



TEACHER TOOLS

DVD Contents

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

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Scientific Learning Web Resources

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

1. Resource: www.scilearn.com

Scientific Learning Corporation provides a website, Customer Connect, for customer support. Reference materials, articles about the science behind the *Fast ForWord* products, training information, implementation guidance, and technical specifications are only a few of the helpful items available for teachers. WebEx training and information sessions can be accessed easily as well. Many useful forms and activities 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

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 1 Characters

Teachers can use the *Fast ForWord to Reading 1* 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>Bear Bags</p>  | <p>Bedtime Beasties</p>  |
| <p>Quail Mail</p>  | <p>Flying Fish</p>  |
| <p>Magic Rabbit</p>  | <p>Buzz Fly</p>  |

Fast ForWord® to Reading 1 Word Lists

Two exercises, Flying Fish and Magic Rabbit, present word lists for teachers to use as pre-teaching and supplemental practice materials, for integrated curriculum planning, and for creating extended activities such as Flying Fish Word Bingo. The word lists can also be enlarged and cut into word strips to be used in various activities.



Flying Fish Word List

| A | B | C | D | E | F | G | H |
|---|--|--|---|---|---|--|---|
| a about after again against air all almost also always am an and animal another answer any are around as ask at ate away | back be because been before being between big black blue both boy brown but by | call came can change come could course | day did different do does down during | each eat end enough even every | fact far few find first fly follow for form found four from funny | general get give giving go good got great | had hand has have he head help her here high him himself his home house how however |



Flying Fish Word List

| I | J | K | L | M | N | O | P |
|-------------------------------------|--------------|--------------|---|--|--|--|--|
| if in into is it its | jump just | kind know | land large last learn left less let letter life like line little live long look | made make man many may me mean men might more most mother move much must my | name need never new no not now number | of off oil old on once one only open or other our out over own | page part people picture place play please point pretty public put |



Flying Fish Word List

| R | S | T | U | V | W | Y |
|---|---|--|---|----------|--|--------------------------------------|
| ran read red ride right round run | said same saw say school see sentence set she should show since small so some something soon sound spell state still stop study such | take tell than thank that the their them then there these they thing think this those though thought three through time to too took try turn two | under united until up upon us use | very | walk want war was water way we well went wept were what when where which while white who why will with without word work world would write | year yellow yes you your |



Magic Rabbit Word List

| B | C | D | F | G |
|---|--|--|---|--|
| bad bag bake ban bare bat bed beg bib bid big bike bin bit bite bone bore bud bug bun but | cab cake came can cane cap cape cat cave cone cop cot cup cut | dad date den did dig dim dime dip dive dog dot dude | fad fade fan fat fed fig fin fine fit fog fun | gab gag game gap gas gate gave get got gum gut |



Magic Rabbit Word List

| H | J | K | L | M |
|---|---|--|--|---|
| had ham hat hen hid hide him hip hit hop hope hot hug hum hut | jab jag jam jet jig job jog joke jot jug | kale keg kid kin kit kite | lab lad lake lane lap late led leg let lid life like lime line lip lit live log lone lot lug | mad made make man map mat men met mile mine mole mom mop mud mug mum |



Magic Rabbit Word List

| N | P | R | S | T |
|--|---|--|--|---|
| nab nag name nap net nine nod not note nun nut | pad pale pan pat peg pen pet pig pin pine pipe pit pod poke pole pop pot pup | rag rake ram ran rat rate red rib rid ride rig rim rip ripe rod rode rope rot rub rude rug run rut | sad sag sale same sap sat save set side sip sit site sub sum sun | tab tag take tame tan tap tape ten tide time tin tip top tug |



Magic Rabbit Word List

| V | W | Z |
|------|---|-----|
| vote | wag wave web wed wet wide wife wig win wipe wit | zip |



Teacher-Directed Activities

The following three *Fast ForWord® to Reading 1* teacher-directed activities can be integrated into the classroom reading curriculum, providing the students working on *Fast ForWord* exercises an opportunity to work with the rest of their classmates. These activities can function as supplemental or extended learning experiences and can be adapted to English Language Learners, Special Education Students, and Struggling Readers.

Catch that Letter Activity

Skill: Identify initial or final consonants in objects surrounding students in lab or classroom (This activity can be used for either initial or final consonants.)

Estimated Time: 2 class or lab sessions

Materials: Large Consonant Letters; bright, large Post-It Notes; black marker pens

Grade Level: Elementary

Activity:

1. Display a large cut-out of an initial consonant on the classroom wall. (Letters can be cut from colored paper, fabric, foils, or other eye-catching materials.) Review with the students the sound of the consonant. Practice saying the consonant together and writing it in the air.
2. Ask students to search the classroom during the next two days to find items that begin with the consonant.
3. When they find the match, they can write the consonant on a large Post-It note with their initials on a lower corner, and attach the Post-It to the item. There is no limit to the number of Post-Its on an item during the two-day event.

At the end of the 2-day event, students can share the names of the items they have identified, reviewing the initial consonant sound for each item.

Magic Spelling Activity

Skill: Add, delete, or change target sounds to change words

Estimated Time: 20 minutes

Materials: Large chart pak sheet; color markers

Grade Level: Early Elementary

Activity: 1. On the chartpak sheet draw two columns. At the top of the first column write in red pen the letter "t". In the second column, write a large ? with a green pen. 2. Ask students to think of 3 and 4 letter words that start with "t". Write the words in the "t" column with the red pen. 3. When the "t" column is complete, read the words with the students. Then ask students to read the list silently and choose one of the words they like. Ask for volunteers to share their words. Invite the students to come up to the chartpak and point to their favorite word as they say it. 4. Explain that the next step will be a "magic" spelling trick. Write the first word from the "t" list in the green ?column without the initial consonant "t". 5. Ask the students what letter is missing. Ask the students to think of another letter to put in place of the "t" to make a new word. Ask for volunteers to write the letter in this missing blank. 6. Sound out the new word with the students and discuss what changes took place in creating this new word. Continue through the list of words. When the list is completed, ask the students to read through the list with the teacher again. Some students may be confident enough to read the list to the class.

What Does This Mean?

Skill: Responding to who, what, when, where, and how questions

(use this activity to integrate literature into the Fast ForWord skill instruction)

Estimated Time: 2 30- minute sessions

Materials: Children's literature book. (A helpful resource is the Reading Teachers' Children's Choices Lists.)

All Year Long

Kathleen W. Deady. Ill. Linda Bronson.

This sensory poem describes the images the four seasons conjure up in the mind of a young girl. The rhythmic pattern of the language coupled with the colorful seasonal illustrations will appeal to young readers.

