



## 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.*

- *Fast ForWord® to Reading 2* Characters
- Fish Frenzy and Magic Bird Word Lists
- Teacher-directed Activity Suggestions
- Sample Motivation Ideas and Activities
- Sample Intervention Ideas and Activities
  - English Language Learners
  - Special Education Students
  - Struggling Readers
- Sample Intervention Log
- Sample Writing Activities

### Scientific Learning Web Resources

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

#### 1. Resource: [www.scilearn.com](http://www.scilearn.com)

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

- Certificate of Achievement
- *Fast ForWord to Reading 2* Points Chart
- Sample Schedules
- Motivation Activities
- Intervention Activities
- Word Lists

2. Resource: [www.brainconnection.com](http://www.brainconnection.com)

BrainConnection.com, an online resource from Scientific Learning Corporation, is dedicated to providing accessible, high-quality information about how the brain works, how people learn, and how this affects the master of reading skills. Many discoveries are being made in areas that relate to the human brain, including language, memory, behavior, and aging, as well as illness and injury. Access to this information can provide practical tools for teaching and learning as well as valuable insights into almost every aspect of daily life.

## **Fast ForWord® to Reading 2 Characters**

Teachers can use the *Fast ForWord to Reading 2* exercise characters in many ways, such as bulletin board theme displays, story starter writing activities, covers for student-produced booklets, and classroom wall décor. The characters can be printed out on a computer printer or copied and enlarged on a copy machine.

<p><b>Bear Bags: More Lunch</b></p> 	<p><b>Fish Frenzy</b></p> 
<p><b>Magic Bird</b></p> 	<p><b>Leaping Lizards</b></p> 
<p><b>Ant Antics</b></p> 	<p><b>Dog Bone</b></p> 

## **Fast ForWord® to Reading 2 Word Lists**

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



### **FISH FRENZY WORD LIST**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
above	became	cannot	department	early	face	gave	half
across	become	car	development	earth	fall	girl	happened
act	began	carry	dog	easy	family	given	hard
action	begin	case	done	economic	farm	going	having
add	behind	center	door	eight	fast	government	hear
age	below	certain	draw	either	father	green	heard
ago	best	children	drink	ever	federal	ground	held
along	better	church		example	feet	group	history
already	birds	city		experience	felt	grow	hold
although	board	clean		eve	field		horse
among	body	close			figure		hot
anything	book	cold			fire		hours
area	bring	college			fish		human
available	brought	color			five		hundred
	business	common			following		hurt
	buy	community			food		
		company			force		
		control			free		
		cost			friends		
		country			front		
		court			full		
		covered			future		
		cried					
		cut					

**FISH FRENZY WORD LIST (continued)**

<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
idea important individual information interest itself	job	keep king knew known	later laugh law least leave light list listen local love low	major making map mark matter means measure mile mind miss moment money morning mountain music myself	national near necessary next night north nothing notice numeral	office often order	paper pass past pattern per perhaps period pick piece plan plant policy political position possible power present president problem products program pull
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>Y</b>
question quite	rather reached real really reason remember result river rock room	sea second seem seen sense service seven several shall ship short side sing sit six sleep slowly social society sometimes song south sure system	table taken talk ten themselves thus today together told top toward town	unit usually	voice vowel	west whether	yet young



**MAGIC BIRD WORD LIST**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
act acted aid aided ask asking	back bag bake ban band bank base bat bath bats beach bead beam bean beast bed bee bell belt bent best bet bid bike bin bird bit bits black blade blame blank blast blaze bleach blend block blocks blow blush board bota boats bond bone boss	cab camp cape case cash cast cat cats cave chain chant chart chase cheat check cheek chess chest chick chicken chill chin chip choke chop claim clam clap clay clean clear click cliff cliffs clip clock cloth clown club coach coal coast coat cob cost	damp date day deep dent dented dig dirty dish dive dog doll dot drain drank dream dress drift drill drink drip drive drop drove drum dry duck dull dump dust	eat eating end ended	fail fast fax fear feast fed feed feel feeling felt fill fin fine fish fishing fist fit fix fizz flag flake flash flat flick flip float flock flop floss flower flute fly fog fox free fresh frill frizz frock frog frost frown froze fry fun	game get gift gill glad gleam glide glitter globe glum goat golf got grade grand grant grape grapes grass gray green greet grin grip gruff

**MAGIC BIRD WORD LIST** *(continued)*

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
	box brag braid brain brand brash brat brave brick bricks bride bring broke brush buck bug bump bun bunt bus buzz	crack craft crane crash cream creek creep crib crime crop crops cry cuff cut			fuss fuzz	

**MAGIC BIRD WORD LIST (continued)**

<b>H</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>P</b>
had	jab	kid	lad	mail	name	pad
hand	jam	king	lamp	main	neat	paid
handed	jeep	kiss	land	mall	neck	pail
hang	joke	kit	landed	malt	need	paint
hat	jug	kite	landing	mash	needed nest	pan
hay	jump		lap	mast	not	pass
head	junk		late	math		past
heat	jute		leak	maze		path
heated			leash	mean		peach
help			least	meet		peanut
helping			left	melt		pest
hem			lent	men		pill
hide			less	mend		pink
hill			lick	mesh		plain
him			lid	mess		plan
hint			life	mile		plane
hiss			lift	mill		plant
hog			like	mine		planted
home			lip	mink		plate
hop			lips	mint		platter
hope			list	miss		play
huff			listed	mist		plop
hug			litter	mix		pluck
hum			load	mixing		plum
hundred			loaf	more		plus
hunt			lock	moss		pond
hush			log	moth		pop
			long	much		power
			longing	mud		preen
			loss	must		press pride
			lost			print
			luck			prune
						puff
						punt

**MAGIC BIRD WORD LIST (continued)**

<b>R</b>	<b>S</b>		<b>T</b>	<b>V</b>	<b>W</b>	<b>Y</b>
rail	sail	slid	tab	van	wag	yarn
rain	same	slide	tail	vet	wait	yank
rare	sand	slime	tan	vine	wax	you
rash	say	slip	tax	vote	way	youth
reach	scale	slope	teach		web	
read	scare	sly	teaching		wed	
reading	scatter	smart	team		went	
real	score	smash	teen		wet	
red	scout	smear	teeth		which	
rest	seal	smell	tell		whisper	
rested	see	smile	telling		wide	
rib	seen	smock	tent		wig	
rich	self	smog	test		will	
rid	sell	smoke	thank		wilt	
rider	send	snack	thick		wind	
ring	sent	snail	thicken		wing	
rip	set	snake	thin		wink	
road	shack	snap	thing		wish	
robe	shaft	sneak	think		with	
rock	shall	sniff	thirty			
rope	shame	snip	three thud			
rub	shape	snow	tick			
rude	shave	sock	tile			
rule	sheep	soft	time			
run	sheet	song	tooth			
rung	sheets	speak	track			
rush	shelf	speck	train			
rust	shell	speech	trap			
	shin	speed	trash			
	shine	spell	tray			
	ship	spend	treat			
	shock	spider	tree			
	shop	spill	trend			
	shout	spin	trick			
	shut	spoke	trip			
	sick	spot	truck			
	sing	stock	trust			
	sip	staff	try			
	six	stale	tub			
	skate	stamp	tube			
	skill	stand	tune			
	skin	stank	twig			
	skip	state	twist			
	skit	stay				
	skull	steam				
	skunk	steep				
	sky	stem				
	slap	stick				
	slate	stiff				
	sleek	still				
	sleep	sting				



## Teacher- Directed Activities

The following teacher-directed activities can be integrated into the classroom reading curriculum. They offer some ideas for direct instruction that can provide the students working on *Fast ForWord* exercises an opportunity to work with the rest of their classmates. These activities can function as scaffold to the exercises in the form of supplemental or extended learning experiences and can be adapted to English Language Learners, Special Education Students, and Struggling Readers.

