed</b>	<b>Intervention Activity</b>	<b>Type of Activity</b>	<b>Grade Levels</b>
<i>Fast ForWord to Reading Prep</i>	Inside the Tummy	Categorization: Shape and color recognition	Puzzle Pieces	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Hungry Tummy	Categorization: Shape, color and size recognition	Match Me	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Packing Pig Goes to Work	Letter name recognition	Letter Names	Individual Small Group	Elementary (Do PRIOR to working on Packing Pig)
<i>Fast ForWord to Reading Prep</i>	Packing Pig Has Lunch	Lowercase alphabet letter identification  Beginning spelling	Alphabet Match  Beginning Spelling	Individual Small Group  Pairs	Elementary
<i>Fast ForWord to Reading Prep</i>	Houdini	Phoneme categorization  Phoneme categorization	Odd Man Out  Odd Man Out II	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Coaster	Phoneme identification	Which One?	Individual Small Group	Elementary

### **Inside the Tummy – Puzzle Pieces**



Skill addressed: recognizing colors and shapes

Type of activity: Individual, small group

Grade level: Elementary

Materials: Create a puzzle board with shapes of colored triangles, squares, circles, rectangles. Cut out matching triangles, squares, circles, and rectangles to be placed on the puzzle board.

Activity: (Note – this activity and program must be done AFTER most of the activities for Hungry Tummy and the use of that exercise is completed.) MODEL: Separate puzzle pieces from puzzle board. Choose one piece, say the name and color, and place it in its correct position in the board. Ask the student to choose a (name color) circle and match it to the one on the puzzle board. Continue matching the other colored shapes, always saying the name and color. If the student hesitates, ask another student to name the color or shape that caused the hesitation. The student who missed the answer must repeat the color and shape before he or she puts the shape in the puzzle board.

### **Hungry Tummy – Match Up**



Skill addressed: recognizing and matching colors and shapes

Type of activity: Individual, small group

Grade level: Elementary

Materials: Colored cut outs of circles, squares, rectangles, triangle. One construction sheet of each of the primary colors (red, white, blue, green, yellow)

Activity: (Note – Select the activity based on the level of knowledge of the English terms. All these are aimed at a preproduction level of K student, but some students may “know” the colors, so you can skip to the second activity. They are arranged in progressive order. DO NOT put the student on Hungry Tummy or Inside the Tummy unless one or more of these activities has been completed in small groups or with the whole class.

*Activity 1: Colors*

MODEL: spread out all the shapes on the table. Pull out the RED construction paper. Pick out a RED shape (any shape). Say RED and have the student repeat RED. Put the shape on the RED construction paper and say RED again.

DO: Say RED and ask the student to repeat and choose a shape that is red. Point to the RED construction paper and let the student place the shape on it as you say RED again. Select another student as you say RED and repeat the action. After all RED shapes are in place, continue with the first modeling, then ask the students to select and place the next color on the matching construction paper.



### **Hungry Tummy – Match Up (continued)**

*Activity 2: Shape Materials* (same colored shapes but this time use a big OUTLINE of a square, a triangle, a circle on a plain white (or black) background.

**MODEL:** Point to the printed circle and say CIRCLE. Students repeat. Pick up a circle shape (any color) and say CIRCLE as you place it on the circle print sheet.

**DO:** Say CIRCLE and point to the printed circle. Ask the student to repeat CIRCLE and choose a shape that is red. Point to the printed circle again and let the student place the shape on it as you say CIRCLE again. Select another student as you say CIRCLE and repeat the action with an other colored circle.

*Activity 3: Size* (Same shapes but this time each color should have 2 sizes, small and big. Two plain white pieces of paper, one paper should be half the size of the other.

**MODEL:** Point to the BIG white paper and say BIG. The students repeat BIG. Point to the smaller paper and say SMALL. The students repeat SMALL. Pick up any big shape and say BIG and the shape name. (Example: Big circle) The students repeat. Put the shape on the BIG paper and say big circle again. The students repeat. Pick up a small shape (any color) and say SMALL square as you place it on the small sheet. The students repeat SMALL square.

**DO:** Pick up a big shape and ask the student if it is BIG or SMALL. The student says BIG. Say BIG triangle (if that is what it is.) Ask the student to repeat. Give the student the triangle and ask him or her to put it in the big or small paper. Repeat with other students and other sizes and shapes. Focus on the size, but keep repeating the shape, also.

