



TEACHER TOOLS

DVD Contents

Content and ideas for direct instruction activities and scaffolding adapted to English Language Learners, Special Education Students, and Struggling Readers.

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Scientific Learning Web Resources

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 in addition to the contents of this DVD are also available for downloading at www.scilearn.com/support, such as:






Certificate of Achievement
Fast ForWord to Reading 5 Points Chart
Sample Schedules
Motivation Activities
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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 5 Characters

Teachers can use the *Fast ForWord to Reading 5* 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>Toad Loader</p> 	<p>Wood Works</p> 
<p>Gator Jam</p> 	<p>Lana's Lanes</p> 
<p>Quack Splash</p> 	

Fast ForWord to Reading 5 Word List

<p>A Angry Artist Atmosphere</p>	<p>C Conform Conversation Credulous Critical</p>	<p>D Dentist Destruction Detective Disarmament Disbelief Discourage Discredit Dissent Distasteful Durable</p>	<p>E Easy Endanger Enlarge Enrage Enrich Exclusive Experiment</p>	<p>F Festive Form Formula</p>
<p>G Geography</p>	<p>H Hasty Hemisphere Horizontal</p>	<p>M Massive Microphone Microscope Misfortune Misrepresent Movement</p>	<p>N Navigable Negative Notable</p>	<p>O Oceanography</p>
<p>P Paragraph Payment Passport Perimeter Photograph Porter Preamble Precedent Prehistoric Prejudice Prescribe</p>	<p>S Scientist Seismograph Signature Significant Spectacle Spectator Stratosphere Symphony</p>	<p>T Telephone Telescope Television Thermometer Transformation Translucent Translate Transmit Transport Typical</p>	<p>V Variable Vital</p>	



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.

Wood Works

This exercise helps student to sort words by spelling patterns.

Skill Addressed: Identify and sort words by spelling patterns

Grade Level: Middle & High School

Type of Activity: Individual, Small Group

Materials: Writing paper, Large chart pak page,

Activity: Explain the use of spelling patterns to help identify and sort words. Give examples of words with -er, -ir, -ur. Ask students to look through magazines and books to find more words that follow spelling patterns and list those words under the pattern. Example: words containing are, air, ar. Create columns:

Are Air Ar As students find words that fit these patterns, ask them to write the word under the matching heading. At the end of the exercise, review the list with the students and spell each word together.

Toad Loader

This exercise helps students to identify and correctly use prepositions.

Skill Addressed: Completing sentences with the correct preposition

Grade Level: Middle & High School

Type of Activity: Small Group

Materials: Items from the classroom: pens, stapler, chair, paper, books, computer; Chartpak paper, colored pens or markers.

Activity: Discuss the meaning of 'preposition.' Talk about what it does in a sentence. Give examples of 'on', 'over', 'under', etc. using the items from the classroom. "The pen is sitting ON the paper." On a large piece of chartpak, ask the students to name as many prepositions as possible. Use a colored marker to list all the prepositions on the chartpak paper. When the list is complete, direct students to work individually or in pairs to create sentences using prepositions from the list. Share the sentences and talk about what the preposition does in each of the sentences.

What Do You Think Will Happen?

This exercise helps students correctly create sequential paragraphs by using a literature selection.

Skill: Creating sequential paragraphs

Estimated Time: 30 minutes + additional extended activity

Materials: literature book for young readers. A helpful resource is the Reading Teachers' Children's Choices List 2006

Spy Force Mission: In Search of the Time and Space Machine

Deborah Abela. Ill. George O'Connor.

An 11-year old girl discovers boredom is the least of her problems during the summer she spends at her aunt's farm. Her secret-agent stories take on a new reality when she happens upon a real spy ring. This story is the ultimate thriller for our age.

Paula Wiseman Books, an imprint of Simon & Schuster Children's Publishing. 216 pp.

Activity: Introduce the book and read the first few pages aloud to the students. Discuss the main idea of the story so far. Ask the students to speculate what goes on in the story. Talk about what happened in the beginning. Then talk about what possibly could occur next and then last. List the ideas on the whiteboard:

First: - _____ -

Second: _____

Last: _____

Ask the students to take their ideas and write 3 short paragraphs that reflect the sequence of what they think will happen in the story. For those students interested in reading the rest of the book, make the book available on a loan basis. Creating extended activities with the story can also intrigue other students to read the book.