### **Pelican's Pond**

**Skill:** Recognize high-frequency words from the Fish Frenzy exercise

**Estimated Time:** 1 class session

**Materials:** Drawing of a large pond with pelicans surrounding it. Words written on the pond from Word List; **Word List:** Level 1: yet, job, draw, full, idea, near, next, pull, sure, unit, keep, king, knew, drink, green, night, often, order, quite, voice, going, vowel, young, known, later, future, ground, myself, office, itself, system, program, usually, national, question, interest, important, government, individual, information

**Grade Level:** Elementary

**Activity:** 1. Draw a large pond. Write some of the words from the Fish Frenzy Level 1 word list (above) on the pond. 2. Review with the students the words they worked with in Fish Frenzy. Then point to the large pond, explain that some of the Fish Frenzy words are “floating” in this pond. 3. Point to a word in the pond, say it aloud with the students. Say each word with the students. 4. Ask for volunteers to point to a word they know in the pond. Encourage them to say the word, then ask the class to repeat the word again. 5. If there is time for an extended activity, ask the students to choose one of the words in the pond, write it at the top of a paper, and then create a sentence with that word. Sentences can be shared with other students.

### **Building Sentences**

Skill: Create a complete sentence

Estimated Time: 20 minutes

Materials: A large colorful building block

Grade Level: Elementary

Activity: 1. Ask the students to sit in a circle on the floor. 2. Review the meaning of “sentence”. Give some examples of incomplete sentences, and then complete sentences. Use the personal pronoun “I” and create sentences that talk about the students’ environment at home or school, activities they enjoy...using the following pattern: “I like ice cream”, or “ I run fast.” 3. Explain that this activity is one where they are going to build sentences. One student holds the block while starting a sentence with the word “I”, then this student passes the block to the next student who adds a verb, and then on to the next student who completes the sentence. 4. A teacher’s aide can also write each sentence on the board while the students are creating them. 5. As students master the activity, move them to a more complex sentence using adjectives and adverbs in their sentences, such as “I like chocolate ice cream>” or, “I run very fast.”

### **What Does This Mean?**

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

Estimated Time: 30 minutes + additional extended activity

Materials: Children’s literature book. A helpful resource is the Reading Teachers’ Children’s Choices Lists. Two books elementary students may enjoy:

Can You Find It Inside?, Jessica Schulte. Ill. with photos by the Metropolitan Museum of Art Photograph Studio.

*This innovative book opens up the world of art to young children. Thirteen paintings of indoor scenes are accompanied by simple rhymes that engage readers in a game of seek-and-find. Additional clues at the bottom of each page involve young readers in each painting and encourage them to appreciate aspects of classical art.*

Dad, Jackie, and Me, Myron Uhlberg. Ill. Colin Bootman.

*It is 1947 in Brooklyn, New York, and a boy and his father are brought closer together by their shared admiration for Jackie Robinson, the new first baseman for the Brooklyn Dodgers. At first the boy is embarrassed by his father’s deafness when they attend baseball games. But that summer, as he patiently teaches his father about the game and how to play it, the boy learns something from Robinson. The legendary athlete’s show of courage and skill as he broke the racial barrier in sports is a lesson for us all.*

Grade Level: 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](http://www.scilearn.com/support).

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



## Motivation Bulletin Boards

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

<b>Bulletin Board Ideas – Motivation</b>
<i>Colorful, thematic bulletin board designs provide a focus for motivation and reward activities for students</i>
<b>Clicking Our Way to Success</b> Computer mice with student's names, pictures of students in <i>Fast ForWord</i> lab.
<b>Welcome to Our <i>Fast ForWord</i> Community</b> A community design where all roads lead to the <i>Fast ForWord</i> exercises.
<b>Go for the Gold With Extra Points</b> A treasure chest filled with gold coins, a vehicle traveling towards the treasure chest, miniature vehicles with student names and points.
<b>Wall of Fame</b> Students names are placed on the Wall of Fame. Consider creating a wall of fame for those high points achievers.
<b>Get Your Hands on <i>Fast ForWord</i> Success</b> Students trace their hand, or cut out pre-made hands. For each accomplishment earned, students write their name on the hand and what they accomplished – so many points, completing a program, etc.



## Sample Motivation Activities

Teachers can create motivational activities to capture the learning excitement in students. The four suggestions below can be adapted to all the *Fast ForWord to Reading 2* exercises. Additional activities can be located at [www.scilearn.com/support](http://www.scilearn.com/support).

Leaping Lizards	Fish Frenzy
<p><b>Learning Lizards</b> Copy the Leaping Lizard character pattern for each student. Give the students each a lizard pattern to cut out and write their name on. Tell the students to tape the lizard to their computers when they are working on the exercise. When they completely finish the exercise, they can tape the lizard onto a piece of paper, and pretend they are a reporter giving their opinion about the exercise.</p>	<p><b>He Can Hold More in His Beak than We Can Eat in A Week!</b> Draw a large Pelican with his beak open. Students who get &gt;80% get their names in the Pelican's mouth</p>
<p><b>Laughing Lizards</b> Find a large plastic lizard to set on the teacher's desk. When a student reaches 80% completion, give the lizard to that student and allow the student to choose a joke book from a book basket. (Joke books can be found at thrift stores and garage sales; parents also donate)</p>	<p><b>"Catch a Student"</b> really trying. Every time students put forth a lot of effort, they can get a paper fish. The students can string their fish. The students with the longest line of fish is rewarded with borrowing a video about fish to take home and share with parents.</p>



## **Intervention: *Fast ForWord® to Reading 2* Activities for English Language Learners**

These 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.