Grade Level: Early Elementary

Activity: 1. Introduce the book to the students with a brief overview of its contents. Stimulate their interest and curiosity without revealing too many details about the contents. 2. Read the book asking the students to just enjoy the story. 3. After the first reading, talk about what they heard in the first reading. 4. Then, talk about questions that guide our reading: who, what, etc. 5. Ask the students to share new information they learned from the reading. 5. On a large paper, write the question words. Ask students to help create a question sentence for each of the words. When finished, read the sentences together. Note: *This activity can be extended into a writing activity, linking sentences together to create a paragraph. Students can also illustrate their writing.*



Motivation

Fast ForWord products require students to maintain consistent focus while working on the exercises. To encourage them, the motivation and reward ideas in this section can be very helpful. Additional motivation strategies and activities are available at

www.scilearn.com/support.

| Encourage Attendance | Daily & Weekly Points | Highest Score | Completion |
|---|--|---|---|
| <p>Weekly Door Prize As students enter the <i>Fast ForWord</i> lab, have students write their names down each day they attend to qualify for weekly door prizes.</p> | <p>Wall of Fame Create a “Wall of Fame” for those high points achievers</p> | <p>Simon Says Students set personal goals for the day; reward achievement with leading the class back to the classroom “Simon says Walk two steps...”</p> | <p>It’s A Dog’s Life Draw and cut out two large 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. Bring 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>Attendance Chart Create a wall attendance chart. Have students mark their attendance with check marks, stickers, theme pictures, etc.</p> | <p>Points Chart Track points on the daily points chart</p> | <p>Charlotte’s Web 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 Charlotte’s Web with their class.</p> | <p>Completion Ribbons Make an award ribbon for each student with names on the ribbon. Display the ribbons on a bulletin board. Using the <i>Fast ForWord</i> characters for each <i>Fast ForWord</i> exercise, make pugs. As each student reaches 80% completion in the exercise, the pug with that exercise character is put on their ribbon.</p> |



Motivation Bulletin Boards

Many *Fast ForWord* students respond positively to a creative learning environment. The following are just a few ideas teachers have tried in their *Fast ForWord* classrooms.

Motivation Bulletin Board Ideas

Colorful, thematic bulletin board designs provide a focus for motivation and reward activities for students

Clicking Our Way to Success

Computer mice with student's names, pictures of students in the *Fast ForWord* lab.

Welcome to Our *Fast ForWord* Community

A community design where all roads lead to the *Fast ForWord* exercises.

Go for the Gold With Extra Points

A treasure chest filled with gold coins, a vehicle traveling towards the treasure chest, miniature vehicles with student names and points.

Wall of Fame

Students names are placed on the Wall of Fame. Consider creating a wall of fame for those high points achievers.



Get Your Hands on *Fast ForWord* Success

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 1* exercises. Additional Motivation Activities are located at www.scilearn.com/support.

| <p>Magic Rabbit</p>  | <p>Flying Fish</p>  |
|--|---|
| <p>Each day show the students a new spelling word when they lineup to return to class. Together have the class say and spell the word as the write it in the air.</p> | <p>He Can Hold More in His Beak than We Can Eat in A Week! - Draw a large Pelican with his beak open. Students who get >80% get their names in the Pelican's mouth.</p> |
| <p>Have a Magic Wand and Hat on a table. For every 5 words that students learn to spell, they get their name in the magic hat. Upon completion, names will be drawn for hat and these students will win a stuffed rabbit. <i>This could be put off in the column under stuffed animals. Stuffed animals can be found at garage sales for as little as 10cents. Put animals in pillow case and wash in machine to refresh and sanitize.</i></p> | <p>"Catch a Student" really trying. Every time students put forth a lot of effort, they can get a fish. The students can string their fish. The students with the longest line of fish gets to come into the lab during a free time and listen to the Bookshelf story, <u>Dr. Paulie's Amazing Worm Digger</u>.</p> |



Intervention: *Fast ForWord® to Reading 1* Activities for English Language Learners

These *Fast ForWord* intervention activities are designed specifically for English Language Learners. Some of the activities are designed for use with individual students. Other activities can be used with several students at one time. Often a small group of students can practice certain tasks together after the initial instruction, or they can bring the tasks home with them to share with their families.

The Introductory Activities which should be conducted **prior** to students working on the exercises provide specific instruction for acquainting students with the meaning of words and directions for using the exercises. Ask for feedback from the students to ensure they understand. Other activities are appropriate as the students work on the exercise and encounter difficulties.

| Fast ForWord Product | Fast ForWord Exercise | Skill Addressed | Intervention Activity | Grade Levels |
|----------------------------------|------------------------------|--|------------------------------|---------------------|
| <i>Fast ForWord to Reading 1</i> | Bear Bags | Building grapheme/phoneme associations | Lunch Bags | Elementary |
| <i>Fast ForWord to Reading 1</i> | Magic Rabbit | Building spelling patterns | Magic Hats | Elementary |
| <i>Fast ForWord to Reading 1</i> | Flying Fish | Identifying sight words | Flash Cards | Elementary |
| <i>Fast ForWord to Reading 1</i> | Quail Mail | Sorting words into categories | Word Box | Elementary |
| <i>Fast ForWord to Reading 1</i> | Bedtime Beasties | Completing sentences | Fill in the Blank | Elementary |
| <i>Fast ForWord to Reading 1</i> | Buzz Fly | Answering questions | 20 Questions | Elementary |

Fast ForWord to Reading 1- Introductory Activity

Fast ForWord to Reading 1 programs can be used with students who are at various stages of English language learning. This introductory activity can be adapted to fit any of the above programs, but is critical to do it **BEFORE** students get on the computer, especially if they have little or not English knowledge.

OBJECTIVE: *To familiarize students with the commands and terminology used in each of the programs.*

Grade Level: Elementary

English Language level: Beginner (preproduction/early production)

Type of Activity: Individual, Small Group

Materials:

- Print and enlarge the initial screen of each of the Exercises (preferably in color) Use Control/PrintScreen buttons in PC; Grab function under Finder in Mac OSX to photograph and print the screen. OR, you can find some printed screens program documents. If possible, make a full color transparency of the initial screen.
- Alternatively, if you have a data projector, you can project the initial screen from your computer for the students who will be working on this program to view. This may not be your entire class, so you may have to have other activities (see below) for students who are at other levels or more advanced in the language.
- A real piece of toast (or a picture of toast).
- Lunch-size paper bag
- A teddy bear
- Picture of a racing car in motion

Fast ForWord to Reading 1

For students at pre-production and early production levels

MODEL/TELL:

Show the initial screen and point to the different sections of the screen. Ask student to repeat everything you say. Name the items on the initial screen as you point to them: "The yellow Paw", "the Bear", "the toaster", "the speaker" and refer to the "sound" that comes "out" of the speaker. Go through the other words used in the introduction, explaining each. Use your judgment and knowledge of the student's current vocabulary levels to decide which words will need to be introduced and which you can skip. Examples of words whose meaning must be clear to students before they do the online activities:

- Points and questions (Write two student's names on the board. Ask each his/her name and put a slash under each name, saying "one point". Ask other simple questions that students can answer with a nod. Write a big question mark on the board. Say: "I will ask you a question: Are you a boy?" Allow the student to answer. Say "I will ask another question: Are you a girl?" Allow time for answer (nod is OK in preproduction student) "Another question: Am I the teacher?" Etc. and mark slashes under their names as you say, "2 points", "3 points" etc. Ask a more difficult question: How old are you? What color is your dress or shirt? Give and mark "extra points" (5) as you say "five extra points for that answer, especially if they answer in a complete sentence.
- click (Say the word and make the noise of clicking. If possible, demonstrate use of a computer mouse to point & click) and say the word again. category (boys & girls categories on the board, count and ask "how many in the category of girls? How many in the category of boys? Write numbers down and say "X in the girls category and X in the boys category." Point to the words on the board (boys/girls) and say "Categories". Students repeat.
- Speed round (You will eventually need to teach this term, but maybe not the first time.) When needed, show picture of racing car and make the sound for fast movement of the car while moving the picture quickly. Say "speed" and ask if anyone knows another word for "speed." If not, say "fast" and run quickly across the room or ask a student to run.

Explain the word "mistakes" Draw a circle on the board and say "Square...Oh, no, no... that's not a square. It's a circle. That was a mistake. Say MISTAKE. The teacher made a mistake." Students repeat.

Bear Bags - Introductory Activity

Additional vocabulary for Bear Bags: toast, toaster, kitchen, bear, window, lunch bags, paw, yellow. Point to the items in the Bear Bags initial screen or a printscreen and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. Show real examples of the words if possible (a slice of real toast, a teddy bear, the window in the room, your own or a student's small paper lunch bag).