*Activity 4: Size and Color* (Same materials as above.)

**MODEL:** Pick up a BIG Red Circle and say BIG RED CIRCLE. The students repeat. Put it on the big paper. Pick up a Big blue square and say name, color, shape. The students repeat. Pick up a small yellow triangle and say SMALL YELLOW TRIANGLE and place it in the small paper. Next. Select any size shape, name the size, color, shape and hand it to the student. As the student puts it on the BIG paper, they must name the size, color, and shape. The same student selects a shape and names it, then gives it to another student who accepts it and names it, etc. At the end, ask “Who wants the blue shapes?” “Who wants the red shapes?” the students select their favorites. Ask the students to place the shapes in order of size by MODELING and naming (e.g., big & small red circles, big and small blue squares, etc.) Each student completes the task on his or her own.



## **Packing Pig Goes to Work – Letter Names**

Skill addressed: Naming letters of the alphabet

Type of Activity: Individual, small group (Time: 10-15 minutes)

Grade level: Elementary

Materials: One big poster with all the alphabet letters on it (both upper and lowercase). From an ABC coloring book, make copies of 2 pages per student (better if the book has pictures by not necessarily so.); crayons, one sheet of lined paper per student.

Activity: (Note – Before the student works on any of the Packing Pig exercises, they must be introduced to the NAMES of the letters.)

Optional: If the class is homogeneous (all speak the same language), ask if anyone knows the letter in their own native language – only works for alphabetic languages, not Chinese, Japanese, Arabic, etc.) Repeat the name given by the student who knows and say “the name of that letter in English is \_\_\_\_\_.”

MODEL: Point to yourself and say: “My name is \_\_\_\_\_.” Point or tap a couple of students and say, “Her name is Alison. His name is Ali. These names start with the letter A. Please say “A”. The students repeat “A”. This letter’s name is also A. The students repeat again. Do 3 of the letters at one time. Stop and hand out copies of the 3 letters – one letter per student – every fourth student receives a letter A and continue in order until all students have ONE letter of the 3. Point to the alphabet poster A and ask “Who has the letter A? If no one responds, go to the student who has an A and ask him or her to stand up and show his A. Ask again and motion to stand up. All the students with A stand up and say A. Ask them to sit. Go through the same with the other 3 letters. Let them color their letters and keep them in their “portfolio”. The next opportunity to review, get these 3 letters out quickly and add 3 more letters so that each student ends up with 2 letters each. Repeat the exercise until all the letters have been taught.

Note: after each 3-letter practice, end the activity with the ABC song. Let the students with A, B, C raise their letters with the song. Next time use ABC and DEF, etc.

Writing Practice: Hand out the lined paper and ask the students to write the NEW letters they learned today: Aa, Bb, Cc...etc.

### **Packing Pig Has Lunch – Alphabet Match**



Skill addressed: matching upper and lower case letters

Type of activity: Individual, small group

Grade level: Elementary

Materials: Game board with 5 upper case letters, 5 matching alphabet cards with only lower case letters

Activity: Turn 5 cards face down.

MODEL: pick up one card, saying the NAME of the lower-case letter and placing the card on the capital letter on the game board. Say the letter name again. Return the card to the face-down pile. Direct the student to turn one card at a time face up and then SAY the letter and match the card to the corresponding upper case letter on the game board. Add more letters as students become comfortable with them. They must always name the letter.

### **Packing Pig Has Lunch – Beginning Spelling**



Skill addressed: write upper and lower case alphabet letters

Type of activity: Individual, small group

Grade level: Elementary

Materials: Pencils or crayons and 1 lined paper per student

Activity: Ask the students to “test” each other’s knowledge of the letters. Hand out a lined piece of paper. Pair up to 2 students. One must select 5 letters from today’s class and say each out loud so the other has time to write them in both upper and lower case. Allow students to help a partner who has trouble, but not to “take over” the task. Next, the “writing” partner will get to “dictate” letter names to the other student. Students must check each other’s writing and make corrections if needed. No grade, just completion. Allow time for students to re-write any letters they had trouble on.