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 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>Wall of Fame Create a “Wall of Fame” for those high points achievers</p>	<p>Highest Score Certificate When students reach their highest score in a <i>Fast ForWord</i> exercise, award them with a personalized “highest score” certificate that can be taken home.</p>	<p>Contract for Fast ForWord Achievement Create a contract for students to sign when they begin <i>Fast ForWord</i> instruction. Work with students to create the terms, benefits and rewards for keeping their promises and achieving their goals. Celebrate the conclusion of the contract with a recognition event.</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>Lunch with the Principal For the student who achieves the highest score for the week, arrange lunch with the principal or coach</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.

Bulletin Board Ideas – Motivation

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

Welcome to Our *Fast ForWord* Community

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

Go for the Gold

Create an Olympic theme on the bulletin board. Students choose a sport to represent and picture on the board. When they complete their exercises, place a gold medal with their name on it on the picture of their sport.

Fast ForWord News Express

Create a background display of newspapers. As each student achieves their specific goal, ask them to write or draw a short “news” article about what their goal was, how they achieved it, and how they felt about that achievement. These writings and drawings can be displayed on the News Express bulletin board. For those students who want to write more material, encourage them to pretend to be a reporter for the Fast ForWord News Express and find interesting things about the exercises, students’ reactions, unusual events, etc. to create an ongoing “newsy” bulletin board.



Intervention: *Fast ForWord to Reading 5* 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.

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	ELL Activities	English Language Level	Grade Levels
<i>Fast ForWord to Reading 5</i>	Wood Works	Decoding multi-syllable words	Syllables & Sounds	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Wood Works	Building accuracy in phoneme categorizations	Pattern Hunt	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Gator Jam	Building vocabulary skills in word relationships	Vocabulary Detective	Speech Emergence to Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Gator Jam	Building vocabulary skills in word	Gator Jam Jeopardy	Intermediate Fluency	Middle & High School

**Fast ForWord® to Reading 5
Resources for Teachers**

		relationships			
<i>Fast ForWord to Reading 5</i>	Gator Jam	Establishing cause and effect in written text.	Writing Reasons	Speech Emergence and Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Lana's Lanes	Building paragraphs	Brainstorm with Lana	Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Lana's Lanes	Building and writing imaginative stories	Zipling Rivalry	Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Sequencing Events	The Orderly Duck	Speech Emergence and Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Uncovering Vocabulary Meaning	Water Wings	Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Uncovering vocabulary meaning of idiomatic expressions	Idiomatic Express	Speech Emergence and Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Toad Loader	Recognizing and constructing sentences	Snail Mail	Speech Emergence and Intermediate Fluency	Middle & High School
<i>Fast ForWord to Reading 5</i>	Toad Loader	Recognizing and constructing sentences with prepositional phrases	Missing Articles	Intermediate Fluency	Middle & High School

Wood Works – Syllables and Sounds (Activity 1 and 2)

This exercise helps students decode multi-syllabic words.

Skill: Decoding multi-syllabic words

Materials: List of two, three and four syllable words, writing materials

Grade Level: Middle & High School

English Language Level: Speech Emergence to Intermediate Fluency

Type of Activity: Individual, Small Group

Activity 1: For English Language Learners struggling with the sound-sort portion of Wood Works at the advanced level, the problem may be decoding long words accurately. Even though students at the Intermediate Fluency level sound like they know the language well, they are often missing many of the grammatical, vocabulary and pronunciation skills they need to fully succeed in school in Academic English. Provide a mini-lesson in using syllabication to facilitate decoding. Say a few multi-syllabic words slowly several times. Then clap the syllables. Turn it into a clapping game with rhythm. Clap hands, chest, knees, shoulder and stomp to the beat to engage middle and high school students.

Additionally, model how to find and mark syllable boundaries in unfamiliar words and have students practice this skill. Don't forget to discuss the meaning of words and show visuals, if possible. ELL students particularly benefit from building background knowledge (especially of a cultural, social or academic sort) and from visuals (pictures, actions, and video)

NOTE: for flash-card work, pair up students of differing abilities and let the student who knows less English hold the flash cards and prompt the other student first.

