

Fast ForWord[®]

to Literacy



Intervention Activities

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
Fast ForWord to Literacy	Galaxy Goal	Improve identification and discrimination of phonemes (phonological fluency)	Hear the Sound?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Galaxy Goal	Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)	Metal or Wood?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Spin Master	Improve the ability to make correct distinctions based on individual phonemes (phonological accuracy)	What's the Spin Master Sound?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Spin Master <i>(note: this Intervention is also presented in Fast ForWord to Literacy: Galaxy Goal)</i>	Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)	Metal or Wood?	Middle & High School
Fast ForWord to Literacy	Space Racer	Improve the speed for identifying and understanding rapid, successive changes in sound.	Red Square/Green Square	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Space Racer	Improve the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing)	Red Square/Yellow Square/Green Square	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Lunar Tunes <i>(note: this Intervention is also presented in Fast ForWord to Literacy: Galaxy Goal and Spin Master)</i>	Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)	Metal or Wood?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Lunar Tunes	Improve identification and discrimination of phonemes (phonological	Four Squares	Middle & High School, ELL, Adult

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Intervention Activities

		fluency)		
Fast ForWord to Literacy	Lunar Tunes	Improve the participant's ability to recognize spoken words (auditory word recognition)	Recognize that Word?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Star Pics	Pre-learn words and concepts in the exercise	Help Mode	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Star Pics	Improve listening accuracy by practicing the identification and discrimination of phonemes	Hear the Sounds	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Star Pics <i>(note: This intervention is also presented in Fast ForWord to Literacy: Galaxy Goal, Spin Master and Lunar Tunes.)</i>	Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)	Metal or Wood?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Star Pics	Improve auditory word recognition by exercising the participant's ability to distinguish phonologically similar words.	Match the Card	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Star Pics	Improve vocabulary development by building knowledge of math and science terms as well as vocabulary used in other exercises.	Words, Words, and More Words	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Stellar Stories	Improve the participant's understanding of the relationship between words, grammar, and meaning (language structure)	Who, What, Where, When?	Middle & High School, ELL, Adult
Fast ForWord to Literacy	Stellar Stories	Improve the participant's understanding of the relationship between words, grammar, and meaning (language	Singular/Plural Nouns	Middle & High School, ELL, Adult

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Galaxy Goal → Hear the Sound?

Skill Addressed: Improve identification and discrimination of phonemes (phonological fluency)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials: 3 x 5 cards
Small individual mirrors

Activity: Create flash cards with the 3x5 cards. Write the following combinations on the cards, one combination to a card: da, ba, be, de, di, bi, ke, ge, sti, si, ki, gi. Pair the cards as follows: (1) da, ba, (2) di, bi, (3) ke, ge, (4) sti, si, (5) ki, gi. Take one pair of cards (ba/da) and put them face down. Say the syllables, e.g., da/ba. Then turn the cards face up. Take the “da” card, show the student, say the syllable with the student while he or she looks at the syllable on the card, then say the syllable with the student while the student looks at your mouth to view the formation of the sound. Then use the mirror for the student to view the formation of his or her mouth while saying the sound. Repeat these steps with the “ba” sound. When the student masters the “da/ba” sounds, turn both cards face down. Ask the student to choose one of the cards, turn it face up and say the sound to you.

Variation: Turn both “ba/da” cards face up. Ask the student to point to the card that tells either the “ba” or “da” sound you are saying. This exercise can also be done with student partners as practice.)

Galaxy Goal → Metal or Wood?

Skill Addressed: Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

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Materials:

Two ceramic cups
One small aluminum (or other metal) rod
One small wooden rod

Activity:

Show the student the two ceramic cups. Demonstrate the difference in sound when an aluminum rod and a wooden rod strike the cups. Ask the student to listen to the differences very carefully with their eyes closed. Then ask the student to raise his or her hand when the aluminum rod hits the cup and put their hand down towards the floor when the wooden rod hits the cup. As the student masters the identification of the difference in sounds, speed up the process.

Variation: Students can work with each other on this exercise. Materials can be changed: a glass and a block of wood in the place of ceramic cups. The goal is to create two separate sounds that are easily identified.

Spin Master → What's the Spin Master Sound?

Skill Addressed: Improve the ability to make correct distinctions based on individual phonemes (phonological accuracy)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Small individual mirrors
4x6 cards

Activity:

Step #1 - Write in large print the following syllables, one to each card, on 4 x 6 cards: aba, ada, ba, da, va, fa, be, de, bi, di. Place the cards face down on a table by the student. Ask the student to choose a card with a syllable on it. Say the syllable for the student. Then ask the student to say the syllable with you. Repeat the syllable using the small individual mirror for the student to watch the position of his or her mouth and tongue while saying the syllable. Ask the student to repeat the syllable again while lightly placing his or her hand by the mouth to feel the movement of air when pronouncing the syllable. Discuss the differences in the sounds, force of air, and position of the mouth and tongue when saying the difference syllables.