## **Houndini- Match the Sounds**

Skill addressed:

Type of activity: Individual, small group

Grade level: Elementary

Materials: Picture cutouts from a phonics coloring book showing pictures (not the letters) whose names start with single consonants. Group them together in groups of 4 with 3 pictures starting with the same consonant and 1 picture starting with a contrasting consonant.

Activity:

MODEL: Ask students to repeat after you as you say the beginning consonant of each picture and then name the four pictures. Repeat, but as you say the beginning consonant sound of each picture. NOD “yes” if you are showing a picture with a sound that you are emphasizing.

Students repeat and nod: Example: “P – Pig (nod Yes)...”P – Pit (nod Yes)..B-Bit (shake No). Put the picture with sound that doesn’t match separate from the others. Repeat the names of the 3 pictures that match and nod YES. Students repeat and nod YES.

DO: Say the beginning sound you just modeled and show the SAME 4 pictures in a different order. Ask the student to say the sound and word when you show the picture. If they can’t remember, they can repeat the words after you. Ask as you hold the picture up. Say the beginning sound and nod YES or shake NO with a question on your face and inflection. The student should nod YES if it’s a picture with the matching sound. If they hesitate too long (2 seconds) or if they shake NO, correct them by saying the sound, the word and nodding YES. Continue showing each picture up and asking the student to say the beginning consonant OR the word and to nod YES if it’s the target sound. Give the student the picture card every time he or she gets it right. Put the NO cards on the side. Ask student to teach the sound and word to another student, modeling their “teaching” after you.

## **Coaster – Listen & Look**



Skill addressed: match written consonant letters to pictures

Type of activity: Individual, small group

Grade level: Elementary

Materials: Pictures of items that begin with the consonants used in Coaster instruction such as s, l, m, d, g. Attach the pictures to 3 x 5 cards. Letter cards (3 x 5 cards) on which are written the individual consonant letters to match the pictures.

Activity 1: Create two stacks of items, one stack of pictures and one stack of letters, turned face up. Stack letters in the same order that the word pictures are organized.

MODEL: Select a card from each stack. Show the Letter Card. Say beginning sound. Show picture card. Say name of picture. Show the Letter Card again and repeat the sound. Give both cards to 1<sup>st</sup> student. Direct the student to show cards to another student, show and say beginning sound and show and say the name for the picture. Continue around the table. Do this with all the cards (start with 3 different sounds/cards first round. Build until there are enough cards for every student at the table to have 2 cards – 1 letter, one picture.

DO: Second round with the SAME 3 cards, but this time, direct the first student to show and say the letter on the card and then show and say the picture name. Give the second card set to the second student. Repeat around the circle until each student has had a turn.

Activity 2: FIND – Put the cards out on the table, face up, in random order. Ask each student to pick one letter card and one picture card that match. They must say the sound and the picture name as they pick up the cards. If correct, they keep the cards for the next game. If incorrect, teacher MODELS sound and name of cards selected but puts them back on the table, face down. Student can try again after others complete their turns. Turn over any “returned” cards and have any student match them.



## **Intervention: *Fast ForWord® to Reading Prep* 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. Pre-teaching each exercise, 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.

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skills Addressed</b>	<b>Intervention Activity</b>	<b>Type of Activity</b>	<b>Grade Levels</b>
<i>Fast ForWord to Reading Prep</i>	Inside the Tummy	Shape and color recognition	Puzzle Pieces	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Hungry Tummy	Follow directions; manipulate shapes	Following Directions; Manipulating Shapes	Individual, Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Packing Pig Goes to Work	Identify lower case letters	Lower Case Letters	Individual, Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Packing Pig Has Lunch	Establish sound/symbol associative skills	Sound/Symbols	Individual, Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Coaster	Develop phonemic awareness and letter-sound associative skills	Phonemic Awareness; Letter/Sound Skills	Individual, Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Houndini	Improve phonemic awareness and basic decoding skills	Phonemic Awareness/Decoding Skills	Individual; Small Group	Elementary



### **Inside the Tummy – Colors and Shapes**

Skill addressed: identify colors and shapes prior to working on Inside the Tummy

Type of activity: Individual, small group

Grade level: Elementary

Activity: (1) Use puzzles that have cut out shapes. The different shapes should be in different colors when they are introduced. (2) After the shapes are introduced individually, a large puzzle that contains all of the shapes should be used. Student is asked to pick up the correct shape and place it in the larger puzzle. (3) Next, a box should be made that has all of the shapes cut out all around the sides of the box. Student is asked to put the shapes that are made out of plastic or wood through the appropriate cut out shapes. (4) Make the different shapes in different sizes, colors and thicknesses and have the student repeat the above activities. Students have to become familiar with the concept that shapes no matter how small or big, no matter what color they are, no matter what thickness they are, they are still the same shape.