Writing extension: Students can select some of the words used above to use in a poem or rap. Tap out for them a rhythm they can use for their poem that will allow them to use longer words

(If you know the 1970 song recorded by The Temptations called "Just My Imagination (Running Away with Me)," it has just the right rhythm to include longer words. Provide a musical recording or poem sample to let students see how they can fit longer words in a poetic format.

Activity 2: English spelling rules can be very confusing for native speakers of the language, let alone ELLs, who may have learned a totally different spelling and writing system. Even so, those who have some writing and reading ability in the native language progress faster in the second language, as they have already learned basic literacy skills that are transferable to learning the second language. Use student's knowledge of their own language as a resource whenever possible. For instance, even though cognates (words that look and sound the same in both languages) sometimes do not have the same meaning, they are helpful in transferring spelling skills. Below is a partial list of cognates with Spanish. Note that many of the cognates are high-level usage words in English. And that is not a bad thing if you are building academic English skills. Remember that cognates with other languages may be very different. Use the language background knowledge of students by simply asking if there are any words in their native language that sound like some English words, what those are and what they mean. You can create your own customized cognates list that way. For links to free lists of cognates from multiple languages, try:

<http://www.angelfire.com/wi3/englishcorner/vocabulary/vocabulary.html> - cognates.

Writing Extension: Have students select some cognates with their own language (if possible) and use them in writing a short paragraph about what goes on at the **Wood Works**. They can describe the environment, or what kind of work they imagine is going on from seeing the program animation.

Works – Syllables and Sounds (Activity 1 and 2)

This exercise helps students decode multi-syllabic words.

Spanish/English Cognates and alternate meaning in English		
SPANISH	ENGLISH	ENGLISH alt. meaning
elegir	elect	choose
extraterrestre	extraterrestrial	alien
el interior	the interior	the inside
picante	piquant	spicy
petróleo	petroleum	oil
entero	entire	whole
significar	signify	to mean
tarifa	tariff	fee
clima	climate	weather
abrazar	embrace	hug
juvenil	juvenile	youthful
tranquilo	tranquil	calm
ocupado	occupied	busy
encontrar	encounter	find
colegas	colleagues	co-workers
enterrar	inter	bury
subterráneo	subterranean	underground
adyacente	adjacent	bordering, et al.
olfato	olfaction	smell
extrovertido	extroverted	outgoing
mandíbula	mandibles	jaw
amigable	amicable	friendly
equilibrio	equilibrium	balance
castigar	castigate	punish
comenzar	commence	start/begin
inevitable	inevitable	unavoidable
insecto	insect	bug
lesión	lesion	injury/wound
cortés	courteous	polite
vapor	(water) vapor	steam
acostumbrar	accustom	get used to
masticar	masticate	chew

Wood Works – Pattern Hunt (Activity 3)

This exercise helps students build accuracy in phoneme categorization.

Skill: Building accuracy in phoneme categorization
Materials: Information from each participant’s Progress Tracker Report, Writing material, Word Source (article, textbook pages, dictionary), Web resource links (see below), Spanish/English Cognates list (see above)
Grade Level: Middle & High School
English Language Level: Speech Emergence to Intermediate Fluency
Type of Activity: Individual, Small Group
Grade Level: Middle & High School
Activity 3: Identify four spelling patterns that ELL students are struggling with. Divide a to four columns. Each participant writes one of the problem spelling patterns at the top of each column. Using the word source, find 10 words that use each spelling pattern and write them in the columns. (Discuss spelling patterns that do not necessarily make the same sounds. Identify them and explain the different sounds.)
Variation: Pair up students of similar English language levels for this activity. Use an online dictionary to speed up the search. Extend the activity by having participants write their own sentences using the words, or have two participants combine their word lists and give each other spelling quizzes.
Writing Extension: Have students write simple sentences using the spelling words.

Gator Jam – Vocabulary Detective

This exercise helps student build vocabulary skills in word relationships.