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skill Addressed</b>	<b>Intervention Activity</b>	<b>ELL Level</b>	<b>Grade Level</b>
<i>Fast ForWord to Reading 2</i>	Bear Bags: More Lunch	Developing phonemic awareness and decoding skills with grapheme/phoneme associations. Associating meaning with visuals and sounds.	Bears Sounds	Beginner (pre- to early-production)	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Fish Frenzy	Building identification of sight words. Following spoken instructions. (OPTIONAL: Building academic vocabulary.)	Going Fishing	Early Production to Intermediate fluency	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Magic Bird	Improving spelling and word-building skills	Build a Word	Speech emergence to Intermediate fluency	Elementary Middle School

**Fast ForWord® to Reading 2  
Resources for Teachers**

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skill Addressed</b>	<b>Intervention Activity</b>	<b>ELL Level</b>	<b>Grade Level</b>
<i>Fast ForWord to Reading 2</i>	Leaping Lizards	Completing sentences. Identify words that act as nouns. Recognize and use the correct word order in written sentences.	People, Places, & Things	Speech emergence to Intermediate fluency	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Dog Bone	Responding to questions with who, what, where, when and how. Writing questions and answers.	Reading Reporters	Early Production to Intermediate Fluency	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Ant Antics	Using word order to choose most appropriate sentences.	Choices: Which one?	Early production to speech emergence	Elementary Middle School

*NOTE: The 4 levels of English Language Learning are (progressively) as follows:*

- *Pre-production (nod, point, understand a little English)*
- *Early Production (one to two word responses, follow some instructions, respond to intonation, need modeling of instructions, of correct speech)*
- *Speech Emergence (simple sentences, follow spoken instructions, very early reading, some grammatical/pronunciation errors, sight vocabulary, phrase patterns)*
- *Intermediate Fluency (complete sentences, fluency in social/playground English, Limited academic text reading comprehension, structural errors in context-reduced writing tasks)*

*The activities below will focus on one, some or all of these levels. Keep in mind the English level of proficiency when working with students. Form questions that require responses at the level from which the students are able to respond—sometimes just nods, sometimes one word answers, sometimes phrases, etc. Generally, asking students to repeat words and phrases, showing pictures for them to associate meaning and sound with words are good practices to use on a regular basis when working with English Language Learners in the classroom. Avoid over-correcting. Model correct speech in response to incorrect usage by saying what student answered in your words.*

Introductory Activity	Bear Bags: More Lunch Bear Sounds	Activities
<p>Additional vocabulary for Bear Bags for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>Toast, toaster, kitchen, Papa Bear, window, lunch bags, paw, yellow.</u> Point to the items in the Bear Bags initial screen or a print screen 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 (or picture) of real toast, a teddy bear, the window in the room, your own or a student's small paper lunch bag).</p>	<p><u>Skills Addressed:</u> Developing phonemic awareness and decoding skills with grapheme/phoneme associations. Associating meaning with visuals and sounds.</p> <p><u>Grade Level:</u> Elementary, middle school</p> <p><u>English Language Level:</u> Beginner (pre- to early production)</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>- Bear-shaped cutouts with words printed on them from the WORD LIST below, for younger students; index cards for older students.</li> <li>- Pictures of the items in the WORD LIST</li> <li>- Blank 3x5 Index cards</li> <li>- Glue or paste</li> <li>- Small bags with initial combined consonants written on outside of bag</li> <li>- Small bags with final combined consonant written on outside of bag</li> <li>- Small bag with long vowels (see Category Groups) written on outside of bag</li> </ul>	<p><u>Activity 1:</u> Combine students who are at beginner levels with students who are more advanced in their knowledge and use of English. Give each group the pictures that belong in ONE of the INITIAL, ENDING OR VOWEL groups in the WORD LIST above, and ask them to go through them and pick out the ones they know and can SAY. Students who know the words already should pick out a picture and say them the word. Then the students who are learning new words should pick up the picture and say the word, too. If they have pictures no one recognizes in their group, have them set aside. Put the pictures that they practiced back in a stack and then have the Beginner ELL student pick out a picture and say the word. More advanced students can accept or correct them. Pictures that get corrected should go in the side stack with words no one knew. You can review these with them at another time.</p> <p><u>Activity 2:</u> Group cards &amp; pictures by initial consonant or long vowel categories (see WORD LIST &amp; Categories, above). Demonstrate/Model: Select a card. Say the word, have students repeat the word and then put it into a marked with PL or into the bag marked with GR (for example). Say the beginning sound and the word again. Students repeat. Select a picture from the same category (does not have to match the Word Card. Say the name of the item in the picture. Students repeat. Say the beginning sound on the correct bag as you place the picture in. Students repeat. Say the picture's name again. Students repeat. Hand out WORD and PICTURE cards grouped by category along with paper bags with the category's beginning sounds. Allow mixed levels for this activity. Student will each select one word and one picture card, say the word and the beginning sound and place the card or picture in the correct bag. Any words the more advanced ELL students are unsure of should be placed aside in a stack to review with you later. Once all the pictures and words are in the bags, each student should try to match the picture with the word card. They must say the name of the picture and the WORD before they are allowed to "keep" the pair. Again, uncertainties should be resolved by putting both the picture and card together in the "later" stack for additional work.</p> <p><u>Optional vocabulary development activity:</u> allow students to create their own index cards with pictures they draw of the words they have learned on one side and the words themselves copied on the other side. They can keep these cards in a small box or you can provide them with key rings and a hole-puncher so they can link them together. This can become their personal glossary for reference when they are doing writing activities later.</p>

**Bear Bags: More Lunch  
Bear Sounds Activity Word List**

- Initial Consonants: Phonetically dissimilar alternate responses Category groups
  - [bl,fr,sp,br]: blue black, blossom, block, fruit, frame, frog, spoon, speed, spell, spider, spill, spin, broom, brick, brush
  - [cl,pr,sw,sc], cloud, clam, clock; princess, press, prize; sweater, swim, swing; scare, score, scoop, scale
  - [gl,tr,sm,th] glass, glue, globe; tractor, train, tree, truck, tray; smile; smell; smoke; thumb, three, throat
  - [pl,gr,sn,ch] plate, plane, plant, planet; grapes, grass, gray, green, snowman, snail, snake, cheese, chain, chicken, children, chest
  - [fl,cr,sk,sh] flower, flag flute, fly; crab, crayon, cricket, crime; skunk, skate, skull, shoe, sheep, shell, ship
  - [sl,dr,st,th] slide, sleep, slap, dress, dragon, drive, drum; star, stove, stand, thumb, three, throat
- Final Consonants: Phonetically dissimilar alternate responses Category groups
  - [nt,lf,ss,ch] tent, ant, paint, plant, present; wolf, shelf, elf; dress, chess, glass, grass; peach, beach, rich, teach
  - [st,nk,ll,-ed] nest, chest, blast, coast; skunk, bank, ink, pink, wink, think; bell, doll, drill, smell, landed, planted, rested
  - [ft,ng,z,th] gift, drift, lift, buzz, frizz, string, king, ring, moth, bath, cloth, teeth
  - [lt,ck,sh,ff] belt, adult, melt; peacock, shock, thick; fish, brush, flash, radish; cliff, cuff, off, sheriff
  - [mp,x,th,ng] lamp, camp, jump, stamp, fox, ax, box, ox, six, broth, beneath, path, long, song, spring, wing
  - [nd, ff, -ing, -s] hand, band, pond, wind; cuff, stuff; eating, reading, fishing, landing, teaching, cats, bats, blocks, sheets, boats, grapes
- Long Vowels (Medial) Category groups
  - [a,e,o,u] cake, grape, plane, snake, skate; five, drive, kite, shine, smile, phone, bone, globe, rope, stove, tube, flute, prune
  - [a,e,i,o] nail, pint, rain, sail, snail, tail, train; hay, gray, pay, play; leaf, beach, clean, peach, teaching; bees, cheek, sheep, sheets, teeth, trees
  - [a,i,o,u] goat, boat, coast, coat, throat, road

The words in the WORD LIST will also be used at more advanced levels for these Categories of sounds.

