

## ***Exercise Description: Inside the Tummy***

In Inside the Tummy the participant uses the computer mouse to click and drag objects into matching outlined shapes inside a bear's tummy.

### **Skills Strengthened by Inside the Tummy**

Inside the Tummy helps the participant improve in the following ways:

- The participant will improve fine motor skills, eye-hand coordination, and skill at manipulating computer graphic objects using a mouse.
- The participant will be able to match objects of similar shapes.
- The participant will be better prepared to build language and reading skills with other exercises in the Fast ForWord family of products.

In addition, Inside the Tummy builds cognitive skills as follows:

- **Attention**—precise visual attention
- **Processing**—visual processing for matching shapes and sensory-motor integration for using the mouse to position shapes

### **How Participants Work on Inside the Tummy**

In this exercise, the participant is presented with one or more colored shapes outside a bear's tummy and a pattern of outlines of colored shapes inside a bear's tummy. The participant clicks and drags the colored shapes into the matching outlines. When a shape is moved into the correct location, the name of the color and shape is pronounced. Once all shapes in the pattern have been matched correctly, the participant sees a picture that uses the pattern and shapes.

### **How Participants Progress through Inside the Tummy**

In Inside the Tummy the participant progresses through 5 levels of difficulty. In each level the shapes become smaller, the patterns become more complex, and the placement requirements become more precise.

### **How Participants Advance in Inside the Tummy**

Each level includes 3 outline patterns. The participant must correctly complete the pattern, by correctly placing all shapes, before advancing to the next pattern. When all patterns in the level have been completed, the participant advances to the next level.

### **Reentering Inside the Tummy**

If a participant exits or times out while working on a pattern, the participant returns to the beginning of that pattern upon reentering the exercise.

### **Points Awarded in Inside the Tummy**

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Inside the Tummy awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 2 points for each shape that is placed correctly.
- **Bonus points:** After the participant completes all the shapes in a pattern, Inside the Tummy rewards the participant's performance with 5 bonus points.

## **Exercise Description: Hungry Tummy**

In Hungry Tummy the participant follows verbal instructions to identify shapes of varying sizes and color, and then drags the specified shapes into the bear's mouth.

### **Reading Curriculum Standards and Hungry Tummy**

Hungry Tummy correlates to the following Language and Reading Arts curriculum standards for Kindergarten:

- Understand and follow one- and two-step oral directions.
- Identify and sort common words in basic categories (e.g., colors, shapes, foods).

### **Skills Strengthened by Hungry Tummy**

Hungry Tummy helps the participant improve in the following ways:

- Learning basic colors (red, blue, green, yellow, white), shapes (square, circle and triangle) and relative size (large and small), and the concepts of color, shape, and size.
- Practicing following verbal directions.
- Improving verbal decoding skills.
- Improving computer mouse skills.

In addition, Hungry Tummy builds cognitive skills as follows:

- **Memory**—hold increasingly complex instructions in working memory while comprehending them and planning a response
- **Attention**—selective attention
- **Processing**—auditory and visual processing

### **How Participants Work on Hungry Tummy**

In this exercise, a bear calls out shapes, sizes, and colors. The participant clicks the object that matches the requirements and drags it into the bear's mouth. When the correct object is dragged into his mouth, the bear eats it. Initially, the participant is given a visual cue to the correct response (an outline of the matching shape), but as the exercise progresses, the participant identifies the shapes without the visual cues.

### **How Participants Progress through Hungry Tummy**

In Hungry Tummy the participant progresses through increasingly complex tasks that focus on following directions. The participant progresses through identifying shapes with one, then two, and finally three attributes (color, shape, and size).

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Hungry Tummy progresses through 9 levels of difficulty as follows:

- **Levels 1 and 2** are preparatory levels. In these levels the participant focuses on each step of the click and drag process, first learning to click an object, and then learning to click and drag an object into the bear's mouth.
- **Levels 3 through 9** each have 2 stages: In the first stage, the participant is given visual cues to the correct response; in the second stage, no visual cues are present. The participant progresses from Stage 1 to Stage 2 within a level, progressing to a new level when Stage 2 is passed. As the participant progresses through the levels, the number of attributes that must be identified increases.
  - In **Levels 3 through 5**, the participant selects an object based on a single attribute: Level 3, color; Level 4, shape; and Level 5, size.
  - In **Levels 6 through 8**, the participant selects an object based on two attributes: Level 6, shape and size; Level 7, color and size; and Level 8, color and shape.
  - In **Level 9**, the participant selects an object based on all three attributes: color, size, and shape.