For students at speech emergence: Ask if they know the meaning of the words underlined above). They should answer in complete sentences, but don't correct them if they have the right answer, just not said grammatically. Acknowledge a correct answer and repeat what they answer in a corrected version to model proper speech and go on to the next question. Use the strategies above or an analogy to explain any of the terms they don't already know. Tell them that they will hear these words in the program they will be using.

For intermediate fluency students: These students should know most of these terms. Maybe category will be more difficult. Talk a little about categories of animals to help them understand how the word means a grouping of similar things. You can use a spoken definition with this group. Pictures will probably not be needed. Extend the conversation with questions about games they have played. Did they keep track of points? Did anybody make mistakes? Explain that the program will be keeping points and that if they make mistakes, it's OK, they will still be learning a lot.

Bear Bags - Activity 1: Class Dictionary

Skills Addressed: Building grapheme/phoneme associations and associating pictures with meaning.

Grade Level: Elementary

English Language level: Beginner (preproduction/early production)

Type of Activity: Individual, Small Group

Materials:

- 3x5 index cards with the following underlined words (see next bullet) written on one side. Start with 1 per student, but be prepared to add as they learn new words.)
- Pictures of the following: color yellow, a goat, a map, a new moon, a floor mat, a mug, a metal tube, a tack, the sun, a mop, a bathtub, a ball, cat, dog, bat, etc. NOTE: These are the words that will appear in the first round of Bear Bags on the computer. Later, as students progress, you may want to add pictures for the words that appear in the list below in the order shown. This list follows the sequence of introduction to these words in the program.
- Paper glue; brown paper bag

SHOW AND TELL:

(20 min.) Start by showing the first picture and saying the word. Ask students to repeat. Say the beginning sound of the word. Ask students to repeat the word and the beginning sound. Ask 1 student to repeat word and beginning sound and give him/her the card and picture. Go through all the words you can, handing out a picture and card to each student. Ask students to glue their pictures to their cards. Show students how to glue the picture to the card on the opposite side of where the word is. Use one of the paper bags to collect the finished cards, but before the student can drop the card in the bag, they must say what the word is. If they don't know, allow another child to help or say the word yourself. Then say the beginning sound and ask student to repeat. Then all the students must repeat as the card goes into the paper bag. Save these cards for the next activity

| Bear Bags – Activity 1: Word List & Categories | |
|--|--|
| <p>Initial Consonants: Category [t, m, s, g] t - <u>tub</u>, <u>tag</u>, <u>top</u>, <u>tip</u>, <u>tin</u>, <u>tack</u>, <u>ten</u>, <u>tube</u>, <u>tape</u>, <u>time</u> m - <u>mop</u>, <u>moon</u>, <u>man</u>, <u>mug</u>, <u>mat</u>, <u>map</u>, <u>mad</u>, <u>mud</u> s - <u>sun</u>, <u>seal</u>, <u>sit</u>, <u>sip</u>, <u>sock</u>, <u>sad</u>, <u>safe</u> g - <u>goose</u>, <u>gum</u>, <u>goat</u>, <u>gate</u>, <u>game</u></p> <p>Category [p, l, h, j] p - <u>pig</u>, <u>pin</u>, <u>pen</u>, <u>pan</u>, <u>pot</u>, <u>pup</u>, <u>pipe</u> l - <u>log</u>, <u>leg</u>, <u>lip</u>, <u>lamb</u>, <u>lake</u>, <u>leaf</u> h - <u>hat</u>, <u>ham</u>, <u>hop</u>, <u>hen</u>, <u>hug</u>, <u>home</u>, j - <u>jug</u>, <u>jeep</u>, <u>jam</u>, <u>juice</u>, <u>jet</u></p> <p>Category [d, c, r, f] d - <u>dog</u>, <u>duck</u>, <u>dime</u>, <u>date</u> c - <u>cup</u>, <u>cab</u>, <u>can</u>, <u>cat</u>, <u>cap</u>, <u>cop</u>, <u>cut</u>, <u>cave</u>, <u>cone</u>, <u>cake</u> r - <u>ram</u>, <u>red</u>, <u>rip</u>, <u>rag</u>, <u>run</u>, <u>rat</u>, <u>rake</u>, <u>rope</u> f - <u>five</u>, <u>fan</u>, <u>fig</u>, <u>fat</u>, <u>fin</u></p> <p>Category [b, k, n, w] b - <u>bed</u>, <u>bus</u>, <u>bat</u>, <u>bug</u>, <u>bag</u>, <u>bib</u>, <u>big</u>, <u>bone</u> k - <u>kite</u>, <u>keg</u>, <u>kid</u>, <u>king</u>, <u>kiss</u>, <u>kick</u> n - <u>nut</u>, <u>nose</u>, <u>night</u>, <u>nap</u>, <u>neck</u>, <u>note</u>, <u>nine</u> w - <u>wig</u>, <u>web</u>, <u>wheel</u>, <u>wet</u>, <u>wave</u>, <u>worm</u></p> <p>Category [d, n, p, g] <u>head</u>, <u>bead</u>, <u>van</u>, <u>vine</u>, <u>dune</u>, <u>cup</u></p> | <p>Short Vowels: Category [a, e, i, o] <u>men</u>, <u>top</u>, <u>sock</u>, <u>hop</u></p> <p>Initial Consonants: Category [b, p, d, t] <u>bag</u>, <u>dad</u>, <u>dot</u>, <u>dig</u></p> <p>Category [h, g, k, j] <u>kick</u></p> <p>Category [f, c, s, w] <u>cone</u></p> <p>Category [m, n, l, r] <u>nap</u>, <u>neck</u>, <u>lit</u></p> <p>Final Consonants Category [m, n, g, b] m - <u>gum</u>, <u>clam</u> b - <u>lab</u>, <u>cub</u></p> <p>Long Vowels Category [a, e, i, o] e - <u>feet</u>, <u>seeds</u>, <u>wheel</u>, <u>teeth</u>, <u>deer</u>, <u>bees</u>, <u>trees</u>, <u>green</u>, <u>sleep</u> i - <u>bite</u>, <u>hole</u></p> <p>Category [a, i, o, u] i - <u>nine</u>, <u>ride</u>, <u>hide</u></p> |

Bear Bags - Activity 2: Lunch Bags

Skills Addressed: Building grapheme/phoneme associations and associating pictures with meaning.

Grade Level: Elementary

English Language level: Beginner through intermediate as noted in activity

Type of Activity: Individual, Small Group

Materials:

- Brown Paper Lunch Bags with initial consonants on the front (can adapt to using vowels and final consonants – see categories above)
- Pictures pasted onto 3x5 cards created in Activity 1
- Single-hole puncher
- Metal key holders (one per student) or cut ribbons (this will be used later to join cards together so sturdiness and ease of use is important)

Activity:

Beginner English level (pre/early production): Choose two paper bags with initial consonants. Sort through 3x5 picture cards with student, name pictures and place cards into the bag that starts with the same sound as the picture on the card. Review the words and pictures created in the previous activity. (Can adapt exercise for vowels and final consonants.) Put away the unused cards for later use. When all the cards that belong in the bags have been used, give each student one or two of the cards and one or two blank ones. Ask them to draw their own picture and put the beginning sound on the back. They may do more cards or color them if they have time. Punch a hole in the upper left corner of each card as they finish them and you check them for accuracy. Give each student a keyholder (or ribbon) to slip their cards onto. These are the beginnings of their personal dictionaries. They are to keep these and add more cards as they learn more new words. They may add a card with their name