Initial Consonants: Phonetically similar alternate responses

- Category groups [bl,pl,br,pr], [cl,gl,cr,gr], [fl,sl,fr,sw], [tr,dr,st,sk], [sm,sn,sp,sc], [sh,th,ch,sw]
- Final Consonants: Phonetically similar alternate responses
  - Category groups [ff,ll,lf,ft], [x,ck,ch,sh], [ng,nk,nd,nt], [st,lt,-ed,ft], [-s,th,-ing,nk], [ss,zz,mp,nt]
- Long Vowels (Medial)
- Category groups [a,e,o,u], [a,e,o,u], [a,e,i,o]

<b>Introductory Activity</b>	<b>Fish Frenzy: Going Fishing</b>	<b>Word List</b>
<p>Additional vocabulary for Fish Frenzy for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>click</u>, <u>pelican</u>, <u>fishing rod</u>, <u>boat</u>, <u>dock</u>, <u>words</u>, <u>sound</u>. Point to the items in the Fish Frenzy initial screen or a print screen 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 pictures of the words if possible. It is important to do the activity BEFORE the students enter the program the first time.</p>	<p><u>Skills Addressed:</u> Building identification of sight words and grasping their meaning. Following spoken instructions. Building academic vocabulary.</p> <p><u>Grade Level:</u> Elementary, Middle School</p> <p><u>English Language Level:</u> Early production to intermediate fluency</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>- Picture of a fisherman on a boat and/or after he’s caught a fish</li> <li>- Flash cards designed in the shape of fish with a sight word written on each card and a strip magnet attached near the “mouth”</li> <li>- Pictures of the underlined words in the WORD LIST below pasted on fish cards (no writing) but also with magnets attached.</li> <li>- Small stick (chopsticks from Chinese take-out are good) and string for fishing rod, and one magnet to tie on as a “hook” (If you don’t have the time to prepare the fishing rods, have the students make them as a preparatory activity.</li> <li>- Shoe box with fish tank design on the outside</li> </ul> <p><u>Activity:</u></p> <p><u>Getting ready to fish:</u> Show picture of fisherman. Talk about fishing. Ask if anyone likes to eat fish or has a fish at home as a pet. Ask if they have gone fishing. Show the students how to make a fishing rod. Say the parts as you make the rod and have students repeat each word (possibilities: STICK, STRING, MAGNET, TIE, WRAP and, of course, FISHING ROD) Provide each student with the materials to make one for him/herself.</p> <p><u>Fishing:</u> Place all the fish-shaped WORD cards in the “fishing tank”. Model for the students how to fish. Drop your fishing rod with the magnet dangling from its string into the “tank.” Whatever fish comes out, read the word and have students repeat it. You can allow each student to use the same fish tank or create multiple fish tanks that can be used by smaller groups. Add the PICTURE “fish” to the tank. Students must say the name of the picture when they fish it out. If they can get a word AND picture that match, they get to “keep” the pair in a special stack. Unpaired fish get dumped back in the tank for more fishing.</p> <p><u>Modification for older students:</u> Provide them with the “fishing rod” materials after a discussion on fishing and let them figure out how to make the “sample” fishing rod that you will use to model the task. Let them also copy the words from the WORD LIST onto each fish shape and attach the magnets to the forms. As students fish out a card, they read the word correctly, and then save it in a stack. Fish cards that are difficult to read are put aside and tacked to the student’s computer or other convenient location where in constant sight to practice. When mastered, the card can go into the “fish tank” for another one round.)round/time. (Prizes can be earned for emptying the fish tank – either the small group or team that empties their tank first, or by the number of fish “caught” )</p>	<p>add, <u>eye</u>, <u>sea</u>, <u>cut</u>, <u>sun</u>, <u>dog</u>, <u>top</u>, low, <u>map</u>, buy, <u>sit</u>, <u>hot</u>, <u>six</u>, ten, yet, per, law, <u>act</u>, <u>car</u>, ago, job, age, near, <u>food</u>, <u>tree</u>, hard, mile, grow, <u>book</u>, hear, idea, <u>talk</u>, list, song, <u>fish</u>, mark, easy, <u>ship</u>, <u>wind</u>, <u>rock</u>, fast, hold, step, true, <u>farm</u>, <u>draw</u>, <u>cold</u>, plan, <u>sing</u>, <u>fall</u>) Feel free to continue to add words you use in other content areas to this game to develop academic English.</p>

Introductory Activity	Magic Bird: Build a Word	Writing Extension
<p>Additional vocabulary for Magic Bird for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>magically, changes</u>. Point to the items in the Magic Bird initial screen or a print screen and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. Discuss magic and magic shows. Have students seen a magician before? What did the magician do? What is a magic trick? How can a magician change one thing into another thing? Answer: magically! It is important to do the activity BEFORE the students enter the program the first time.</p>	<p><u>Skill Addressed:</u> Improving spelling and word-building skills  <u>Grade Level:</u> Elementary, Middle School  <u>English Language Level:</u> Speech Emergence to Intermediate fluency  <u>Type of Activity:</u> Individual, Small Group  <u>Materials:</u>            - Create student worksheets to help students build words using blends and digraphs. Create three columns on a page. Example: In the first column write “br”, in the second column write “cr” and in the third column write “dr”. Adapt this format for other blends and digraphs. See “starter blackline master” below – FINDING WORDS            - Overhead transparency of the worksheet created for this activity. (<i>Activity Sheet on next page.</i>)</p> <p><u>Activity:</u> Using the worksheets, ask students to find words in and around the classroom that start with consonant blends and digraphs. They will write the words they find on the work sheet under the correct column. Give them 10 minutes to find as many words with the selected blends/digraphs that they can. Call TIME’S UP and have everyone sit down. Ask students to count how many words they found and put the number in the space on the work sheet. Ask one student to read a word from his/her list and then write it on the board or on an overhead transparency sheet of the Worksheet. Correct the spelling if necessary. Ask how many students found the same word. Tell them to check their spelling against what they see up front and to fix it in their worksheets. Go through about 10 of these. Chances are there will be many repeats, but this is a way to get them to recognize AND spell the words properly. Do this activity multiple times with different digraphs and blends. Let the students keep a folder with their worksheets for study. Always correct the spelling and have the students correct the spelling on their sheets. (For older students, you may expand the activity into a contest, keeping track of who found the most words and spelled them correctly the first time.)</p>	<p>Ask students to use the words they found in sentences. They can use more than one “found” word in each sentence if it makes sense. They can write about <u>how</u> they found the item or <u>where</u> the object is in the room, or <u>describe</u> the object. Allow 10 minutes for writing and 5 minutes for exchanging papers with a partner, who will “edit” or at least check the sentences by reading them out loud. Collect the work, make corrections and return to them to “rewrite; edit” a new version to do as homework.</p>

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## FINDING WORDS

WORD-FINDER'S NAME: \_\_\_\_\_

How many words did you find? I found \_\_\_\_\_ words

How many words did you spell correctly? I spelled \_\_\_\_\_ words  
correctly the first time.

How many words did you fix? I corrected \_\_\_\_\_ words.