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Step #2 – Place the cards face up in front of the student. Say one of the syllable sounds to the student and ask the student to find the card that matches the sound.

Spin Master → Metal or Wood?

Skill Addressed: Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Two ceramic cups
One small aluminum (or other metal) rod
One small wooden rod

Activity:
Show the student the two ceramic cups. Demonstrate the difference in sound when an aluminum rod and a wooden rod strike the cups. Ask the student to listen to the differences very carefully with their eyes closed. Then ask the student to raise his or her hand when the aluminum rod hits the cup and put their hand down towards the floor when the wooden rod hits the cup. As the student masters the identification of the difference in sounds, speed up the process.

Variation: Students can work with each other on this exercise. Materials can be changed: a glass and a block of wood in the place of ceramic cups. The goal is to create two separate sounds that are easily identified.

Space Racer → Red Square/Green Square

Skill Addressed: Improve the speed for identifying and understanding rapid, successive changes in sound.

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Toy xylophone
Red and green paper squares

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Activity:

Ask the student to listen to two separate sounds played on the xylophone (hit keys that are distinctly different in range of sound). Choose a red paper square to represent one of the sounds and a green paper square to represent the other sound. Ask the student to turn so he or she cannot view the xylophone while the teacher plays the two separate sounds. Ask the student to raise the red paper square when he or she hears the assigned-red sound and then to raise the green paper square when he or she hears the other assigned-green sound. As the student becomes confident in correctly identifying the two sounds, speed up the process to help the student understand how to work with rapidly changing sounds.

Space Racer → Red Square/Yellow Square/Green Square

Skill Addressed: Improve the ability to recognize and remember the order in which a series of sounds is presented (auditory sequencing)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:

Toy xylophone
Red, yellow and green paper squares

Activity:

Ask the student to listen to the sounds of two keys played on the xylophone, one very low sound and one very high sound. Assign a red paper square to the very low sound and a yellow paper square to the very high sound.

Practice playing the two sounds in two separate sequences: (Sequence #1) one high, one low and then (Sequence #2) one low and one high. Ask the student when listening to Sequence #1 to place a yellow square on the desk when he or she hears the high sound and then place a red square next to the yellow square when he or she hears the low sound. Talk about what the squares represent and what the student heard.

Then follow the same steps for Sequence #2 which reverses the order. When the student masters these two sequences, add Sequence #3: one very low sound (represented by a red paper square), one moderate sound (represented by a green paper square) and one very high sound (represented by a yellow paper square).

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Practice the order of Sequence #3 until the student masters the recognition and memory of the order of the series of sounds. A challenge activity can involve changing the order in Sequence #3.

Lunar Tunes → Metal or Wood?

Skill Addressed: Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Two ceramic cups
One small aluminum (or other metal) rod
One small wooden rod

Activity:
Show the student the two ceramic cups. Demonstrate the difference in sound when an aluminum rod and a wooden rod strike the cups. Ask the student to listen to the differences very carefully with their eyes closed. Then ask the student to raise his or her hand when the aluminum rod hits the cup and put their hand down towards the floor when the wooden rod hits the cup. As the student masters the identification of the difference in sounds, speed up the process.

Variation: Students can work with each other on this exercise. Materials can be changed: a glass and a block of wood in the place of ceramic cups. The goal is to create two separate sounds that are easily identified.

Lunar Tunes → Four Squares

Skill Addressed: Improve identification and discrimination of phonemes (phonological fluency)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
One laminated 4-square grid
Erasable marker (preferably dark ink such as blue or black)

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Activity:

Using the laminated 4-square grid, write “big” in 3 of the squares. Then write “bit” in the last remaining square. Point to each of the squares for the student and say the word in the square. Ask the student to repeat the word and point to it. Discuss the letters and sounds in each of the squares. Note the difference between “big” and “bit.” Then ask the student to close his or her eyes and listen to you as you say a series of four words using “big” and “bit.” Ask the student to raise his or her hand when the word “big” is said. Take a marker and put an X on the square that contains the word “big.” Discuss the sound difference again between “big” and “bit.”

The exercise can be repeated using the following words: dig/dip, kick/kid, kid/kit, pick/pig, pig/pit, tick/tip, buck/bud, bud/but, tub/tug, pack/pat, tack/tag, tag/tap.

Lunar Tunes → Recognize that Word?