Intermediate/Speech Emergence: **REPEAT THIS ACTIVITY WITH OTHER PROGRAMS IF STUDENTS ARE STILL BUILDING BASIC VOCABULARY**

Provide these students with 4 paper bags with initial or ending consonants. Show them the picture side of the cards and ask them “What is this?” Response: That is a _____. Go through all the cards in a quick review. Shuffle the cards and hand four or five to each student in the group. Ask them to put the cards in the category they belong in the brown bags. Each student will say the name of the picture, say the sound (beginning or ending) and put the card in the correct bag. If student doesn’t remember the word, say it, ask for repetition. Say the beginning sound and put the card down on the table for reuse. Go on to the next student. When all cards are used, go back to the cards stacked on the table that someone missed. Ask the student who’s turn it is to pick up the card and continue. At the end of this round, lay out all of the picture cards on the table. Give each student 4 or 5 BLANK index cards. Tell them to copy their hardest words on one side and draw their own picture on the other side. They may color them if they have time. Punch a hole in the upper left corner of the cards as they finish them and you check them for accuracy. Give each student a key holder (or ribbon) to slip their cards onto. These are the beginnings of their personal dictionaries. They are to keep these and add more cards as they learn more new words.

Fast ForWord® to Reading 1
Resources for Teachers

| Introductory Activity | Magic Rabbit Magic Hats | Word List |
|--|--|--|
| <p>For very beginning English students who may have had no exposure to the terms used in the program before. See the introductory activity at the very beginning of this section for the strategy. Terms that students need to know BEFORE they use this program include:</p> <p><i>magically, changes, spell, clues, listen carefully, click-and-drag (computer mouse action)</i></p> | <p><u>Skills Addressed:</u> Building spelling patterns, building meaning from sounds</p> <p><u>Grade Level:</u> Elementary</p> <p><u>English language level:</u> Beginner to intermediate (as indicated)</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • 3x5 word cards (write one word on each card from WORD LIST below) • Pictures pasted on 3x5 cards to match underlined words in WORD LIST • Any hat or cap hat. A magician’s hat can be made from cardboard to suit. • A Small box <p><u>Activity:</u></p> <p>Part 1: Place the word cards and picture cards inside the hat. Place the picture cards in the box or bag. Direct student to pull a picture card from the box and turn it face up. <i>For beginners</i>, say the name of the picture and ask them to repeat it. Write the word on the back of the card and put it back in the box. <i>For intermediates/speech production level:</i> ask student to say the name of the picture and write or copy the word on the back. Replace card in box. Do this for all the picture cards.</p> <p>Part 2: Ask <i>intermediate students</i> to team up with <i>beginners</i> for this part of the activity. Direct intermediate student to pull a WORD card from the HAT and turn it face up. Then, ask him/her to pull a word card, say both words and ask other students in their small group students to repeat. MODEL: Check if the word card has a spelling pattern that matches the first word card. (ex: initial consonant “t”), place the card beneath the first card. If not, start a new column. Have the intermediate students in a group take turns checking and matching WORD cards while on the other turn, the beginning students pull a PICTURE card from the BOX. Beginners place the picture card next or on top of the WORD card that it matches and says the word, or gets help saying it from an intermediate partner. Continue until all cards are out of the hat and the box.</p> <p>Part 3: Students who still are building up English vocabulary would benefit from continuing to build their “Personal Dictionary” stacks as described in the Bear Bags activity. Allow students to continue to create new picture/word cards and store them with their key holders. Intermediate students can go one more level by writing a sentence with the word on the back of their card.</p> | <p>Set #1: (t, n, b) tan, Nat, <u>bat</u>, <u>tab</u>, <u>bin</u>, but</p> <p>Set #2: (r, s, p) sap, rap, <u>sip</u>, <u>rip</u>, pat, <u>pet</u>, <u>pit</u>, <u>pan</u>, <u>sit</u>, set, <u>sun</u>, <u>rat</u></p> <p>Set #3: (a, e) <u>pan</u>, <u>pen</u>, <u>ran</u>, <u>sat</u>, set, <u>met</u>, <u>mat</u>, <u>bat</u>, bet</p> |

Flying Fish - Flash Cards

Skills Addressed: Identifying sight words; using sight words in sentences.

Grade Level: Elementary, Middle & High School

English Language Level: Speech Emergence to Intermediate Fluency

Type of Activity: Individual, Small Group

Materials: Flash Cards (created from the Flying Fish Word List). For alternative activity: a sheet of paper per student and multiple blank 3x5 cards, hole punched for “personal dictionary”

Activity: Group students by ESL level in pairs. Try not to mix levels for this activity unless absolutely necessary (you can team them into threes). Direct one student in each pair to choose a flash card, say the word, examine the letters and sounds in the word, say the word again. Partner says the word next and holds the card. First student closes his/her eyes, pictures the word, says the word, and then the second student shows him/her the word on the card. If he/she is correct, the first student gets to keep the card to end of session. If wrong, the cards go face down in the middle of the table/desk. Partner then takes his/her turn. After all cards have been used, shuffle the cards stacked and put back face down. First one student, then the partner selects cards from the stack and repeat the exercise until no cards are left in the middle.

Introductory Activity: See Introductory activity for all *Fast ForWord to Reading 1* programs to follow the same strategy with students who are still learning new concepts and words in English and may have not used this or other programs before. New words: pelican, fish

Alternative/More Advanced: After choosing a flash card and saying the word, a student can write the word on a piece of paper, then repeat the word. Flip the paper over, recall the word, and continue as above. From the list of words on his/her paper, student will create index cards for “personal dictionary” with a sentence that uses that word on the card on one side and the word on the other side. They can also draw a picture or symbol to help them remember.

Flying Fish - Forming sentences

Skill Addressed: Identifying sight words and using them in sentences; associating meaning with abstract words.

Grade Level: Elementary, Middle & High School

English Language Level: Speech Emergence, Intermediate Fluency

Type of Activity: Individual, Small Group

Materials: Flash Cards (created from the SIGHT WORD LIST in the Introductory Activity).

Pictures of the underlined words in the Word List in the Introductory Activity

One piece of writing paper per team.

Activity: Hand out a sheet of paper and a mixed stack of the Flash cards and pictures to each student "team" (or individual student). Give each group a color or number or let them select their "team name." Each team should select a "writer" who will write the team's name at the top of the writing paper. Ask each team to use the words in their stacks to create sentences. They can add more words to enhance meaning or make a sentence grammatically correct, and they can use the pictures as words. When (as a team) they feel they have a good sentence, one of the students must copy the sentence onto the sheet of paper, substituting a word for the picture (if a picture was used). They may go on to the next few cards to create a new sentence or reshuffle their stack and pull out a few at random. At the end of the session, ask each team to pick their "BEST" sentence and to select a team member to read it out loud. Ask why they chose the sentence.

Quail Mail - Word Mail Box

Introductory Activity: New vocabulary terms used in the online program: Delivery, squirrel, sort, mail, category, correct. Use a post-office scenario to use most of the words above. Ask about mail delivery to the students' home: Who picks it up? Does the student ever get or send mail? Who sorts the mail at their house? How do they sort it? By bills to pay, letters from family, junk mail, or by the name on the envelope? Explain that in the Program, there are 2 animals who participate: the Squirrel who delivers the mail, and the Quail (a bird) who sorts it out in the mailboxes. Tell them this is why the program is called Quail mail, because the Quail is receiving the mail. Also, it rhymes. this is why the program is called Quail mail, because the Quail is receiving the mail. Also, it rhymes.

