

Fast ForWord to Reading Prep Gateway Edition

This section describes each of the Fast ForWord to Reading Prep Gateway Edition exercises in detail and then outlines the administration process. For information on how to install, set up, or run the software, refer to “Installing Fast ForWord Gateway Edition” on page 115 and “Using Fast ForWord Gateway Edition” on page 119.

The Exercises



The Fast ForWord to Reading Prep product consists of six exercises. The exercises work together to develop four primary skill areas, including: phonemic awareness; working memory; and letter-name and letter-sound correspondence. These critical early learning and pre-reading skills help build the foundation for learning to read. The following exercises are included in Fast ForWord to Reading Prep:

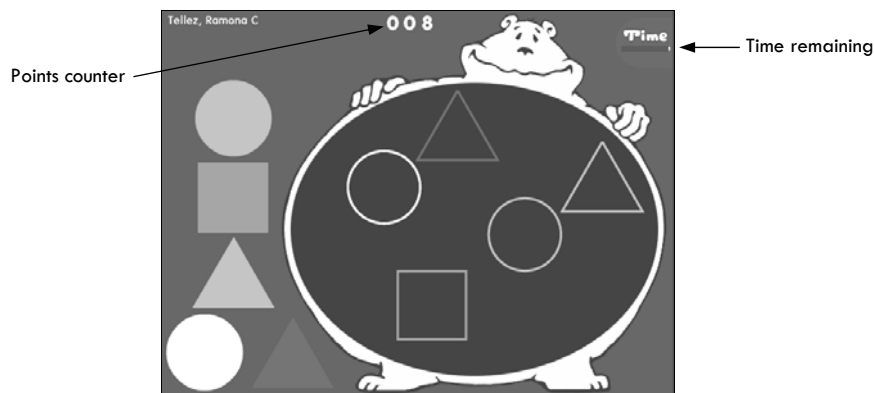
- Inside the Tummy
- Hungry Tummy
- Packing Pig Goes to Work
- Packing Pig Has Lunch
- Coaster
- Houndini

Inside the Tummy



Inside the Tummy helps develop precise visual attention skills while helping improve fine motor skills and hand-eye coordination.

The participant feeds the hungry bear by placing the correct colored shapes into the corresponding outlines inside the bear’s tummy.



Inside the Tummy

A bear appears on the screen. Colored shapes are arranged outside the bear's tummy and corresponding shape outlines appear inside the bear's tummy. The participant must click and drag a colored shape to match its outlined shape within the bear's giant stomach. Each time the participant correctly places an object, the bear announces the shape and color, reinforcing the participant's knowledge of these items. The exercise awards points for each correct answer. Bonus points are awarded after all shapes are placed.

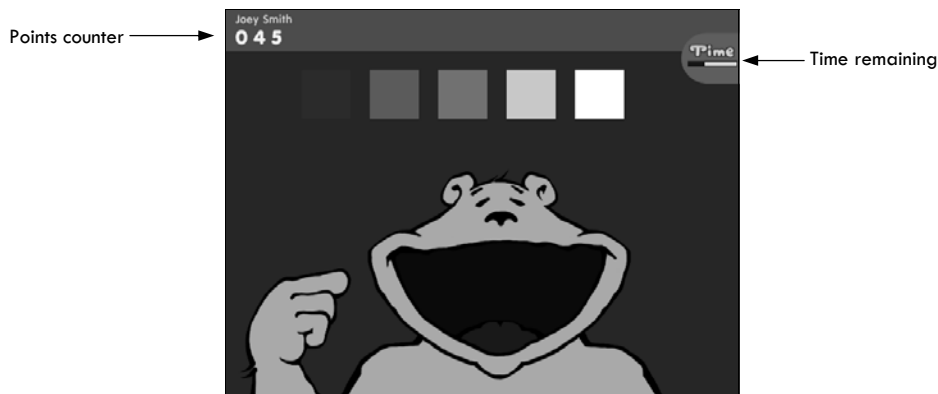
After the participant successfully places all of the objects inside the bear's tummy, the exercise displays a colorful graphic that incorporates the newly placed shapes. As the exercise continues, it requires more precise fine motor control and hand-eye coordination as the designs inside the bear's tummy become progressively complicated and the shapes become progressively smaller.