<u>BR</u>	<u>CR</u>	<u>DR</u>

Introductory Activity	Leaping Lizards: People, Places and Things	Word List	Writing Extensions						
<p>Additional vocabulary for Leaping Lizards for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>lizards, slide, punctuation mark, icon, and pages</u>. Point to the items in the Leaping Lizards initial screen or a print screen transparency 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 a picture of the word if possible. Use the opportunity to discuss the playground and other things they see in the picture (rocking horse? monkey bars?) vs. what is in their own playground or park (Waterspouts? Seesaw? Sandbox?). It is important to do the activity BEFORE the students enter the program the first time.</p>	<p><u>Skills Addressed:</u> Identify words that act as nouns. Recognize and use the correct word order in written sentences  <u>Grade Level:</u> Elementary, Middle School  <u>English language level:</u> Speech emergence to intermediate fluency  <u>Type of Activity:</u> Individual, Small Group  <u>Materials:</u>            Create a game board that has three columns on it: Column #1 – People; Column #2 – Places; Column #3 – Things. Laminate the game board. Place a thin metal plate behind the board and attach it with packing tape. (an old flat cookie sheet will do-- you want magnets to attach to it) . Alternatively, use a magnetic bulletin board and create the categories in the columns on it using a permanent marker. Or, if you want to re-use the board, attach magnets to the backs of big cards with the categories above. You may want to create multiples of this board so that each small group will have one to work with. Also, some bookstores carry “magnetic poems” for use on refrigerator doors. These are a quick source of pre-made word groups and are already magnetized, but are for use with older children, as the fonts are very small.            Create word cards with nouns such as box, cat, hat, mat, fox, and boat and stick magnet strips to the back.            Provide matching pictures to the WORD LIST glued to 3x5 index cards also with magnets attached.  <u>Activity:</u> Distribute a set of cards to each student in a small group. Ask each one to organize their stacks and then place the noun card in the column that best categorizes the type of noun it is. Beginner students may use picture cards to categorize but they must SAY the word as they put the card up on the board. More advanced students can match the word to the picture the beginners placed on the board.</p>	<p>Book, ball ,bed, box, cake, candy, car, cup, fan, hand, hat, jar, mat, paper, toy , wall, box, cat, hat, mat, fox, boat (Use a list of top 200 high frequency words for additional nouns</p>	<p>Add more magnetized cards that include verbs and prepositions. Ask students to form the shell of a sentence they can then write out completely.            Example: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px;">Girl</td><td style="padding: 2px;">plays</td></tr></table>  <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px;">with</td><td style="padding: 2px;">doll</td><td style="padding: 2px;">at</td><td style="padding: 2px;">home</td></tr></table>            Students must use the cards they have put on the board in sentences that include all 3 nouns . (one person, one place, one thing):            Example: <i>The girl plays with her doll at home</i></p>	Girl	plays	with	doll	at	home
Girl	plays								
with	doll	at	home						

Introductory Activity	Dog Bone: Reading Reporters
<p>Additional vocabulary for Dog Bone for English Language Learners who have not used any of the programs before and are at a beginner (preproduction or early production) level: <u>Studio</u>, <u>audience</u>, <u>glamorous</u>, <u>host</u>, <u>contestant</u>, <u>icon</u>. Point to the items in the Dog Bone initial screen or a print screen 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 or a picture of the words if possible. Ask if students have seen a Game Show on TV. Discuss elements of a game show: the host, contestants, winners, losers. If possible, use a “game show” environment with this or another activity with the students. It is important to do the activity BEFORE the students enter the program the first time.</p>	<p><u>Skill Addressed</u>: Responding to questions with who, what, where, when and how.  <u>Grade Level</u>: Elementary, Middle School  <u>English Language Level</u>: Speech Emergence to Intermediate fluency  <u>Type of Activity</u>: Individual, Small Group  <u>Materials</u>: Grade 1 or 2 storybooks, High Interest book with low reading level for older students. Question Cards with “Who”, “What”, “Where”, “When”, “Why”, “How”</p> <p><u>Activity</u>: Assign the following roles to students in small, mixed-level group: Reader, Writer, and Reporter. Have the most fluent of the students in a small group read a <u>short</u> story book with beginner students. Direct students to choose a question card. (If all in class are beginners, you need to MODEL this activity.) Beginners select a Question Word and use it to create a question about the story content using the question word on the card. They must ask another student in their group the question (verbally). (Example: “Who” was the story about?) Intermediate to advanced “writers” write the questions down on a sheet of paper. Accept one-word answers from beginners, but full sentences from more advanced students. (Example: Beginner: “Dog or A Dog”; Intermediate: The story was about a dog.” “Writers” write down the answers. After all cards are used, beginners must copy the questions from the “writers” sheets. “Writers” must the answers together into a summary of the story.</p> <p>As a whole class, discuss some of the questions and answers created in the small groups. Ask for examples of “who” questions, of “what” questions, etc. Discuss the different answers. (Example of “who” questions: “Who was the story about?” “Who spilled the milk?” Possible answers may refer to the main character or to another character that performed an action.</p>

<b>Introductory Activity</b>	<b>Ant Antics – Choices: Which Ones?</b>	<b>Writing Extension</b>
<p>Additional vocabulary for Ant Antics for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>anteater, slideshow, screen, best describes</u>. Point to the items in the Ant Antics initial screen or a print screen transparency 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 a picture of the word if possible. Use the opportunity to discuss a slideshow (PowerPoint?) What other kinds of shows use screens? Theaters? Movies? The TV is also called a TV Screen. Why?</p>	<p><u>Skill Addressed:</u> Using word order to choose most appropriate sentences  <u>Grade Level:</u> Elementary, Middle School  <u>English Language Level:</u> Early production to speech emergence.  <u>Type of Activity:</u> Individual  <u>Materials:</u> Picture cards with choice of four sentences written under each picture.            Picture of a green balloon.            Sentences: This is a balloon.                              This is a large balloon.                              This is a small balloon.                              This is a green balloon.            Picture of a red car.            Sentences: This is a car.                              This is a blue car.                              This is a blue and red car.                              This is a red car.            Picture of a brown paper bag.            Sentences: This is not a ball.                              This is not a bag.                              This is not a brown bag.                              This is not a brown paper bag.                              This is a brown paper bag.</p> <p>For more fluent students, you may use a picture that combines the qualities described in the sentences:            Examples for sentences above: (1) Picture of a large and small balloon, one of which is green. (2) Pictures of red and blue cars and one car that is red and blue. (3) Pictures of paper bags of different colors (including brown). Picture of a ball.  <u>Activity:</u> Discuss each picture with the students. Read through each sentence. Ask students to repeat sentences. Then go back to the picture and compare each sentence with what the student perceives in the picture. Direct the student to choose the sentence that best describes the picture. Model correct choice for beginners. If answers are not correct, guide student by pointing to the quality that he/she misperceived: the color, the size, or the object.</p>	<p>Students who are beginning to write should copy the correct sentence in a notebook or sheet of paper.</p>



## **Intervention: *Fast ForWord® to Reading 2* Activities for Special Education Students**

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

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skill Addressed</b>	<b>Intervention Activity</b>	<b>Grade Levels</b>
<i>Fast ForWord to Reading 2</i>	Bear Bags: More Lunch	Developing phonemic awareness and decoding skills with grapheme /phoneme associations.	Blending Mat	Elementary
<i>Fast ForWord to Reading 2</i>	Fish Frenzy	Building identification of sight words	Two syllable words in puzzles	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Magic Bird	Improving spelling and word-building skills	Rhyming sentences	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Leaping Lizards	Completing sentences	Vocabulary Building	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Dog Bone	Responding to questions with who, what, where, when and how.	Think-Aloud Strategy	Elementary Middle School
<i>Fast ForWord to Reading 2</i>	Ant Antics	Using word order to choose most appropriate sentences	Which One?	Elementary Middle School

**Bear Bags: More Lunch – Bears in the Bags**

*This activity helps students who are struggling with developing phonemic awareness and decoding skills.*

Skill Addressed: Developing phonemic awareness and decoding skills with grapheme/phoneme associations.