Skills Addressed: Sorting words into appropriate categories and creating sentences or paragraphs

Grade Level: Elementary and Middle School

English language Level: Speech Emergence/Intermediate Fluency

Type of Activity: Small Group, Individual

Materials: Pictures and words that fit into the following categories:

Food, Animals, Things in a Classroom, Dogs, Trees, Flowers, Things that are Sweet, Parts of a Book, Parts of a House, Things you can find at a circus, Things you can use for cleaning, Things that are Soft, Things you can Find on a Farm, Clothes, Carrying Things...

Small boxes, each labeled with a specific category as listed above.

Activity:

Part 1: Give one of the category boxes to each team of 3 to 6 students. As a whole class, sort through a few pictures and discuss where they might fit. Give the picture to the team with the appropriate box, pull another picture from the stack and repeat the process. After placing a few cards in various category boxes, ask a student to pull a picture and distribute it to the team with the right category. Ask him/her to explain why he/she chose that category.

Part 2: Once all the cards are sorted into categories/teams, Give the following instructions to each team. Use the pictures in your box to write a paragraph or sentence (depending language level). After 10 minutes, ask students to pass their paper to the student on their left. Each student must then read the new work. Discussion to follow: How similar were the different paragraphs in your team? How different? Why?

Extension Game: Play a Jeopardy style game with the categories. Each student team decides which category box it will select cards from. When a card is pulled, one team member may say the word and then use it in a sentence. If sentence is correct, team gets a point. If incorrect, deduct a point. Allow next team a choice to use that word or to pick a new category or card.

| Introductory Activity | Bedtime Beasties Fill in the Blank and Put in the Punctuation | Bedtime Beasties Punctuation (Advanced) |
|--|---|--|
| <p>See Introductory Activity for all Fast ForWord to Reading 1 programs to follow the same strategy with students who are still learning new concepts and words in English and may have not used this or other programs before. New words/terms: icon, window-shade, creatures, under/over, blanks, something's missing.</p> | <p><u>Skills Addressed:</u> Completing sentences in context. Correcting punctuation. <u>Grade Level:</u> Elementary <u>English Language Level:</u> Speech emergence/ Intermediate fluency <u>Type of Activity:</u> Individual <u>Materials:</u> Activity Sheets (attached) -- two levels <u>Activity:</u> Explain to students that in each sentence a word is missing that makes the sentence complete. Read through the first sentence with the students, read the choice of words below the sentence and then choose the best word to make the sentence complete.</p> | <p>Explain to students that in each sentence a period or capital letter is missing that makes the sentence correct. Read through the first 2 sentences with the students, ask how they would write the sentence so it makes sense.</p> |



Bedtime Beasties – Fill in the Blank

Choose a word that best completes each sentence.

1. I like to draw pictures with my new _____.
apple knife crayons
2. I drew a picture of a tall, beautiful _____ with green leaves on its branches.
tree horse tail
3. I heard a _____ buzzing around, looking for flowers to help it make honey.
tree bee tail
4. But I think a _____ bear found the honey first.
brown green white
5. The bees worked hard to make the _____.
shoe honey puppy
6. I guess the bear worked hard to climb the _____ to get the honey, too.
stairs tree house



Bedtime Beasties – Missing Punctuation

Write the period, comma, question mark or capital letter that helps these sentences make sense.

My mother loves to cook my brother loves to eat and he loves soup. So one day my brother went to the store he bought some carrots and onions my mother could cook a great soup for him when she got home from work she was very tired but she found a knife and cut the carrots my brother helped by cutting the onions he started to talk he started to cry “why do you cry “ my mother asked “you don’t want the soup i was going to make ” “because the onions made me cry,” my brother said my mother felt bad because she forgot to tell him to keep his mouth closed when cutting onions.

Fast ForWord® to Reading 1
Resources for Teachers

| Introductory Activity | Buzz Fly 20 Questions |
|--|--|
| <p>See Introductory Activity for all Fast ForWord to Reading 1 programs to follow the same strategy with students who are still learning new concepts and words in English and may have not used this or the other programs before. New words/terms: newsroom, reporter, flies, icon (repeated). Idiomatic Expressions: I can't see a thing! What's his beef? He's a ham. Do intro in the context of a newsroom leading to the activity to follow. Discuss what reporters do in a newspaper, how they ask questions and write stories about things that really happened.</p> | <p><u>Skill Addressed:</u> Answering questions <u>Grade Level:</u> Elementary & Middle School <u>Type of Activity:</u> Small Group <u>Materials:</u> Items in the classroom, writing paper & pencils. <u>Activity:</u> Pair students off to find one item the classroom that is of interest to both of them (a book, a computer, a game, etc.). One of the students will be the reporter and one will be the person interviewed. Reporter must create 4 questions about the item using who, what, where, when. The interviewee can answer the questions being asked. Circulate and listen to the conversations. Direct students to appropriate usage of question words by <u>modeling</u> questions correctly for them. Ask students to write out the questions and answers at the end of the activity. Title the paper with "Questions and Answers about the _____" and put both their names on it. Collect and redistribute to different student pairs, who must add one more related question and answer.</p> |



Intervention: *Fast ForWord® to Reading 1* Activities for English Language Learners

To help students in special education environments meet learning standards, various learning strategies can be implemented. Children with learning challenges need special help in learning to develop phonological awareness, learning the alphabet, understanding the relationship of sound and letters, and developing an awareness of the printed language and writing system. Modeling, demonstrating, breaking skills into small segments and consistent repetition for the students as they work with these exercises makes their learning tasks more successful.

| Fast ForWord Product | Fast ForWord Exercise | Skill Addressed | Intervention Activity | Grade Levels |
|----------------------------------|------------------------------|---|------------------------------|---------------------|
| <i>Fast ForWord to Reading 1</i> | Bear Bags | Building grapheme /phoneme associations | Blending Mat | Elementary |
| <i>Fast ForWord to Reading 1</i> | Magic Rabbit | Building spelling patterns | Worksheet/ Word bank | Elementary |
| <i>Fast ForWord to Reading 1</i> | Flying Fish | Identifying sight words | Keyboard /computer | Elementary |
| <i>Fast ForWord to Reading 1</i> | Quail Mail | Sorting words into categories | Categorization Map | Elementary |
| <i>Fast ForWord to Reading 1</i> | Bedtime Beasties | Choosing correct sentences | Choose the correct sentence | Elementary |
| <i>Fast ForWord to Reading 1</i> | Buzz Fly | Answering questions | Column Sort | Elementary |

| <p>Bear Bags – Blending Mat This activity helps students build grapheme/phoneme associations by using a blending mat activity.</p> | <p>Word List</p> | | | |
|---|-------------------------|--|--|---|
| <p>Skill Addressed: Building grapheme/phoneme associations Grade Level: Elementary Type of Activity: Individual, Small Group Materials: Blending Mat with three boxes, ten different color chips (red, blue, green, yellow, purple, black, brown, orange, white, pink). The different colors are used for the changing of the initial, medial and final sounds of the words presented. Activity: (1)The student is asked to distinguish changing sounds that are in the beginning, middle or final positions of a CVC word. (consonant+vowel+consonant) (2)The teacher explains that a CVC word is a word that is considered a Closed Syllable. (3)A Closed Syllable means that the vowel is closed in by consonants and the vowel has a short vowel sound. The teacher reviews the sounds that a(apple) e (egg) i (igloo) o (octopus) u (umbrella) have. (4) The teacher will say a word such as dad, the student responds with placing the blue chip in the first box, the red chip in the second box and the green chip in the last box. (5) The teacher now changes the word to did. The student now changes the red chip to another color chip because the sound that changed was the short a for short i. (6) The teacher continues to give words all of the CVC words that are used in Bear Bags. (7) The teacher cannot use any words that have the Magic rule, Controlled r, Vowel Vowel Teams or ck as an ending.</p> <p style="text-align: center;">Blending Mat Sample Pattern</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 100px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table> | | | | <p>Set #1: tub tug tag top tip tin</p> <p>Set#2: dog did dad dot dig dip</p> <p>Set#3: pig fig bag rib jug jab</p> <p>Set#4: hat jet top did mug</p> |
| | | | | |

Magic Rabbit: Building Spelling Patterns

This activity is designed to help students build spelling patterns through the use of rhyming words.