Hungry Tummy



Hungry Tummy helps develop the ability to follow verbal directions, and helps improve listening comprehension and working memory skills.

The participant follows instructions to identify shapes of various colors and sizes, and then feeds those shapes to the bear.



Hungry Tummy

The participant clicks a piece of candy displayed on the screen to begin. The bear grabs the candy and eats it hungrily. The exercise then shows the participant how to click and drag the candy into the bear's mouth. As the exercise progresses, other objects are displayed on the screen. The participant must listen carefully as the bear asks for objects of various colors, shapes, and sizes that he wants to eat, and then click and drag the requested pieces into the bear's mouth to feed his hungry tummy. Points are awarded for each correct answer.

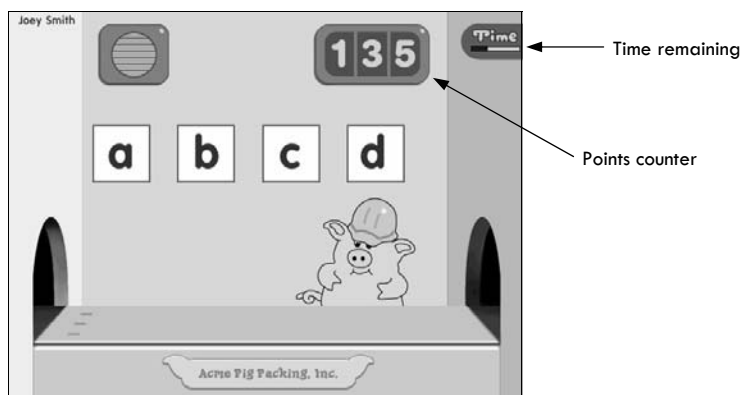
This activity introduces the concept of receiving directions by first showing the participant what the bear wants. For example, when the participant clicks the piece of candy, the bear grabs it and eats it. When the participant understands this concept and masters it, the bear shows the participant that he wants to be fed by pointing his finger at his mouth. After mastering the basic tasks, the participant learns to decode more complex verbal directions as the bear instructs the participant to feed him objects of various colors, shapes, and sizes.

Packing Pig Goes to Work



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

The participant helps Packing Pig work by listening for the name of a letter, then clicking on the matching written letter.



Packing Pig Goes to Work

To prepare the participant for this exercise, Packing Pig sings the Alphabet song. The participant can click Packing Pig to hear the song again, or click a letter to hear Packing Pig pronounce the letter. To send Packing Pig to work and start the exercise, the participant must click the **Start** button.

To begin working, the participant clicks the loudspeaker to hear a letter name and see that letter displayed on the screen. The letter falls onto the conveyor belt, and the pig wraps it. After a few rounds, the exercise suspends the letter in the air until the participant clicks the flashing letter. Eventually, the exercise announces a target letter and displays a choice of letters. The participant must click the target letter. At first the target letters assist the participant by flashing, but soon the participant must rely only on the sounds to identify the letters. When the participant clicks the correct letter, Packing Pig wraps it up and sends it on its way. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

These activities help develop letter-name association skills while reinforcing the visual attention, hand-eye coordination, and auditory working memory skills developed in the other Fast ForWord to Reading Prep exercises. In earlier stages, the process of clicking the loudspeaker, hearing a letter name, and seeing the image of that letter falling onto the conveyor belt helps the participant connect the name of a letter with its visual representation.

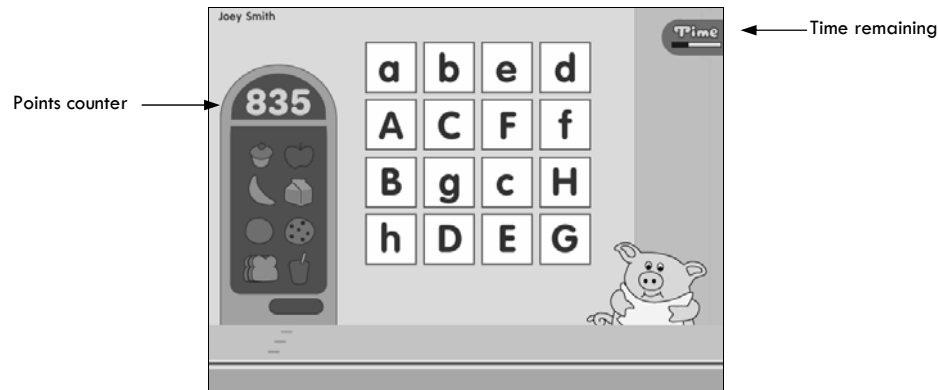
In later stages, the participant hears a letter name and then clicks on the letter, reinforcing the letter-name association. For example, a participant hears the spoken letter name "a" and then must click on the written letter "a," thus associating the two. The exercise then adds a second letter, forcing the participant to discriminate between two written letters and to learn that the letter name "a" matches the written letter "a" and not the written letter "b." As more letters are added, including uppercase and lowercase letters, the participant learns to discriminate among multiple letters and to associate letter names with both uppercase and lowercase representations.