## **How Participants Advance in Hungry Tummy**

In each non-preparatory level (Levels 3 through 9), in order to advance to the next stage within a level or to the next level, the participant must correctly answer 12 out of the last 15 trials taken. Trials are presented in groups within each level; the number of trials in the group is based upon the number of shapes that are presented on the screen. Trials are not evaluated for advancement until the entire group has been presented. If the participant does not meet the criteria, another group within the same level and stage is presented. This continues until the participant meets the criteria for passing the stage.

## **Reentering Hungry Tummy**

After a participant exits or times out, upon reentry the participant begins with the last stage of the last level presented in the previous session. The stage is restarted.

## **Points Awarded in Hungry Tummy**

Hungry Tummy awards 3 points to the participant for each correct response.

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## **Exercise Description: Packing Pig Goes to Work**

In Packing Pig Goes to Work the participant clicks the letter that matches the letter that is aurally named.

### **Reading Curriculum Standards and Packing Pig Goes to Work**

Packing Pig Goes to Work correlates to the following Language and Reading Arts curriculum standard for Kindergarten:

- Recognize and name all uppercase and lowercase letters of the alphabet.

### **Skills Strengthened by Packing Pig Goes to Work**

Packing Pig Goes to Work helps the participant develop letter-name association skills for uppercase and lowercase letters.

In addition, Packing Pig Goes to Work builds cognitive skills as follows:

- **Memory**—hold a spoken letter name in working memory while identifying the matching letter
- **Attention**—selective attention
- **Processing**—auditory and visual processing

### **How Participants Work on Packing Pig Goes to Work**

Packing Pig Goes to Work begins with Packing Pig singing the alphabet song. The participant can click Packing Pig to hear the song again or click a letter to hear Packing Pig pronounce the name of the letter. When the participant is ready to send Packing Pig to work, the participant clicks Start.

When the exercise starts, the participant clicks the loudspeaker to hear a letter. The letter falls onto the conveyor belt and the pig wraps it. After a few rounds, the participant must click the flashing letter. As the exercise progresses, the name of a target letter is pronounced and a choice of letters is presented. The participant must click the target letter. When the correct letter is clicked, Packing Pig wraps it up and sends it on its way.

### **How Participants Progress through Packing Pig Goes to Work**

In Packing Pig Goes to Work, the participant progresses through 9 levels of difficulty as follows:

- **Levels 1 - 3:** Teaches the participant to perform the task; presents only lowercase letters (a and b).
- **Levels 4 and 5:** Lowercase letters are presented in 7 alphabetic sets (abcd, efg, hijk, lmnop, qrs, tuv, wxyz). In Level 4, the correct response flashes to provide a visual cue to assist the participant in associating the letter with the letter name.

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- **Levels 6 and 7:** Uppercase letters are presented in 7 alphabetic sets. In Level 6, the correct response flashes to provide a visual cue to assist the participant in associating the letter with the letter name.
- **Level 8:** Both lowercase and uppercase letters are presented in 7 alphabetic sets.
- **Level 9:** Lowercase and uppercase letters are presented together in 13 sets that target possible visual and aural similarities between pairs of letters (for example, TDao).

## **How Participants Advance in Packing Pig Goes to Work**

To advance in Packing Pig Goes to Work, the participant must meet the passing criteria for each letter in a set before advancing to the next set. When the last set in a level is passed, the participant advances to the next level. If criteria are not met for any of the letters, letters will continue to be presented randomly from the set until criteria are met for each letter in the set. As soon as criteria are met, the set is passed. The advancement criteria for each letter is as follows:

- **Levels 1 - 4 and Level 6:** 2 correct out of last 2 attempts
- **Level 5 and Levels 7 - 9:** 4 correct out of last 5 attempts

## **Reentering Packing Pig Goes to Work**

After the participant exits or times out, upon reentry the participant begins in the level and set where they left off. However, the set starts from the beginning.

## **Points Awarded in Packing Pig Goes to Work**

Packing Pig Goes to Work awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 1 point for each correct trial.
- **Bonus points:** After the participant completes 10 trials correctly, Packing Pig Goes to Work rewards the participant's performance with 5 bonus points.

## **Exercise Description: Packing Pig Has Lunch**

In Packing Pig Has Lunch the participant helps Packing Pig get lunch by clicking matching letters in a grid. The participant clicks a box with a letter in it, hears the letter spoken, and then clicks the box with the corresponding uppercase or lowercase letter.

### **Reading Curriculum Standards and Packing Pig Has Lunch**

Packing Pig Has Lunch correlates to the following Language and Reading Arts curriculum standard for Kindergarten:

- Recognize and name all uppercase and lowercase letters of the alphabet.