Skill Addressed: Building spelling patterns

Grade Level: Elementary

Type of Activity: Individual, Small Group

Materials: Worksheet with a Word Bank at the top of the page.

Activity: Students are asked to rhyme words in sentences that have the rhyming word missing. The word bank of rhyming words is at the top of the page and the sentences are below the word bank.

(1) Explain to the students what a rhyming word is. (Rhyming words sound the same at the end of each word. Bat and rat are rhyming words. Tug and mug are rhyming words. Pig and pug are not rhyming words.)

(2) Say to the students, “ I am going to say some words. You tell me if they rhyme:

Pig/jig; pet/let; pen/hen; pop/hop; tub/tube; ten/tin; dip/rip; gum/sum; let/leg”

(3)The teacher explains that on the top of the worksheet there is a word bank. The word bank has words in it that the student can choose from that rhyme with the sentences the teacher will be reading.

(4) The student is to pick out the correct word that rhymes with the underlined word in the sentence being read.

(5) The student is to write the word in the blank space.

(6) The teacher is to read the sentence to the students because there may be words that the student does not know yet.

Magic Rabbit Worksheet

stop mad jog wet sun lip tin nap
lip rat cat kin

1. I saw a cop, he told me to _____.
2. I saw dad, he seemed very _____.
3. I saw a hog and he wanted to _____.
4. I saw a pet, he was all _____.
5. I can have fun in the _____.
6. I can sip with my _____.
7. The pin was made out of _____.
8. I took off my cap to take a _____.
9. The dog gave me a nip on my _____.
10. Can you put a hat on a _____.
11. Can a bat sit on a _____.
12. You can win with your _____.

| Flying Fish - Sight Words <i>This exercise provides more practice in recognizing and reading sight words.</i> | Word List |
|--|--|
| <p>Skill Addressed: Identifying sight words Grade Level: Elementary Type of Activity: Individual, Small Group Materials: Keyboard to type sight words Activity: Students will learn to recognize and read sight words.</p> <ol style="list-style-type: none"> 1) The teacher explains to the students what sight words are. (Sight words are words that can only be recognized by sight. Sight words have no phonemic qualities and can not be phonetically decoded. They are words that have no patterns. Consequently, they are words that are very difficult to remember. The only way to remember sight words is to see them very often, use them very often and drill, drill, drill.) 2) Students should be using the visual, auditory, kinesthetic and tactile modalities when they are trying to memorize words that are true sight words. Students need to do the following procedure: <ol style="list-style-type: none"> a. Write words on a big piece of paper b. Spell words using magnetic letters c. Air write the words using your whole arm in the air d. Have someone write the words on your back while you say it out loud e. Spell your words while doing physical activity like bouncing a ball, skipping rope, playing jumping jacks f. Write the spelling words on all different kind of surfaces such as sand paper, water, sand, whip cream, in salt on a tray, a carpet 3) Suggestions for elementary students to use in trying to remember: <ol style="list-style-type: none"> a. Visualizations using spelling mnemonics b. Analyze the word within the larger more troublesome word c. Mispronounce the syllable to focus on the individual components d. Create an acronym in order to remember the sequence of the letters of the word. e. Group words with the same unusual spellings together in a single sentence <p><i>Sample activity: Have the students type on a keyboard the sight words they are to remember using different fonts and colors. They are to use all of their learning modalities by seeing the letters as they type, saying the letters out loud as they type and by changing the colors and the fonts they can make the words different as they commit them to memory.</i></p> | <p>the, of, and, a, to, is, you, he, was, are, as, his, they, be, have, one, by, word, what, were, your, said, there, use, which, do, their, other, about, many, these, some, would, has, two, more, could, people, water, who, its, find, come, over, new, only, work, know, year, live, give, very, our, great, where, through, much, before, mean, any, came, show, around, put, does, another, large, must, bug, such, turn, went, men, read, need, land, home, us, try, kind, again, change, off, house, mother, answer, study, learn, own, school, never, thought, head, something, those, both, walk, four, once, enough, almost, being, since, during, however, against, war, upon</p> |

| | | | |
|---|---|------------------------|------------------------|
| <p>Quail Mail - Word Box <i>This activity helps those students who have difficulty categorizing words.</i></p> | <p>Category Map: Create a category name for each column.</p> | | |
| <p>Skill Addressed: Sorting words into appropriate categories Grade Level: Elementary Type of Activity: Individual, Small Group Materials: Pictures and words that fit into the following categories: Food, Animals, Things in a Classroom, Dogs, Trees, Flowers, Things that are Sweet, Parts of a Book, Parts of a House, Things you can find at a circus, Things you can use for cleaning, Things that are Soft, Things you can Find on a Farm, Clothes, Carrying Things A Categorization Map template Activity: Use a Categorization Map template to categorize the words. (1) Using an overhead projector, a template of each category and a work sheet for the student, the teacher displays the transparencies. (2) The teacher explains each of the categories and gives examples of objects that could fit (3) Picture and word cards that fit in the categories are assembled ahead of time. The pictures are in the front and the words are on the back of the card. (4) Students pick up a card and tell the teacher which category the word fits into. (5) After the teacher writes it on the Category Map, the student writes it on the Map worksheet at their desk.</p> | <p>(CATEGORY NAME)</p> | <p>(CATEGORY NAME)</p> | <p>(CATEGORY NAME)</p> |

| | |
|--|--|
| <p>Bedtime Beasties – Sentence Comprehension <i>This activity helps students with sentence comprehension skills.</i></p> | |
| <p>Skill Addressed: Comprehending sentences Grade Level: Intermediate (Grades 4-6) Type of Activity: Individual, Small Group Materials: Sentence worksheet with vocabulary taken from Bedtime Beasties Activity: Review the activity instructions with the students, asking them to pick out the correct sentence and to draw a concrete picture.</p> | |



Bedtime Beasties

Choose the sentence that makes the most sense.

apple knife puppy

1. I like to hold my wiggly little apple.
2. I like to hold my wiggly little knife.
3. I like to hold my wiggly little puppy.

Draw a picture of the sentence you choose.

lunch sandal tail

1. My puppy has a tail that he likes to wag when he is happy.
2. My puppy has a sandal that he likes to wag when he is happy.
3. My puppy has a lunch that he likes to wag when he is happy.

Draw a picture of the sentence that you choose.

purple green white

1. My puppy is brown with a green star on his nose.
2. My puppy is brown with a purple star on his nose.
3. My puppy is brown with a white star on his nose.

Color in your puppy.

bird cat puppy

1. My puppy barks at the mailman when he delivers the mail.
2. My cat barks at the mailman when he delivers the mail.
3. My bird barks at the mailman when he delivers the mail.

Add the mailman to your picture.

fish cat frog

1. My cat likes to meow at himself in the mirror.
2. My fish likes to meow at himself in the mirror.
3. My frog like to meow at himself in the mirror.

Draw a picture of the correct sentence.

Buzz Fly – 20 Questions

This activity helps students practice answering questions correctly.

Skill Addressed: Answering questions

Grade Level: Elementary

Type of Activity: Small Group

Materials: Choose a short video of interest to the students. The following video series involves students with other cultures while at the same time teaching reading skills.