Packing Pig Has Lunch



Packing Pig Has Lunch helps develop letter-name association skills for uppercase and lowercase letters, and helps improve auditory working memory and visual-spatial memory.

The participant feeds Packing Pig his lunch by matching the letters to clear the grid of boxes.



Packing Pig Has Lunch

The participant clicks a letter to hear that letter's name. Then, the participant must click the corresponding uppercase or lowercase letter. The participant learns to associate both uppercase and lowercase written letters with the same name. For example, if the participant clicks "A," he or she must then click "a" to complete the match. The boxes disappear. Points are awarded for each correct answer, and bonus points are awarded after each cleared grid.

As the exercise progresses, it presents an increasing number of gift boxes in a grid. Now, the participant must click the gift boxes to reveal the letters. When the participant reveals a letter that matches the visible corresponding uppercase or lowercase letter, the participant must click the corresponding letter and the pair of boxes disappears. Remembering where to find a particular letter-name combination builds auditory and visual memory skills.

Eventually, concentration becomes the key to helping Packing Pig get his lunch. The participant must pay attention, because the gift boxes only flash a letter when clicked. The participant must remember where the letters are in the grid and find their match. When the participant clears all of the gift boxes in a grid, Packing Pig gets his lunch.

Coaster



Coaster helps develop phonemic awareness and letter-sound association skills, while building an initial understanding of the alphabetic principle.

In this exercise, the participant listens for a consonant-vowel syllable, and then clicks the coaster car with the written word containing that correct consonant-vowel combination.



Coaster

To start the exercise, the participant clicks the coaster operator at his podium to hear a consonant-vowel (CV) syllable, such as /sa/, pronounced. The initial consonant appears on all three coaster cars. The participant must click a coaster to see and hear a word that begins with the CV syllable, such as “sad.” Each group of CV syllables begins with this warm-up stage to introduce different consonant sounds paired with a vowel. Points are awarded after each correct answer, and bonus points are awarded after 10 correct answers.

After six sets of three different CV syllables, the exercise becomes more challenging. The participant clicks the coaster operator to hear a CV syllable. All three consonants introduced in the warm-up stage appear on the coaster cars. The participant must click the coaster car with the initial consonant that matches the pronounced CV syllable. Then the coaster displays a word that begins with the CV syllable, and pronounces the word.

Houndini



Houndini helps improve phonemic awareness and basic decoding skills.

The participant helps Houndini perform magic card tricks by identifying the card that is different from the others.



Houndini

The participant clicks the magic dog to start the exercise. Houndini presents four cards and asks the participant to click the card that presents a different first sound than the other three cards. The participant must listen carefully, because sometimes the dog asks the participant to click the card that has a different last sound or a different middle sound. Points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

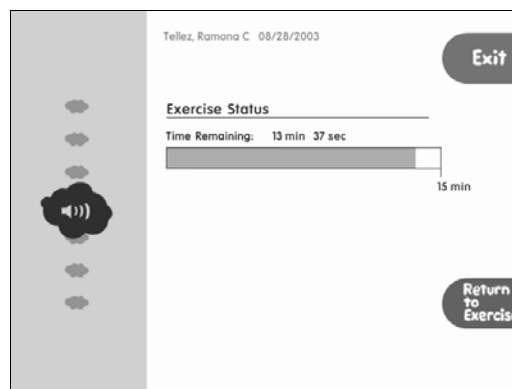
As the participant progresses in the exercise, the level of difficulty increases. In the first stage, the cards display pictures that represent the spoken words. The participant learns to click the dog and follow instructions to select the words that differ by either the first, last, or middle sound. In the second stage, the cards display pictures and written words. The participant sees the written words that correspond with the pictures. In the third stage, the cards display written words only. Again, the visual picture cues disappear, and the participant learns to recognize the written words that represent spoken word sounds.