### **Skills Strengthened by Packing Pig Has Lunch**

Packing Pig Has Lunch helps the participant improve letter-name association skills for both uppercase and lowercase letters.

In addition, Packing Pig Has Lunch builds cognitive skills as follows:

- **Memory**—hold the name of the target letter in working memory while using visual-spatial memory to recall position of a matching letter
- **Attention**—sustained attention
- **Processing**—auditory and visual processing

### **How Participants Work on Packing Pig Has Lunch**

In this exercise, the participant is presented with a grid of boxes; each box contains a letter. In the beginning of the exercise, the letters are visible at all times. The participant clicks a letter and hears the name of the letter. If the participant next clicks the box with the corresponding uppercase or lowercase letter, the boxes with the matching letters are cleared from the grid. When all boxes are cleared from the grid, Packing Pig gets his lunch! Later in the exercise, the letter becomes visible only after a box is clicked. Finally, the letter only remains visible for a short time after the box is clicked; the participant must remember the location of the letters when making a match.

### **How Participants Advance in Packing Pig Has Lunch**

- **Levels 1 and 2, Stages 2 and 3:**
  - After completing a minimum number of grids in which all letters are presented, the participant advances to the next stage if 80% or more of the letters were cleared in the minimum number of clicks. In Level 1, the minimum number of clicks per match is 2; in Level 2, the minimum number of clicks per match is 3.
  - If the participant does not pass the stage after the minimum number of grids is completed, letters that required more than the minimum clicks to clear are presented with a greater frequency in subsequent grids. The participant is presented with additional grids until the criteria is met.

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- **Level 3, Stages 2 and 3:**
  - After completing a minimum number of grids in which all letters are presented, the participant advances to the next stage after clearing a minimum number of grids within a minimum number of clicks. A minimum of 3 clicks are required to clear a letter pair. In Stage 2, the participant advances after clearing the last 7 grids within 20 clicks. In Stage 3, the participant advances after clearing the last 4 grids within 60 clicks.
  - If the participant does not pass the stage after the minimum number of grids are completed, letters that required more than the minimum clicks to clear are presented with a greater frequency in subsequent grids. The participant is presented with additional grids until the criteria are met.

## **Reentering Packing Pig Has Lunch**

After a participant exits or times out, upon reentry the participant begins the session with Stage 1 of the current level. After 3 grids, the participant begins in the level and stage where they left off. The stage is started from the beginning.

## **Points Awarded in Packing Pig Has Lunch**

Packing Pig Has Lunch awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 1 point for each letter match.
- **Bonus points:** After the participant completes all matches in a grid, Packing Pig Has Lunch rewards the participant's performance with bonus points. The number of bonus points awarded corresponds with the size of the grid:
  - - Stage 1: 1 bonus point
    - Stage 2: 3 bonus points
    - Stage 3: 5 bonus points

## **Exercise Description: Coaster**

In Coaster, the participant clicks on a roller coaster operator to hear a consonant-vowel syllable pronounced. The participant is required to choose the consonant that matches the spoken consonant-vowel syllable.

### **Reading Curriculum Standards and Coaster**

Coaster correlates to the following Language and Reading Arts curriculum standards for Kindergarten:

- Match all consonant and short vowel sounds to appropriate letters.
- Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

### **Skills Strengthened by Coaster**

Coaster helps the participant develop letter-sound association skills and develop phonemic awareness.

In addition, Coaster builds cognitive skills as follows:

- **Memory**—hold a spoken consonant-vowel syllable in working memory while identifying the letter associated with the consonant
- **Attention**—selective attention
- **Processing**—auditory and visual processing
- **sequencing**—map sound sequences to letter sequences

### **How Participants Work on Coaster**

The participant clicks the coaster operator to hear a spoken consonant-vowel syllable. The letter associated with the spoken consonant sound appears on 3 cars of the roller coaster. The participant clicks a car to see and hear a 3-letter word that begins with the target letter. In order to reinforce the letter-sound association, the participant is required to repeat this sequence for each coaster car.

Later in the exercise, the participant clicks the operator to hear a spoken consonant-vowel syllable and 3 different consonants appear on the coaster. The participant clicks the car that displays the consonant sound that was spoken. A word that begins with the consonant is displayed and pronounced.

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## **How Participants Progress through Coaster**

In Coaster, the participant progresses through 20 sets of 3 consonant-vowel pairs.