### **Hungry Tummy – Following directions**

Skill addressed: follow directions and manipulate shapes

Type of activity: Individual, small group

Grade level: Elementary

Activity: (1) Use a checker board for this activity. (2) Place shapes on the board in the order of triangles on the top of the board, circles in the middle of the board and squares on the bottom of the board. (3) Across the board, the shapes are placed on order of thickness and size. (4) Ask the students to move the different shapes by following the teacher's directions. (5) The teacher asks the students to move a particular shape of a certain color and size and thickness next to, or on top of, or below other shapes. (6) Ask the student to listen to the directions, pick up the pieces and execute the command.



### **Packing Pig Goes to Work – Lower Case Letters**

Skill addressed: identify the name of the lower case letters

Type of activity: Individual, small group

Grade level: Elementary

Activity: (1) Use all learning modalities (the visual, auditory, knesthetic and tactile) within this exercise. (2) Match the lowercase letters with pictures of objects that begin with the targeted letter. One letter a week is introduced however each week the letter from the prior week is reinforced with the new letter. (3) As each letter is taught, create a matching column whereby the student has to draw a line to the corresponding picture of an object that begins with the letter. (4) As the activity progresses, the student is asked to pick out pictures that have the target letter in the final position.

### **Packing Pig Has Lunch – Sound/Symbols**



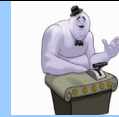
Skill addressed: Build sound-symbol associative skills after learning the letter names

Type of activity: Individual, small group

Grade level: Elementary

Activity: (1) Use a sound deck that has the letter with a picture in the corner of the card. (The picture has the target sound in the initial position.) (2) A second card has the uppercase letter printed in the front of the card with the identical picture of the lowercase letter in the initial position. (3) Ask the student to match the lower and uppercase letter based on the picture at the corner of the cards. (4) The teacher also introduces the sound in the initial position for each of the cards. (5) The teacher introduces a sound a week and reinforces all of the past sounds every week. (6) As the sounds increase, the cards are placed in front of the student. Sometimes the teacher asks the student to pick out the lowercase letter, or the upper case letter or the sound of the letter. (7) The student is always being asked to match objects with either the letter names or the sound.

### **Coaster – Letter/Sound Associative Skills**



Skill addressed: develop phonemic awareness and letter-sound associative skills

Type of activity: Individual, small group

Grade level: Early elementary

Materials: Consonant sound cards, consonant picture cards, paper, pencils

Activity: (1) Introduce the consonant sound with a concrete picture. (2) Dictate the consonant sound to the student, ask the student to repeat the sound and then write the letter that represents that sound. (3) Using a sound card, ask the student to listen to the sound and then repeat the sound. Words on the cards are produced by the student when he or she chooses the correct sound letter. (4) Repeat the procedure every time a new sound is introduced. (5) Introduce one new sound per week and every subsequent week review and reinforce all sounds learned at that point.



### **Houndini – Decoding**

Skill addressed: improve phonemic awareness and basic decoding skills

Type of activity: Individual

Grade level: Early elementary

Materials: Blending mat, word cards

Activity: Introduce a sound segmentation activity with the sounds that the student already knows. (2) Introduce a blending mat and explain that when the student hears different sounds dictated by the teacher, the student can place those sounds/letters on the blending mat. (3) Begin with helping the student placed familiar words/sounds on the blending mat. (4) Then ask the student to change the beginning sound with another sound. (5) As the student progresses, ask the student to change the final position, and lastly, the medial position. (Note: This activity can be used throughout all phonemic awareness introductions of sounds that lead to different words.)



## **Fast ForWord to Reading Prep Intervention 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 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.