Administering the Exercises

Use the following information to help administer the Fast ForWord to Reading Prep session. For details on how to start the exercises, please refer to “Using the Fast ForWord Gateway Edition Exercises” on page 153.

Checking the Exercise Status

While participants are working on an exercise, use the Exercise Status screen to adjust the volume, view the time remaining, or quit the current exercise early.



Exercise Status screen

To access the Exercise Status screen while a participant is working on an exercise:

- **Windows:** Press and hold **Ctrl**, then press =
- **Macintosh:** Press and hold **Command** (apple key), then press =

Please note that the Exercise Status screen cannot be accessed during a reward animation or during a trial.

When the Exercise Status screen is open:

- To adjust the volume, click and drag the sound button on the left of the screen.
- To return to the exercise, click **Return to Exercise**.
- To quit the exercise, click **Exit**.

NOTE Each exercise maintains the volume setting for that participant across days, and does not need to be set again.

IMPORTANT The exercise clock does not pause while the Exercise Status screen is displayed. If the participant needs to take a break, do not take the break when the Exercise Status screen is displayed. Instead, take the break after the exercise ends.

Completing an Exercise

At the end of each exercise, the participant is congratulated on a successful exercise and the points earned during that exercise are displayed. The product then presents the Select an Exercise screen.

To continue working, the participant selects another exercise. To take a short break, the participant should remain at the Select an Exercise screen; when the participant is ready to work again, the participant clicks the next exercise.

Completed exercises for that session appear “grayed out” on the Select an Exercise screen. (When an exercise is grayed out, it cannot be selected.) Also, exercises that are not available on that day will remain grayed out.

However, if the participant has worked on an exercise but has not spent the total number of minutes required in the exercise, that exercise will also appear grayed out. To revisit an incomplete exercise, the participant must return to the Exercises screen in Fast ForWord Gateway Edition and reenter the product. The following example illustrates this process:

- A participant works on Inside the Tummy for 5 minutes in the morning and uses the Exercise Status screen to exit the exercise before the required 10 minutes are complete. That exercise will appear grayed out on the Select an Exercise screen. However, when that participant returns that afternoon and opens the product to the Select an Exercise screen, Inside the Tummy will be available and only require 5 more minutes of work to complete the exercise for the day.

The participant should continue working on all unfinished exercises until all of the exercises are completed for that day.

Completing the Session

After the participant meets the protocol for that day, the Success Viewer appears.

NOTE A participant may return to an exercise after completing the session. Working on a scheduled exercise at this point will not affect the next day’s protocol.

The Success Viewer

At the end of the day's session, the product calculates the results for that participant and the Success Viewer is displayed. This provides the participant with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

For a more detailed performance review, to review performance for groups of participants, or to review performance at a later date, use the Fast ForWord Gateway Edition Results screen. Please refer to "Reviewing Results" on page 171 for more information on this feature.

TIP For the most detailed performance review, including extensive historical reports, Scientific Learning provides Fast ForWord Progress Tracker. For more information on what this product offers, see "Fast ForWord Progress Tracker" on page 191.

The Success Viewer Screens

The Success Viewer opens with the Points screen as the selected tab. The points for the last participation day (the current day if the participant has just finished working) as well as the total accumulated points are displayed.

NOTE The number of points earned in an exercise does not always reflect the participant's performance in that exercise; points are used only as a reward for correct answers, and to encourage the participant to continue working on the products.

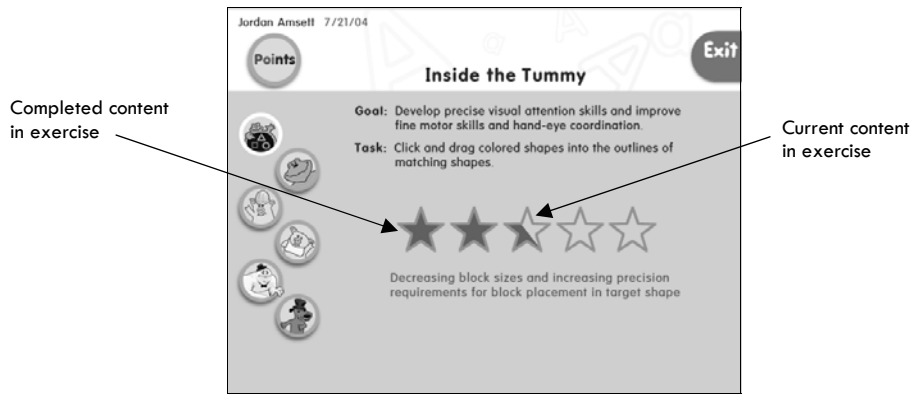
Click a tab to view performance in an exercise or return to the Points screen