Grade Level: Elementary

Type of Activity: Individual, Small Group

Materials: Student is given a blending mat with four boxes, ten different color chips. The different colors are used for the changing of the initial, medial and final sounds of the words presented. In this activity all words have blends and digraphs.

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Activity: (1) Student is asked to distinguish changing sounds that is in the beginning, middle or final positions of a CVC word. (2) 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 again the sounds that a (apple) e (egg) I (igloo) o (octopus) and u (umbrella) have. (4) The teacher also introduces the concepts of blends ( 2 consonants together saying the sounds of the two consonants) and digraphs ( two consonants together but there is only one sound for the two letters).(5) Some examples of consonant blends are st, cl,tr, sp and some examples of digraphs are sh, th, ch ,wh. (6) Teacher will say a word such as flag, the student responds with placing a blue chip in the first box, a green chip in the second box, a red chip in the third box and a black chip in the last box because there are four distinct sounds. (7) The Teacher than says a word ship. The student places a yellow chip in the first box, a red chip in the second box and a black chip in the last box because there are only three sounds. (8) The teacher may also change the word from ship to trip and the student has to place the different color chip in the appropriate boxes that corresponds to the number of sounds.(9) Teacher cannot use any two syllable words, vowel teams, controlled *r* or sight words in this activity.

<b>Fish Frenzy – Fish Tank</b>	<b>Word List</b>
<i>This activity helps students build sight word identification skills.</i>	
<p><u>Skill Addressed:</u> Building identification of sight words</p> <p><u>Grade Level:</u> Elementary, Middle School</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u> Puzzles are made out of sight words on colored oaktag.</p> <p><u>Activity:</u> Students will learn to recognize and read sight words. (1) Teacher explains again to the students that sight words are words that can only be recognized by sight. They are words that have no patterns making them difficult to remember. The only way to remember sight words is to see them very often and use different activities in order to remember them. (2) Teacher writes 2 or 3 syllable words in syllables on cards cut out of colored oak tag. The main card is then cut according to the syllables. However, the ends of the syllable cards are made like puzzle pieces so that a student can put the puzzle together in order to create the real word and then read the word. Each two or three syllable word has its own puzzle form so that the syllables of one word cannot be confused with the syllables of another word.</p>	<p>above, across, action, already, although, among, anything ,became, become, began, begin, cannot, control, country, either, figure, future, policy, political , possible)</p>

**Magic Bird – Build a Word**

*This activity works with improving spelling and word-building skills.*

**Skill Addressed:** Improving spelling and word-building skills

**Grade Level:** Elementary, Middle School

**Type of Activity:** Individual, Small Group

**Materials:** Worksheet with a Word Bank at the top of the page. (See below.)

**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.

**MAGIC BIRD – BUILD A WORD WORKSHEET**

clam   track   speak   greet   grand   hay  
scatter   pride   smell   flash

1. Can you make jam out of a \_\_\_\_\_.
2. There is a snack sitting on the \_\_\_\_\_.
3. If you sneak on the stage, you cannot \_\_\_\_\_.
4. When you walk down the street you can meet and \_\_\_\_\_.
5. In the sand, you can build a castle that is \_\_\_\_\_.
6. Can you play on the ride in the \_\_\_\_\_.
7. When you drop the platter it will \_\_\_\_\_.
8. A man will hide if he has too much \_\_\_\_\_.
9. The older a shell is the more it will \_\_\_\_\_.
10. A truck can crash in a \_\_\_\_\_.

**Leaping Lizards – Vocabulary Building**

*This exercise helps students who are struggling with identifying how endings of words change the meaning of words.*

<p><u>Skill Addressed:</u> Identify how endings of words change the meaning of words</p> <p><u>Grade Level:</u> Elementary, Middle School</p> <p><u>Type of Activity:</u> Individual, Small Group</p> <p><u>Materials:</u> Students create sentence strips with the sentences they write from the different versions of the same word.</p> <p><u>Activity:</u> Create sentences for each form of the word. Teacher gives students four versions of the same word. The student has to take the word and put it into a sentence .The teacher explains how the same word can be used differently once you add an ending or change its tense.</p>	<p>Example:     standing   stand   stands   stood</p> <p>Sentences:     I am standing.                   I stand now.                   He stands tall.                   She stood yesterday.</p> <p>Example:     stinky   stink   stinks   stinker.</p> <p>Sentences:     The cat litter is stinky.                   The babies diaper can stink.                   It stinks in here.                   You are such a stinker.</p>
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**Dog Bone – 20 Questions**

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

Grade Level: Elementary, Middle School

Type of Activity: Individual, Small Group

Materials: Lively paragraphs that can initiate the vivid imaginations of the students

Activity: (1) Students are introduced to the Think Aloud Strategy for Comprehension. (2) In the think-aloud procedure, students express their thought before, during an after reading any length text. (3) Students are presented with a short paragraph and are asked to tell their thoughts as they preview the paragraph before reading it. Then they are asked to reflect on the text as they read it, chunk by chunk.

**Ant Antics – Which One?**

*This exercise helps in choosing the most appropriate sentences.*

Skill Addressed: Using word order to choose most appropriate sentences

Grade Level: Elementary, Middle School

Type of Activity: Individual

Materials: Story Board containing six pictures in sequence of the story.

Activity: (1) The goal of this activity is to lead students to notice details in visual pictures that will sequentially follow a story. (2) Students are to place pictures in logical sequence to complete the story.(3) After the story board is complete, the student verbalizes the story and discusses the details of each of the pictures. (4) After the verbal discussion, the student writes down the details and the story on paper.



## **Interventions: *Fast ForWord® to Reading 2* Activities for Struggling Students**

Struggling readers benefit from the pre-teaching of each *Fast ForWord to Reading 2* exercise to ensure they understand the exercise process, the key words, and the purpose of the exercise. Monitoring the students' performance reports and observing their daily behaviors while on the exercises can alert the teacher to situations where timely teacher-led instruction is crucial.