Skill Addressed: Improve the participant’s ability to recognize spoken words (auditory word recognition)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Manila envelope
4x6 cards with pictures and titles pasted on cards

Activity:
Create a collection of picture cards with their names on the 4 x 6 cards for the following words: pig, big, cup, duck, pup, bag, bat, cab, cap, cat, tack. Ask the student to arrange the cards face up on the table. Review the name for each card. Then ask the student to listen carefully to the name that you say and point to the card that matches the name he or she heard.

Variation: For older students, create picture cards with age-appropriate pictures using objects for a variety of themes such as sports, travel, vehicles, games.

Intervention Activities

Star Pics → Help!

Skill Addressed: Pre-learn words and concepts in the exercise

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual

Materials:
Help Mode in Star Pics

Activity:
Put on headphones and work through the Help Mode that is incorporated into Star Pics with the student to pre-learn words and concepts used in the exercise.

Star Pics → Hear the Sounds

Skill Addressed: Improve listening accuracy by practicing the identification and discrimination of phonemes.

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual

Materials:
Small mirror

Activity:
Step #1: As you read each item from the following list, ask the student to repeat what you say and at the same time, view himself or herself with the mirror, watching the formation of the mouth and tongue while repeating the sounds and words: s, sh, t, th – sun, shoe, toy, them; b, n, v, d – bat, no, vase, dog. (Similar lists can be created using the following phonemes: l, y, m, w, r, z, f, g, and k.)
Step #2: Ask the student to raise his or her hand when a word is said that begins with the same sound such as “s = sun or moon” “b = dog or boy”

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Star Pics → Metal or Wood?

Skill Addressed: Increase the speed at which the participant identifies and understands rapid, successive changes in sound (listening accuracy)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Two ceramic cups
One small aluminum (or other metal) rod
One small wooden rod

Activity:
Show the student the two ceramic cups. Demonstrate the difference in sound when an aluminum rod and a wooden rod strike the cups. Ask the student to listen to the differences very carefully with their eyes closed. Then ask the student to raise his or her hand when the aluminum rod hits the cup and put their hand down towards the floor when the wooden rod hits the cup. As the student masters the identification of the difference in sounds, speed up the process.

Variation: Students can work with each other on this exercise. Materials can be changed: a glass and a block of wood in the place of ceramic cups. The goal is to create two separate sounds that are easily identified.

Intervention Activities

Star Pics → Match the Card

Skill Addressed: Improve auditory word recognition by exercising the participant's ability to distinguish phonological similar words.

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
4x6 cards with pasted pictures

Activity:
Create 4 x 6 cards that contain the following pictures (one picture per card): face, bear, bell, bee, knee, potato chip, bug, and a bus. Arrange the cards face down in front of the student. Say "bee" and ask the student to choose one card and turn it face up. Ask the student to see if the card matches the target word that you say. If not, put the card aside. Then say "bee" again, and ask the student to choose another card. Follow these steps until the student chooses the card that has a picture of a bee. These steps can be repeated using other target words from the picture list.

Star Pics – Words, Words and More Words

Skill Addressed: Improve vocabulary development by building knowledge of math and science terms as well as vocabulary used in other exercises.

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Word List

Activity:
Create a word list on small piece of paper using the following words: circle, cube, row, length, baby, sister, brother. Read the words with the student and talk about what each word means. Then read the list again. Ask the student to circle and read aloud the words that talk about people. Then draw a box around the words that talk about math.

Variation: Flash cards can be created using the words in this exercise. The flash cards can then be used to define the words, read the words, and organize them into categories.

Star Pics → Who, What, Where, When?

Skill Addressed: Improve the participant's understanding of the relationship between words, grammar, and meaning (language structure).

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Picture cards showing people, places, things, clocks, sunset, sunrise, calendars

Activity:
Using the picture cards, discuss with the student the meaning of "who", "what", "where" and "when." Ask the student to choose a picture card and create a question sentence based on the picture, e.g., Who is sitting on the bench?, or Where is the dog hiding?

Stellar Stories → Singular/Plural Nouns

Skill Addressed: Improve the participant's understanding of the relationship between words, grammar, and meaning (language structure)

Grade Level: Middle & High School, ELL, Adult

Type of Activity: Individual, Small Group

Materials:
Assorted classroom items such as pencils, pens, paper clips
Paper and pen

Activity:
Ask the student to choose one pencil. Create a sentence using the singular form of pencil. Together write the sentence on a paper and read it noting the singular form. Then ask the student to choose two pencils, create a sentence using the plural form of pencil. Together write the sentence on a paper and read it noting the plural form of pencil. Repeat the process with other items. Encourage the student to form a list of singular and plural nouns encountered throughout the week.