	Last Day	Total
Inside the Tummy	34	134
Hungry Tummy	42	222
Packing Pig Goes to Work	21	131
Packing Pig Has Lunch	23	153
Coaster	34	123
Houndini	26	304
Last Day's Total		180
Grand Total		1067

Success Viewer Points screen

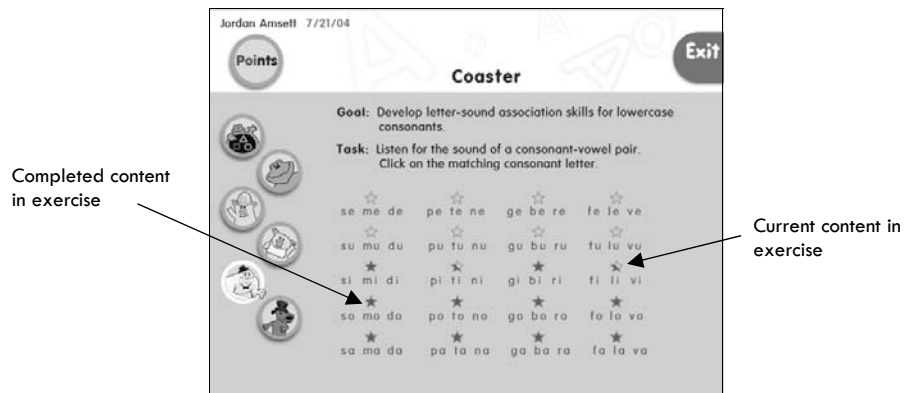
To view details about the participant's performance in each individual exercise, click the corresponding tab on the left side of the Success Viewer screen. For each exercise, goal and task information appear at the top of the screen. Below that, detailed results for each section of the exercise are indicated with stars that reflect completed content.

The screen for Inside the Tummy displays stars for each level in the exercise. A completely filled star indicates a completed level.

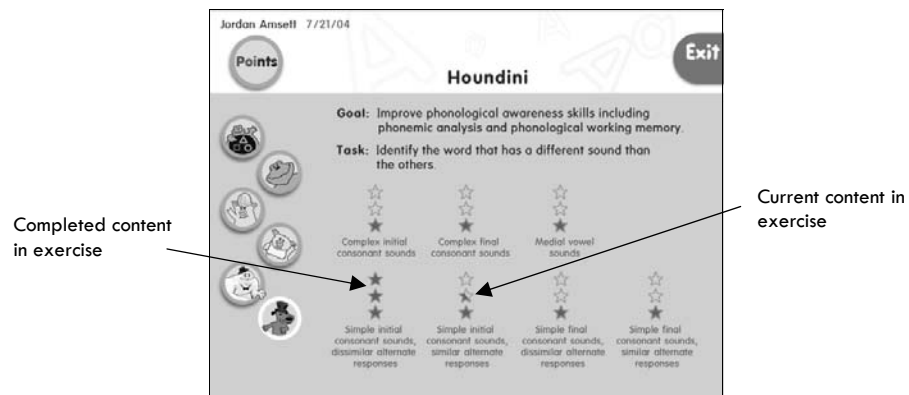


Success Viewer Exercise screen

The screens for the rest of the exercises show stars for each content type (an example of Coaster and Houndini are shown).



Success Viewer Exercise screen



Success Viewer Exercise screen

To exit the Success Viewer, click **Exit**.

The Default Protocol

By default, Fast ForWord to Reading Prep is configured to present three exercises, for a total of 30 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the participant work on Fast ForWord to Reading Prep five days a week, for an estimated 12 to 16 weeks.

Keep in mind that a consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The participant may take breaks between exercises, but not while an exercise is open.