<b>Fast ForWord Product</b>	<b>Fast ForWord Exercise</b>	<b>Skill Addressed</b>	<b>Intervention Activity</b>	<b>Type of Activity</b>	<b>Grade Levels</b>
<i>Fast ForWord to Reading 2</i>	Bear Bags: More Lunch	Developing phoneme-grapheme associations	Sort Me!	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Bear Bags: More Lunch	Developing phoneme-grapheme associations	Sound Bingo	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Fish Frenzy	Identifying high frequency words	Fish Pond	Individual	Elementary
<i>Fast ForWord to Reading 2</i>	Magic Bird	Increasing knowledge of letter-sound correspondence	Jump for Words	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Magic Bird	Increasing knowledge of letter-sound correspondence	Word Toss	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Ant Antics	Sentence comprehension using logical reasoning	Pick One!	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Ant Antics	Sentence comprehension using logical reasoning	What A Pair!	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Leaping Lizards	Punctuation usage	Mark Me!	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Leaping Lizards	Identifying appropriate morphological endings	Morph It!	Individual; Small group	Elementary
<i>Fast ForWord to Reading 2</i>	Dog Bone	Interpretation of information from a graph	Who Likes It?	Individual; Small group	Elementary

<b>Bear Bags: More Lunch - Sort Me!</b>	<b>Bear Bags: More Lunch - Sound Bingo</b>
<p><u>Skill Addressed:</u> Developing phoneme-grapheme associations</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> 4 small boxes (or plastic containers); index cards containing the words below; pictures of the following to tape on the front of each box: block; frog; spoon; broom</p> <p>bl: blue, black, blade, blame, blaze, blossom  fr: fruit, frame, freeze, front, frost, free  sp: speak, spell, spider, spin, spill, spoke  br: brag, brand, bride, brush, brave, bring</p> <p><u>Activity:</u> The teachers and the students should read all of the words together and identify the pictures and their beginning sounds on each box. After mixing the words up, place them in a pile in the center of the table. Students should draw a word card from the pile, read it and based on the initial sound, place it in the appropriate box. Once all of the cards have been sorted, review the words. This activity can also be used with final and medial sound cards as well. Some suggestions are listed below.</p> <p>Final sounds:  nd (picture: hand; words: end, and, wind, send)  ff (picture: cliff; words: sniff, cuff, stuff, stiff)  ing (picture: reading; words: eating, mixing, teaching, asking)</p> <p>Medial sounds:  a_e: cake, bake, brave, snake  i_e: five, kite, time, smile  ea: leaf, clean, peach, treat  oa: float, groan, coat, boat</p>	<p><u>Skill Addressed:</u> Phoneme-grapheme associations</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> bingo cards with letters representing the following initial sounds: bl; fr; sp; br; gl; sm; th; ch; sn; bingo chips; index cards with key words written on each (see below); paper bag; items from the “goodie” bag (dollar store items)</p> <p>bl: blame bleach, blaze,  fr: free, frame, front,  sp: spoon, speech, spin  br: brain, broom, brush  gl: glue, glass, globe  sm: smell, small, smash  th: thin, third, thing  ch: chip, chain, chin  sn: sniff, snap, snake</p> <p><u>Activity:</u> Each student will receive a bingo card and chips. Place the word cards in a bag and draw one a time. Read the card one time and show it the students (then place it face down). Students should place a bingo chip on the initial sounds of each word. Repeat this process until someone calls out bingo. The winner receives two items. The other students receive one item from the bag. This activity can be used with final and medial sounds as well. A few suggestions are listed below.</p> <p>Final sounds: ff, ft, st, ss  Medial sounds: a_e, i_e, ea, ay</p>

<b>Fish Frenzy- Fish Pond</b>
<p><u>Skill Addressed:</u> Identifying high frequency word</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> picture of a fish pond; word cards in the shape of fish (see below); chart paper; pointer</p> <ul style="list-style-type: none"> <li>- certain, city, center, cut</li> <li>- feet, felt, fall, full</li> <li>- low, law, love, laugh</li> <li>- pass, past, present, power</li> <li>- sea, seen, seam, sense</li> <li>- real, really, reason, reached</li> </ul> <p><u>Activity:</u> Present groups of four word cards. Tape them in one row and use the chart paper to cover the other sets of words while working on one set. State the word (one time) that you would like for the student to point to with the pointer. Once the student locates the word, have him/her repeat it sand continue in the same manner with the next set of words. Once the student (and the instructor) feels that there is no difficulty identifying the words, have him remove the words (this may happen one word at a time- that is okay) and place them in the fish pond. Hang the pond in an obvious location in the classroom in order to celebrate the student’s success. The student can refer back to his fish pond words periodically to check that he can continue to identify them automatically.</p>

<b>Magic Bird: Jump For Words</b>	<b>Magic Bird: Word Toss</b>
<p><u>Skill Addressed:</u> Increasing Knowledge of Letter Sound Correspondences</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> index cards containing onsets and rime patterns (see below); yarn; hole puncher</p> <p style="padding-left: 40px;">Onsets: bl, br, cl, cr, fl, fr</p> <p style="padding-left: 40px;">Rimes: ast, ip, at, ock, ot, eat</p> <p><u>Activity:</u> Using index cards write onsets on some and rime patterns on the others. Use a hole puncher to put a hole in the top of each card. Tie a piece of yarn to each card. Make certain that is long enough to fit comfortably over the students' heads. Give each student a card (split the onsets and rimes so that students can make enough words). Have the students form a circle, put their cards over their heads and look at one another's cards to find a partner and form a real word. Once they have a partner (only one other person) to create a word, they should stand beside one another and share their word with the other students.</p>	<p><u>Skill Addressed:</u> Increasing Letter Sound Correspondences</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Small Group</p> <p><u>Materials:</u> bean bag or small ball; cards with one onset on each (see below); yarn; hole puncher</p> <p style="padding-left: 40px;">Onsets: bl, fr, sl, sm, fl, tr, sk, sw, gr, pr</p> <p><u>Activity:</u> Using index cards write one onset on each. Use a hole puncher to put a hole in the top of each card. Tie a piece of yarn long enough to fit comfortably over the students' heads. The teacher should begin by gently tossing the bean bag to a student. Whoever has the beanbag has to state a word that begins with the onset that he/she is wearing (ex. bl- black or blue). After the student provides a word, he then tosses the beanbag to another student who will do the same. This continues until everyone has had at least one turn.</p>
<b>Ant Antics: Pick One!</b>	<b>Ant Antics: What A Pair!</b>
<p><u>Skill Addressed:</u> Sentence Comprehension Using Logical Reasoning</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> picture cards (see descriptions below), sentence strips containing the sentence choices below</p> <ol style="list-style-type: none"> <li>1. Picture of a large yellow ball and a small blue ball             <ol style="list-style-type: none"> <li>a. The ball is large and blue.</li> <li>b. The ball is small and yellow.</li> <li>c. The ball is large and yellow.</li> </ol> </li> <li>2. Picture of one green book             <ol style="list-style-type: none"> <li>a. The books are green.</li> <li>b. The book is blue.</li> <li>c. The book is green.</li> </ol> </li> <li>3. Picture of a red hat and a green ball             <ol style="list-style-type: none"> <li>a. The hat is not red.</li> <li>b. The ball is not red.</li> <li>c. The ball is not green</li> </ol> </li> <li>4. Picture of 2 large cows and 1 small pig             <ol style="list-style-type: none"> <li>a. The cows are small.</li> <li>b. The pigs are small.</li> <li>c. The cows are large.</li> </ol> </li> </ol> <p><u>Activity:</u> Read through each sentence with the students. Have the students select the most appropriate sentence to describe the picture.</p>	<p><u>Skill Addressed:</u> Sentence Comprehension Using Logical Reasoning</p> <p><u>Grade Level:</u> Elementary</p> <p><u>Type of Activity:</u> Individual; Small Group</p> <p><u>Materials:</u> picture cards (see descriptions below); sentence strips containing the sentences below</p> <p>Pictures:</p> <ul style="list-style-type: none"> <li>• a blue car and a yellow balloon</li> <li>• 2 spoons and 1 bowl</li> <li>• a blue balloon and a yellow car</li> <li>• 2 bowls and 1 spoon</li> </ul> <p>Sentences:</p> <ul style="list-style-type: none"> <li>• The car is blue and the balloon is yellow.</li> <li>• There are 2 spoons and 1 bowl.</li> <li>• The car is not blue and the balloon is not yellow.</li> <li>• There are 2 bowls and 1 spoon.</li> </ul> <p><u>Activity:</u> Each member of the group will receive one picture or one sentence strip. When instructed to do so students will mingle with one another to find their match (picture with the sentence). Once they have found their match, they should stand beside one another. They will then read the sentence together.</p>