- sa ma da, pa ta na, ga ba ra, fa la va
- so mo do, po to no, go bo ro, fo lo vo
- si mi di, pi ti ni, gi bi ri, fi li vi
- su mu du, pu tu du, gu bu ru, fu lu vu
- se me de, pe te ne, ge be re, fe le ve

Each set is presented in 2 stages:

- In the first stage, the participant is introduced to each consonant-vowel pair in the set. The participant practices associating the spoken consonant-vowel syllable with the written letters by clicking on the operator to hear the sound, and then clicking on the coaster cars to see and hear words that begin with the sound. No incorrect responses are possible in this stage.
- In the second stage, the participant must discriminate between the consonants presented in the previous stage. The participant clicks on the operator to hear the consonant-vowel syllable, and each consonant from the set is displayed on a coaster car. The participant clicks on the car with the consonant that is associated with the spoken consonant-vowel sound.

## **How Participants Advance in Coaster**

In Coaster, the participant must answer all trials in a set correctly to pass that set. However, the participant always moves on to the next set. Failed sets are repeated after all sets have been presented.

## **Reentering Coaster**

After a participant exits or times out, upon reentry the participant begins with the last set presented. The set starts from from the first stage.

## **Points Awarded in Coaster**

Coaster awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 1 point for each correct trial.
- **Bonus points:** After the participant completes 10 trials correctly, Coaster rewards the participant's performance with 5 bonus points.

## **Exercise Description: Houndini**

In Houndini, the participant must identify the word with a different target phoneme from other words presented. As each of four cards is turned over, a word is pronounced and/or displayed, and the participant must determine which word has a different first, middle, or ending sound.

### **Reading Curriculum Standards and Houndini**

Houndini correlates to the following Language and Reading Arts curriculum standards for Kindergarten:

- Distinguish aurally stated one-syllable words and separate into beginning or ending sounds.
- Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- Read simple one-syllable and high-frequency words (i.e., sight-words).

### **Skills Strengthened by Houndini**

Houndini helps the participant improve phonemic awareness and basic decoding skills through identification of highly decodable and transparent spellings.

- In addition, Houndini builds cognitive skills as follows:
  - **Memory**—hold words in working memory while comparing their initial, middle, or final sounds
  - **Attention**—selective attention to the targeted portion of each word
  - **Processing**—auditory and visual processing
  - **sequencing**—using the order of phonemes and letters to make same/different judgments

### **How Participants Work on Houndini**

In this exercise, a dog deals out 4 cards and instructs the participant to select the card with the different first, middle, or final sound. The cards and words will each be presented in 3 ways during the exercise:

- Each card displays only a picture; the associated word is pronounced as the card is turned over.
- Each card displays a picture and a word; the associated word is pronounced as the card is turned over.
- Each card displays only a word; there is no aural presentation of the word.

The participant clicks the card with the different associated sound.

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## **How Participants Progress through Houndini**

Houndini progresses through 7 levels of difficulty as follows:

- **Level 1:** simple dissimilar initial sounds (sand, belt, bus, bat)
- **Level 2:** simple similar initial sounds (pat, bed, ball, bus)
- **Level 3:** simple dissimilar final sounds (ship, seal, doll, snail)
- **Level 4:** simple similar final sounds (moon, gum, dime, jam)
- **Level 5:** complex initial sounds (clown, cake, cart, cow)
- **Level 6:** complex final sounds (coast, dress, goose, gas)
- **Level 7:** simple medial (vowel) sounds (fish, dog, moth, pot)

In each level there are 3 stages. Each stage corresponds to how the words and cards are presented. The same sets of words are presented at each stage.

## **How Participants Advance in Houndini**

Within each stage, 15 sets of words are presented. Each set of words is presented up to 5 times within the stage. In order to pass, the participant must answer each set correctly 4 times.

- If the participant meets the criteria for all sets within the stage, the participant advances to the next stage within the level, or to the next level if at the final stage.
- If the participant fails to meet the criteria for any sets within the stage, the failed sets are repeated a minimum of 4 times.

## **Plateau-Based Transitions**

If after 3 attempts, the participant has not met the criteria for passing all sets within a stage, Houndini transitions the participant to the next stage, or, if at the final stage of a level, to the next level. At the end of the exercise, those sets which were not passed are repeated, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these sets until mastery is achieved.

## **Reentering Houndini**

After a participant exits or times out, upon reentry the participant begins in the stage and level where they left off, though not necessarily with the same set.

## **Points Awarded in Houndini**

Houndini awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 1 point for each trial that is completed correctly.
- **Bonus points:** After the participant completes 10 trials correctly, Houndini rewards the participant's performance either with 5 bonus points or with a chance to spin the picture wheel. When the participant spins the picture wheel, the number of points that the wheel stops on is awarded (0, 2, 4, 6, 8 or 10 points).