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skills Addressed</b>	<b>Intervention Activity</b>	<b>Type of Activity</b>	<b>Grade Levels</b>
<i>Fast ForWord to Reading Prep</i>	Inside the Tummy	Categorization: Shape and color recognition	Shape Up	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Hungry Tummy	Categorization: Shape, color and size recognition  Identifying similarities and differences	Match Me  Same and Different	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Packing Pig Goes to Work	Letter name recognition  Letter name recognition	Alphabet Draw  Alphabet Puzzles	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Packing Pig Has Lunch	Letter recognition  Letter recognition	Alphabet Halves  Match Up	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Houdini	Phoneme categorization  Phoneme categorization	Odd Man Out  Odd Man Out II	Individual Small Group	Elementary
<i>Fast ForWord to Reading Prep</i>	Coaster	Phoneme identification	Which One?	Individual Small Group	Elementary



### **Inside the Tummy- Shape Up**

Skills addressed: Categorizing; Shape and color recognition

Type of activity: Individual; Small group

Grade Level: Elementary

Materials: Paper bags; various colored triangles, circles and squares (several of each color and shape)

Activity: Glue one of each colored shape to the front of a paper bag (ex. 1 bag- red square; 1 bag- yellow triangle; 1 bag- blue circle, etc). Provide students with a variety of colored shapes (2-3 to begin and the number can be increased gradually), and have them sort the shapes by placing them in the appropriate bag. Begin with one bag at a time and add more bags to the sort as students become proficient with the activity.



### **Hungry Tummy- Match Me**

Skills Addressed: Categorizing; Shape, color and size recognition

Grade Level: Elementary

Type of Activity: Individual; Small group

Materials: popsicle sticks; happy and sad face emblems; shapes of various colors and sizes; large piece of construction paper

Activity: Glue one happy face emblem to a popsicle stick and on the back of it glue the sad face emblem. Give each student a popsicle stick with the emblems and several different shapes of various colors and sizes. The “caller” holds up a shape and describes it using words such as “match my big (large), yellow triangle”. If anyone has the match the happy face emblem should be shown. If a student does not have a match then the sad face is shown. Those with the matching shape (color and size) will place them on the construction paper for all to see. At the end of the activity, students can be selected to describe the shapes that were placed on the construction paper.



### **Hungry Tummy- Same and Different**

Skill Addressed: Identifying similarities and differences

Type of Activity: Individual; Small group

Grade Level: Elementary

Materials: shapes of various sizes, shapes and colors

Activity: Place two shapes in front of the students (ex. a large yellow square and small blue square). Ask the students to state what is the same about each shape and what is different about each shape. If there is success after the first few trials with this activity, increase the number of shapes to three.



### **Packing Pig Goes to Work- Alphabet Draw**

Skill Addressed: Letter-name recognition

Type of Activity: Small group

Grade Level: Elementary

Materials: several sets of index cards with one letter of the alphabet written on each (create sets of upper and lower case letters); paper bag; large sized alphabet strips (use construction or butcher paper)

Activity: Students will work in pairs. One partner will pick a letter from the paper bag and state its name. The other partner will find the identical letter on the alphabet strip, point to the letter and state its name. The student who drew the letter will place it on the side and the other student will draw the next letter. This process will continue until all of the cards have been drawn or the students run out of time.



### **Packing Pig Goes to Work- Alphabet Puzzles**

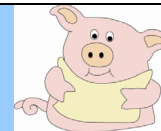
Skill addressed: Letter-name recognition; Fine motor skills

Type of activity: Individual; Small group

Grade level: Elementary

Materials: construction paper cut into 4 x 6 pieces; envelopes

Activity: Using the pieces of construction paper, write one letter of the alphabet on each. Draw 3-4 zigzag lines on each piece, and then cut along those lines. Construct each one a little differently for self correction purposes. Place the puzzle pieces into one envelope. Students can select an envelope, put the pieces together and state the name of the letter displayed in the puzzle.



### **Packing Pig Has Lunch- Alphabet Halves**

Skill addressed: Letter recognition

Type of activity: Individual; Small group

Grade level: Elementary

Materials: a variety of shapes that will be cut in half (one shape set for each complete set of written letters)

Activity: Using one whole shape, write an upper case letter to the left (or on the top). Write its lowercase counterpart to the right (or on the bottom). Cut the shape in half using a zigzag type line (this will assist with self correction). Place the pieces in an envelope. Students can state the name of the letter as they put the pieces together.