NOTE: Gator Jam has an excellent set of definitions of relationships among words (analogies, categories, type, etc.) available at the INTRODUCTION of the program and throughout other sections (Clicking on the he alligators’ hats, the bat’s book, etc.) . You may want to have students who are having difficulty in establishing the word relationships to go back through the INTRODUCTION screens several times or each new time they enter into the program, if possible, so they can have access to a quick review.

Skill: Building vocabulary skills in word relationships
Materials: Information from each participant’s Progress Tracker Error Report, writing material
Grade Level: Middle & High School
English Language Level: Speech Emergence to Intermediate Fluency
Type of Activity: Individual, Small Group
Activity: Identify words that the students are struggling with. Provide each word in the context of a sentence. Then ask participants to define that word. Explain how the context sentence helped them get the meaning.
Variation: Each student looks up their own error word in a dictionary, writes down at least 3 things they know about each word (e.g., part of speech, synonym, what it is used for or made of, meaning of root words.) **Writing extension:** Student writes sentences using at least one of the words.

Gator Jam – Gator Jam Jeopardy

This exercise helps students sort analogies by type of relationship.

Skill: Sorting analogies by type of relationship

Activity 1: Create a large chart similar to a Jeopardy board. At the top of each column, put titles that correspond to Gator Jam categories (e.g., synonym, antonym). Under each title, put subtitles such as \$20, \$30, etc. Create a guide card with easier and harder pairs of Gator Jam words (or different vocabulary words that show the same relationships) organized to correspond with the titles and subtitles on the Jeopardy board (i.e. more difficult vocabulary earns more \$). The teacher or “host” keeps the guide card and uses it to lead the exercise.

Activity 2: Participants are divided into teams. Teams select a category and subtitle to work on. When the teacher or coach reads the word or phrase that corresponds to the category and subtitle, participants provide the corresponding words in a question format. *Variation: Participants may be given a list of keywords that they must use in their questions.*

Gator Jam – Writing Reasons

This exercise helps students determine cause and effect in a written selection.

Skill: Establishing cause and effect in written text.

Materials: Information from each participant’s Progress Tracker Error Report, writing material

Grade Level: Middle & High School

English Language Level: Speech Emergence to Intermediate Fluency

Type of Activity: Individual

Activity: Provide a list of cause and effect words that are mismatched (example below). Student must match the words and then write a sentence that uses both words to show cause and effect.. (See activity sheet next page.)

Key to cause/effect

hungry	overeat
insult	upset
forgetful	late
running	falling
careless	break
study	know
searched	found
exercise	healthy
experiment	results
contest	prize

CAUSE/EFFECT WRITING ACTIVITY

INSTRUCTIONS: The cause and effect words below are all jumbled up. Match each cause with its possible effect and write a sentence below using both. We have started one match for you. Circle the two words in your sentence.

CAUSE	EFFECT
hungry	prize
insult	break
forgetful	healthy
running	late
careless	findings
study	overeat
searched	upset
exercise	falling
experiment	found
contest	know

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Lana's Lanes – Brainstorm with Lana

This exercise helps students strengthen paragraph development skills.

Skill: Building paragraphs

Materials: Chalkboard or whiteboard

Grade Level: Middle & High School

English Language Level: Intermediate Fluency

Type of Activity: Individual, whole group

Activity 2: List several different topics on the board. Participants select one of interest. Participants discuss information they know about the topic. List the information on the board. Provide any information missing due to cultural or language differences. Translate the information into a sample concept web.

Variation: Participants create one or two paragraphs from the concept web.

Lana's Lanes – Zipling Rivalry

This exercise helps students create imaginative stories.

Skill: Building and writing imaginative stories.

Materials: Information from each participant's Progress Tracker
Writing material

Grade Level: Middle & High School

English Language Level: Intermediate Fluency

Activity: For students who have recently completed the Lana's Lane Activity on Ziplings. Imagine that you are a Zipling and need to travel to a place where there is little sun. Write a paragraph about what that would feel like for a Zipling and how he/she could manage it.

Prewriting review: Ziplings are green. They use the light from the sun to process nutrition, much like plants (photosynthesis). They can live for limited periods of time without sunlight as long as they consume other food.