Suggested Video - Families of the World Series (Ages 6 and up) www.BigKids.com

[Are you ready to travel! Families of the World takes you on a fantastic journey to another country where you view the unique lives of two children and their families. Each video focuses on a different culture, their way of life, family interaction, foods and even celebrations. This excellent series will give children an intriguing taste of another culture and allows them to compare and contrast it with their own. Visit the countryside, cities, communities, schools and homes of two families- from breakfast to bedtime and all the fun-filled activities in between.]

Chart:

| Who | What | Where | When | Why | How |
|------------|-------------|--------------|-------------|------------|------------|
| | | | | | |

Activity:

Explain to the students that as they watch this video, they can be listening for information that answers the questions of who, what where, why and how. Display the chart (above) on a whiteboard or chartpak page. Talk about some personal examples using the following questions: Who is going to watch the video? What is the name of the video? Where are the students sitting when they watch the video? Why are the students watching the video? Explain that there will be different answers to the same question words after the students watch the video. After they see the video, ask “ Who is the video about?” Write the names in the column under Who. Continue with verbal questions using the question words and writing the students’ answers in the appropriate columns. When the discussion is completed, read through the columns together



Intervention: *Fast ForWord® to Reading 1* 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.

| Fast ForWord Product | Fast ForWord Exercise | Skill Addressed | Intervention Activity | Type of Activity | Grade Levels |
|----------------------------------|------------------------------|---|------------------------------|--|---------------------|
| <i>Fast ForWord to Reading 1</i> | Bear Bags | Phoneme identification and isolation | Fishing for Sounds | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading</i> | Bear Bags | Phoneme identification and categorization | Sound Relay | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Magic Rabbit | Identifying spelling patterns | Rime Books | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Magic Rabbit | Phoneme substitution | Changes | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Flying Fish | Identifying high frequency words | Speed BINGO | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Flying Fish | Identifying high frequency words | Race for the Word | Individual | Elementary |
| <i>Fast ForWord to Reading 1</i> | Quail Mail | Categorization (pictures and words) | Where Do We Belong? | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Quail Mail | Categorization | Labels | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Bedtime Beasties | Sentence completion | Complete Me | Individual; Small group | Elementary |
| <i>Fast ForWord to Reading 1</i> | Buzz Fly | Answering and generating questions | Answer Me | Whole class; Individual; Small group | Elementary |

Bear Bags - Fishing for Sounds

This activity engages students in identifying and isolating phonemes.

Skills Addressed: Phoneme Identification and Isolation

Grade Level: Elementary

Type of Activity: Individual, Small Group

Materials: rulers (one for every student in the group); string (one for each ruler); strips of magnetic tape; picture cards (at least four per sound); 4 x 6 index cards

Activity: Tie one piece of string to each ruler and place a small piece of magnetic tape on the end of the string. This will serve as the students' "fishing" pole. Place a small piece of magnetic tape on the upper front center of an index card. Glue one picture on each index card. The teacher should then state the focus sound and show a picture representing the sound. Have the students use their "fishing" poles to pick up the pictures that have the focus sound at the beginning (can be adapted to final and medial [vowel] sounds). The students can place all of the pictures that have the same sound together, then point to each picture, state its name and finally restate the common sound.

Bear Bags - Sound Relay

Skills Addressed: Phoneme Identification and Categorization

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: large pieces of paper for sorting (1 for each student); picture cards (identical set for each student- at least 5-6 for each focus sound); word cards (displaying the names of the pictures); items for the "goodie" bag (dollar store items)

Activity: Each student should receive a piece of paper for sorting. Using the word cards, tell students that they should place all of the pictures on their papers that have the same beginning sound (or final; or medial) as the word you say and show (say it one time and show it one time). When students have placed their pictures have them point to and state the name of the pictures that they included. Give them one point for each picture and keep score. Students should then clear their papers and listen for the next word. Continue in this manner. At the end, the player with the most points will get to select 2 items from the "goodie" bag. The other students can select one item from the bag.

Magic Rabbit - Rime Books

This activity is designed to help struggling readers with identifying spelling patterns.

Skill Addressed: Identifying Spelling Patterns

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: 4 x 6 index cards (blank); 4 x 6 index cards containing common rime patterns (see below); glue that dries raised

- a- an, ap, at, ail, ain, ale, ay
- e- eat, ell, est
- i- ill, in, ip, ick, ink
- o- op, ore, ock
- u- up, ut, ump

Activity: Create a rime book by taking one index card and writing the rime pattern on the far right end of the index card. Take several other index cards and cut them in half. Using the rime patterns as a guide, write one beginning sound or onset on each card and place them together in a pile. Staple the pile onto the left side of the index card containing the rime. Students can flip through the book and read the words that are created by combining the onsets and rimes. Students can also use their fingers to trace the rime patterns as they read them. (NOTE: This activity can also be used with blends- ex. bl, gr, st, etc.- and digraphs- th, gh, etc.).

Magic Rabbit – Changes

This exercise assists students who are struggling with substituting phonemes in order to create new words.

Skill Addressed: Phoneme Substitution

Grade Level: Elementary

Type of Activity: Individual; Small group

Materials: grapheme (letter) cards- 1 set for each student

Activity: Each student will receive one set of grapheme cards (only those letters that are necessary for the activity). The teacher will tell the students that they will change one word to another word (ex. tap to sit) using the cards. The teacher will call the first word (see the list above) and have the students use their grapheme cards to spell it. State the next word and have the students change the letter in the appropriate position. Ask the students to share with a partner which letter was changed and in what position (ex. change tap to lap- the letter l was changed in the initial position). Continue until students have reached the new word (ex. changed tap to sit).

Word list:

| | | | |
|------------------------|------------------------|-------------------------------------|-------------------------------------|
| tap to sit: | fig to set: | sat to cute: | mop to rate: |
| tap | fig | sat | mop |
| l <u>a</u> p (initial) | f <u>i</u> t (final) | c <u>a</u> t (initial) | m <u>a</u> p (medial) |
| m <u>a</u> p (initial) | w <u>i</u> t (initial) | c <u>a</u> p (final) | c <u>a</u> p (initial) |
| ma <u>t</u> (final) | w <u>e</u> t (medial) | c <u>u</u> p (medial) | ca <u>t</u> (final) |
| s <u>a</u> t (initial) | p <u>e</u> t (initial) | cu <u>t</u> (final) | r <u>a</u> t (initial) |
| s <u>i</u> t (medial) | s <u>e</u> t (initial) | cu <u>t</u> e (added e; long vowel) | ra <u>t</u> e (added e; long vowel) |

Flying Fish - Speed BINGO

This activity engages struggling readers in listening for and identifying high frequency words.

Skill Addressed: Identifying high frequency words

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: bingo cards containing assortments of words from the Flying Fish word list; bingo chips; items for the “goodie” bag (dollar store items); laminated list of Flying Fish words

Activity: Each student should receive one bingo card and chips. Every 5 seconds a word from the list will be called out 1 time (do not repeat). Once the word is called, the caller should put a line through the word on the laminated list. The teacher should continue to call words every 5 seconds until a student calls bingo. Ask the student that called bingo to reread the words as they are checked off the list. The winner will receive 2 items from the “goodie” bag. The other students will receive one item.

Flying Fish - Race for the Word

This activity provides additional help for struggling readers who need to practice identifying high frequency words.