<b>Leaping Lizards: Mark Me</b>	<b>Leaping Lizards: Morph It!</b>
<p><u>Skill Addressed:</u> Punctuation Usage  <u>Grade Level:</u> Elementary  <u>Type of Activity:</u> Individual; Small Group  <u>Materials:</u> index cards containing a variety of punctuation marks (several of each- . ! ?); sentences on sentence strips (see below); tape            Wow, what a great outfit            Did you see him today            No, I did not tough it            He is not here today            I love it            Are you coming into the house            I can help him stand up            Am I going home  <u>Activity:</u> Present the sentences and read each with the students. Tape the sentences on the board and ask the students to attach an appropriate punctuation mark to the end of the sentence. After attaching the mark, ask the students to reread the sentence in the appropriate manner.</p>	<p><u>Skill Addressed:</u> Identifying Appropriate Morphological Endings (Suffixes)  <u>Grade Level:</u> Elementary  <u>Type of Activity:</u> Individual; Small Group  <u>Materials:</u> activity sheet (see below)</p> <ol style="list-style-type: none"> <li>1. My father gave me two _____. (penny, pennies, please, please)</li> <li>2. His _____ gave him clothes. (mother, mothers, make, makes)</li> <li>3. All of the _____ had ice cream. (boys, boy, steps, step)</li> <li>4. Fish _____ in the water. (swims, swim, read, reads)</li> <li>5. My mother and I _____ to the store yesterday. (walks, walking, walked, walk)</li> </ol> <p><u>Activity:</u> Explain to the students that each sentence is missing a word. The missing word has to have an appropriate morphological ending (suffix) to complete the sentence. Read each sentence with the students and read the word selections. Have the students select the appropriate word to complete the sentence and then have them read the completed sentence.</p>

**Dog Bone- Who Likes It?**

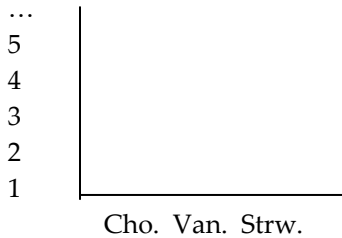
Skill Addressed: Interpretation of Information from a Graph

Grade Level: Elementary

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

1. Interview your classmates and provide answers to the following questions
  - a. Of chocolate, vanilla and strawberry, which flavor ice cream do you like most?
2. Record the data on a graph



3. Answer the following questions:
  - a. How many people liked chocolate ice cream? \_\_\_\_\_
  - b. How many people liked vanilla ice cream? \_\_\_\_\_
  - c. How many people liked strawberry ice cream? \_\_\_\_\_
  - d. How many people liked chocolate and vanilla? \_\_\_\_\_
  - e. Which flavor did people like most? \_\_\_\_\_
  - f. Which flavor did people like least? \_\_\_\_\_

Activity: The students will use the activity sheet (modify the graph to make it larger) to ask their class member a question related to ice cream. The students will complete the graph using the information from the question. Then they will use the graph to answer each of the questions.

## **Fast ForWord® to Reading 2 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 2* exercises where intervention is needed.

\_\_\_\_\_ **Bear Bags: More Lunch**    \_\_\_\_\_ **Fish Frenzy**    \_\_\_\_\_ **Magic Bird**

\_\_\_\_\_ **Leaping Lizards**    \_\_\_\_\_ **Ant Antics**    \_\_\_\_\_ **Dog Bone**

<b>Date</b>	<b><i>Fast ForWord to Reading 2</i> Exercise</b>	<b>Comments/Observations</b>	<b>Progress Tracker Flag Cleared?</b>



## 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 2* skill instruction. These activities can be adapted to meet a variety of learning situations:

- Integrate writing experiences into the lab environment
- Integrate *Fast ForWord* skill instruction into the classroom curriculum
- Provide extended activities for students to take home to parents

For those teachers whose students complete their *Fast ForWord* exercises quickly and wait for others to complete, these writing activities can provide additional meaningful information. For teachers who would like to include those students in their class who are not working on *Fast ForWord to Reading* exercises, a short discussion about the *Fast ForWord* exercise and a display of the exercise character provides background for participating in these writing exercises. For those teachers who would like writing activities that can be shared with parent, these activities can be adapted as extension activities for students to work on at home.

### **Leaping Lizards – A Lizard Tale**

Goal: Build a story from a topic sentence.

Type of Activity: Individual or Small Group

Materials: Writing Activity Sheet

Pencils

Activity: Using the topic sentence on the Writing Activity Sheet, discuss with the student what ideas come to his or her mind when the following sentence is read: “Larry Lizard loved to laugh with his lizard friends.” Talk about why Larry loved to laugh, what he was laughing about, who his friends were, and where he lived. Direct the student to create their own story about Larry Lizard, writing their sentences on the Writing Activity Sheet and drawing a picture to tell about one of the sentences.

**Larry the Lizard Writing Activity Sheet**

My name is \_\_\_\_\_.

**Larry the Lizard loved to laugh with his lizard friends.** \_\_\_\_\_

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**Draw a picture to tell about your story.**



**Dog Bone – What do dogs like best?**

Goal: Using a question, research the answers with a survey

Type of Activity: Individual, Small Group

Materials: Question Sheet for a Survey

Activity: Explain to the students what a survey is. Talk about getting people’s opinions and then writing them down on paper to see which answer was the most popular. Ask the students to pretend they are reporters for a dog magazine. Their assignment is to ask the question about what dogs like best. They are to ask that question of their family and friends, writing down the responses. When they get 10 responses, they check the responses that are similar. If this exercise is done in a small group, students enjoy sharing and comparing the results. If this exercise is done individually, provide time for the student to share the result with the teacher or with other classmates.

**Dog Bone Magazine Survey**

**Reporter:** \_\_\_\_\_

**QUESTION:** What do dogs like the best?

**ANSWERS:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