Prewriting Discussion Questions: What would you need to take with you? [Food, clothes, something to read...let their imaginations soar but they must take FOOD] Are there any new technologies that could be useful to you in your travels? [Yes, sunlamps or full-spectrum bulbs] How fast do you think you would have to return? [Depends how much food you take]

Quack Splash – The Orderly Duck

This exercise helps students to sequence events.

Skill: Sequencing events

Materials: Short stories, writing materials

Grade Level: Middle & High School







English Language Level: Speech Emergence and intermediate fluency

Activity: Participants describe their morning routines, the order of events and how important sequence is to accomplishing tasks. Choose a short story, read through and list the order of events. Discuss the effect of proper sequencing of events. Writing Extension: Students write a paragraph about their morning routines.

Quack Splash – Water Wings

This exercise helps students uncover vocabulary meanings.

Skill: Uncovering vocabulary meaning
Materials: Student-generated word lists. Chart with columns titled noun, verb, synonym, antonym, adjective, adverb. writing materials, dictionaries
Grade Level: Middle & High School
English Language Level: Intermediate Fluency
Type of activity: Individual
Activity: Participants jot down their difficult words in Quack Splash. Review the meanings of noun, verb, etc. and how they are noted in a dictionary. Participants search through the dictionary to confirm if a word is a noun, verb, etc. Participants then write the meaning of the word in the appropriate column.

Noun	Verb	Adjective	Adverb	Synonym	Antonym
					

Quack Splash – Idiomatic Express

This exercise helps students discover the meaning of idiomatic expressions.

Skill: Uncovering vocabulary meaning of idiomatic expressions

Materials: List of idiomatic expressions (see below), writing materials, dictionaries

Grade Level: Middle & High School

English Language Level: Speech Emergence and Intermediate Fluency

Type of activity: Small Group, then Individual

Hand out the Idiomatic Expressions list (below) and ask students if they know what these expressions mean. MODEL the use of each expression with a sentence or two to help them absorb the meaning of those that are more difficult for them. Ask the students to write a sentence with each of the phrases.

Extended writing activity: Ask students to write a short story about a character they met in a Quack Splash exercise. They must use at least half of the idiomatic expressions on the list.

IDIOMATIC EXPRESSIONS LIST:

kept under wraps
came across as
searched high and low
had it both ways
took off like wild fire
made a comeback
when ___ was king
made off like a bandit
went hog wild
see the humor in

Toad Loader – Snail Mail

This exercise helps students recognize and construct sentences.

Skill: Recognizing and constructing sentences

Materials: “Fun” sentences printed or written on strips of paper and cut into segments (between words.)

Grade Level: Middle & High School

English Language Level: Speech Emergence and Intermediate Fluency

Type of activity: Small Group, then Individual

Activity: Model putting the sentence segments in order, reading the sentence aloud as it is built. Think aloud as you model, making a few mistakes and self-correcting. Students then practice what was modeled and explain why some sentence orders work and some do not.

Variation: Using comic strips, participants sequence pictures that tell a story, then write what happened in the form of a “story”

Toad Loader – Missing Articles

This exercise helps students recognize and construct sentences with prepositional phrases.

Skill: Recognizing and constructing sentences with prepositional phrases.

Materials: List of articles: the, an, a

Grade Level: Middle & High School

English Language Level: Intermediate Fluency

Type of activity: Small Group, then Individual

Activity: Review articles with students. Some languages do not use articles and their use may be particularly difficult to grasp. Then give out the Writing Activity below. At the end, ask the students to write a sentence or two about what the story was about, making sure to use a few articles.

Blackline Marker on below

Toad Loader – Missing Articles Writing activity

Instructions: The story segment below is missing some important words. They are called ARTICLES. Please enter the missing articles.

It was very late when she decided to go to sleep. She had been working hard all day and into _____ night because her boss, Mr. Johnson, had told her that if she didn't finish ____ work by tomorrow morning, she would be fired. It would be hard to find _____ new job in this town, as she was so new to it. It had taken her ____ long time to find ____ job she did have, even if she worked twice as much as she was paid for.