Skill Addressed: Identifying high frequency words

Grade Level: Elementary

Type of Activity: Individual

Materials: index cards containing one high frequency word from the Flying Fish word list (the number of words used is left up to the discretion of the teacher and will vary according to the each child’s skill level; timer; record sheet (see the example on the next page); tape

Activity: Select a group of words (write them on index cards) that will be used for the day. Write these words on the record sheet under “Word List” (you will return to these words another day). Tape the words to the wall or board (or place them on the floor). Tell the student to get ready. He/she should be standing directly beside the words and as soon as a word is stated he should look to find it and pick it up. Call out a word one time only and set the timer to record how long it takes for the student to find the word. As soon as the student finds the word, the timer is stopped and the time taken to find it should be recorded under the “Recorded Time” column on the record sheet. Continue this process for each word. At a later time go back to this list (using the same word cards) and again record the time needed to find each word. Hopefully, the time will improve each session. Continue practice with this group of words and other groups until you feel confident that the student recognizes the selected words.

**Flying Fish – Race for The Word
Record Sheet Sample**

Name of Student: _____

| | Recorded Time (date each recorded time - * indicates that the student automatically recognizes the word) | | | |
|------------------|--|--------------|--------------|--------------|
| Word List | Date? | Date? | Date? | Date? |
| | | | | |

Quail Mail - Where Do We Belong?

This activity provides additional practice for students in place words into categories.

Skill Addressed: Categorization (pictures and words)

Grade Level: Elementary

Type of Activity: Small Group

Materials: a variety of pictures- identical sets for each team (can also use pictures with words or words); tape; sentence strips containing category titles (these titles must have a direct connection with the pictures)

Suggestions for category titles:

- hot weather clothes
- cold weather clothes
- farm animals
- zoo animals
- things you wear on your head
- body part

Activity: Break the students into 2 groups and divide a board or wall space in half. Give each group a set of pictures. Present one of the sentence strips with a category on it. Read the category and place it on the board. Each team should then go through their pictures and tape up those pictures that belong in the category presented. Review each team's choices and if there are any differences, allow the members of the team to explain the placement of the picture in the category.

Quail Mail – Labels

This activity engages students in categorization practice.

Skill Addressed: Categorization

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: a variety of pictures (can also use pictures with words or words); sentence strips or index cards

Activity: Provide a set of pictures (or words) and have the students sort them into categories (no less than 3 and no more than 5 pictures per category). As they sort or after they sort, the students should provide a label/title for the category and explain why the pictures (words) were selected and categorized as they were. The name of each category can be written on the index card or the sentence strip and placed in the classroom. Students can add other pictures or words at another time.

Bedtime Beasties - Complete Me

This activity is designed for students who struggle with completing sentences correctly.

Skill Addressed: Sentence Completion

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: one set of the following pictures for each student: a little girl; a tricycle; a horn; a ball; a dog; a tree; a store; candy (can also use the words for each picture); sentence strips or chart paper containing the sentences (see below)

Set I: I have a 4 year old baby _____. (sister)

She likes to ride on her _____. (tricycle)

The tricycle has a big _____ (horn) on it.

Set II: Jack ran to the _____. (tree)

He picked up the _____. (ball)

Jack threw the ball to the _____. (dog)

Set III: Jack loves to eat _____. (candy)

He walked to the _____ (store) to buy candy for himself and his sister.

Jack and his _____ (sister) ate it all.

Activity: Share with the students that each sentence needs one word to make it complete. Give each student a set of pictures (or words) to complete the sentences. Read each sentence while the student reads with you (or have each student echo read- repeat after you). When the students come to a blank in the sentence they should select the most appropriate picture (or word card) that completes the sentence. The picture can be taped to the blank. After the set of sentences has been completed students can go back and read each sentence on their own.

Buzz Fly - Answer Me

This activity gives students practice in creating questions and answering them correctly.

Skill Addressed: Generating and Answering Questions

Grade Level: Elementary

Type of Activity: Whole Class; Individual; Small Group

Materials: chart paper divided into the following columns: who; what; where; when; why; post it notes (at least 4-5 per student); selected text (one copy for each student- fiction or non fiction)

Activity: Create a chart with each of the columns listed above. Give each student a copy of the selected text and a set of post it notes. Instruct the students to read to a pre-determined point in the text and create one question using one of the question words. The questions should be written on the post it notes. After they have created the questions they should place them under the appropriate column on the chart. Invite the students to ask their questions and have other students answer the questions. Continue to read pre-determined parts of the text and repeating the process.

Fast ForWord® to Reading 1 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 1 exercises where intervention is needed.

Bear Bags Magic Rabbit Flying Fish
 Quail Mail Bedtime Beasties Buzz Fly

| Date | <i>Fast ForWord to Reading 1 Exercise</i> | Comments/Observations | Progress Tracker Flag Cleared? |
|------|---|-----------------------|--------------------------------|
| | | | |
| | | | |
| | | | |
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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 1* 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 instruction. For teachers who would like to include those students in their class who are not working on *Fast ForWord to Reading 1*, a short discussion of the *Fast ForWord* exercise and a display of the exercise character provides background for participating in these writing exercise. For those teachers who would like writing activities that can be shared with parents, these activities can be adapted as extension activities for students to work on at home.

Bear Bags – Pattern Books

Goal: Use categorization to create initial consonant pattern books

Type of Activity: Small Group

Materials: Large initial consonants printed on colored construction paper and cut out to form covers for a pattern book; lined paper cut in the same pattern for students to write their word collection; stapler (*Sample letter patterns on next page. Enlarge and print out letters for student use.*)

Activity: Review with the students the tasks they did while working on the Bear Bags exercise (sorting words into paper bags – phoneme-based categories). Talk about some of the letters they worked with. Explain that this activity also deals with some of the same letters. Show the letters to the students and name the letters with the students. Explain that they will be making pattern books in the shape of letters. Ask the students to choose one of the large colored letters and the writing paper that matches the colored letter. Then tell the students to find some library books from their classroom, search for words that begin with the same letter, write the words on their paper. When they have filled their paper, they can put the covers on their writing paper and staple the sheets together. Encourage the students to create a colorful design on the front cover. When all students complete their writing project, ask them to share their books with the group. Encourage the students to read some of their words and tell what these words mean. *Note: This activity can be adapted for students to work with vowels and final consonants.*

Sample Letters for Bear Bags Pattern Book

| | | |
|----------|----------|----------|
| T | M | S |
| t | m | s |
| B | C | H |
| b | c | h |
| D | F | L |
| d | f | l |

Magic Hat – Funny Sentences

Goal: Complete the spelling for one word and write a funny sentence using that word.

Type of Activity: Individual; Small Group

Materials: Word List (below); a “magic” hat sitting on the writing activity table; lined writing paper; colored pencils

Activity: Ask the students to choose one word in the word list, add the missing letter to make the word complete. Then on a piece of writing paper, write a funny sentence using that word. Ask the student to write his or her name on the paper. Fold the paper and put it in the magic hat.



Magic Hat – Funny Sentences

Part A: Choose one of the words in the word list. Each word has the letter **g** missing at the front of the word. Write in the letter **g** in front of each word. Can you read what that word says? Next, choose one of the words and write a funny sentence on a piece of paper. Fold the paper so the funny word is hidden. Put the paper in the Magic Hat.

| | | |
|-----------|----------|----------|
| _____oose | _____oat | _____ame |
| _____um | _____ate | _____olf |

Part B: Choose one of the words in the word list. Each word has the letter **t** missing at the end of the word. Write in the letter **t** at the end of each word. Can you read what that word says? Next, choose one of the words and write a funny sentence on a piece of paper. Fold the paper so the funny word is hidden. Put the paper in the Magic Hat.

| | | |
|---------|---------|---------|
| Ha_____ | Ba_____ | Ca_____ |
| Je_____ | Po_____ | Ra_____ |