### **Packing Pig Has Lunch - Match Up**

Skills addressed: Letter Recognition

Type of activity: Individual; Small group

Grade level: Elementary

Materials: game board with all lowercase (or uppercase) letters of the alphabet randomly placed around the board; number spinner (1-4); game chips (one for each player); cards with one letter of the alphabet on each (to help with self checking, place the counterpart of each card on the back of the card- ex. if the letter card is an “a”, on the back upper right hand corner write the letter “A”)

Activity: Line the individual letter cards up in random order side by side near the game board. If the board has lowercase letters, then use the uppercase letter cards and vice versa. One player spins and moves the game chip the appropriate number of spaces on the board. The player states the letter that he landed on and then finds and points to the individual letter card that shows its counterpart. Play continues in this manner as long as the students have time.



### **Houdini- Odd Man Out**

Skills addressed: Phoneme Categorization

Grade level: Elementary

Type of activity: Individual; Small group

Materials: pictures of objects reinforcing selected initial and final sounds (at least 4-5 per sound)

Activity: Group four pictures together (3 will have the same sound; 1 will have a different sound), and ask the students to name each. Ask the students to remove the one picture that does not have the same initial (or final sound). Have the student state the sound that the remaining pictures have in common.



### **Houdini- Odd Man Out II**

Skills addressed: Phoneme Categorization

Grade level: Elementary

Type of activity: Individual; Small Group

Materials: index cards with one word printed on each (reinforcing selected initial and final sounds)

Activity: Group four cards together (3 will have the same sound; 1 will have a different sound), and ask the students to name each. Ask the students to remove the one card that does not have the same initial (or final sound). Have the student state the sound that the remaining cards have in common.



### **Coaster- Which One?**

Skills addressed: Phoneme Identification

Grade level: Elementary

Type of activity: Individual; Small Group

Materials: index cards with 1 focus consonant sound written on each (several sets of the same consonant sounds should be available); set of word cards that begin with the focus consonant sounds

Activity: Give each student a set of index cards with the focus consonant sounds. Select a word card and without showing it to the students, say the word aloud. After the word has been stated students should look at their cards and select the card with the same initial sound and hold it up. The word caller can then show the students the word that was read from the card (checking mechanism). Follow this procedure until all of the words have been called.

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

**Inside the Tummy**    
  **Hungry Tummy**    
  **Packing Pig Goes to Work**  
 **Packing Pig Has Lunch**    
  **Coaster**    
  **Houndini**

DATE	<i>FAST FORWARD TO READING PREP EXERCISE</i>	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 Prep* 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.

### Inside the Tummy and Hungry Tummy – What Color Am I?



**Goal:** Identify objects that match a chosen color

**Type of Activity:** Small Group

**Materials:** Large Chart Pak Sheet with sentences below. (One sheet for each sentence.)

I AM YELLOW.

I AM BLUE.

I AM RED.

Large lined writing paper for Kindergarten writing, one sheet for each student.

**Activity:** Display the three chart pak sheets. Read each sentence with the students. Ask them to choose one of the sentences they would like to write about. Direct them to find objects in the room, or in magazines that have the color they have chosen. They can draw a picture of this object and then write the color word under the picture. When they have finished their activity, ask volunteers to arrange the pictures in matching columns: all yellow pictures in the Yellow column, etc.



### **Packing Pig's Adventures**

Goal: Use event sequencing to write a short story about Packing Pig.

Type of Activity: Small Group

Materials: Large chart pak paper, colored markers

Activity: Explain to the students that this activity involves creating an imaginary adventure for Packing Pig. Start with the following sentence, "It was a warm, sunny day. Packing Pig did not have to go to work, so he decided to go to the beach." Brainstorm with the children various experiences Packing Pig could have had while he was at the beach. List the suggestions on the chart pak paper. Ask the students to vote on which adventure they would like to create as a group – the suggestion with the most votes wins. Once the adventure is selected, help the students outline what would happen first, second, and third. Then create a conclusion sentence with the students. Read the story together, pointing to each sentence as you read. Review the event sequences together. Encourage students to list the sequences after you have reviewed them.