She knew few, if any, other young women her age who could afford ____ room in _____ rooming house like she could. That was one saving grace, if nothing else. Having _____ room all to herself was really _____ special treat.

When she was growing up, she shared ____ bed with two sisters in _____ room with two other beds and six brothers. Well, just thinking about it now, it wasn't all that bad. She missed her brothers and sisters, of course, and all _____ noise they made when they laughed together.

She hoped _____ money she was sending home to her parents was _____ lot of help. Otherwise, _____ sacrifice was not worth it.

Briefly, write what you think happened in the story above. Make sure you use the proper ARTICLES in your sentences!



Intervention: *Fast ForWord to Reading 5* 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.

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Grade Levels
<i>Fast ForWord to Reading 5</i>	Wood Works	Building accuracy in phoneme categorization	Pattern Hunt	Middle & High School
<i>Fast ForWord to Reading 5</i>	Gator Jam	Building vocabulary skills by learning the meaning of prefixes	Vocabulary	Middle & High School
<i>Fast ForWord to Reading 5</i>	Lana's Lanes	Building comprehension with graphic organizers	Lana's Loopy Logic	Middle & High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Sequencing events, recognizing chronological order	The Orderly Duck	Middle & High School
<i>Fast ForWord to Reading 5</i>	Toad Loader	Recognizing and constructing sentences	Snail Mail	Middle & High School

Wood Works – Pattern Hunt

This exercise helps students build accuracy in phoneme categorization.

<u>Skill:</u>	Building accuracy in phoneme categorization
<u>Materials:</u>	Information from each participant’s Progress Tracker Report Cross-Word Puzzle (attached)
<u>Grade Level:</u>	Middle & High School
<u>Activity:</u>	Identify four spelling patterns that the student is struggling with. Create a puzzle using each of those patterns separately. Then, create a more complicated puzzle using two of the patterns and then three of the patterns and then four of the patterns. Make sure you include the definition of the chosen words.

Gator Jam – Vocabulary

This exercise helps students build vocabulary skills through the use of prefixes.

Skill: Building vocabulary skills by learning the meaning of prefixes
Materials: Choose words within Reading 5 Word List and apply the prefix rules
Grade Level: Middle & High School

Activity:

1. Discuss and define the meaning and purpose of prefixes.
 - a. Prefixes are meaning parts of words
 - b. Prefixes can add to or change the meaning of words
2. Define two prefixes that are being introduced:
 - a. Dis= not, opposite
 - b. Pre= before
 - c. Tele=transmit
3. Identify words from the Reading 5 Word List.
 - a. Disbelief, disarm, discourage, discredit, distasteful
 - b. Preamble, prehistoric, prescribe
 - c. Telephone, telescope, television
4. Provide a definition for every word the teacher use in her example:
 - a. Disbelief= does not believe
 - b. Disarm=soldiers give up their weapons
 - c. Discourage=a person loses their courage
 - d. Discredit= a person does something wrong and loses their credit
 - e. Distasteful= food that does not taste good
5. Student fills in the following chart:

Prefix	Meanings	Example
dis	Not, opposite	disbelief
pre	before	prehistoric
tele	transmit	telephone

Student completes the following sentences with the appropriate words.

- The prefix dis means_____.
- Disbelief means a person does not _____.
- After the war, the soldiers are asked to _____.
- After the boy failed the exam he became_____.
- The woman bounced her checks and she has now_____herself.
- Mary cooked her first meal and it was _____.

Lana's Lanes – Lana's Loopy Logic

This exercise helps students build comprehension with graphic organizers.

Skill: Building comprehension with graphic organizers

Materials: Preview Strategy chart (attached)

Multiple sources chart (attached)

Grade Level: Middle & High School

Activity:

- 1) Participants use the following two charts to obtain information from the text they read to improve their comprehension skills
- 2) Preview Strategy Chart
 - a. Read the title of the paragraph or story
 - b. Examine all of the illustration, table or graphs
 - c. Ask your self what the title and headings mean as well as the illustration, tables or charts
 - d. Investigate all of the vocabulary words that are different within the text. Words that may be bolded, itemized or underlined.
 - e. Use a highlighter to highlight the important information in the beginning and end of the paragraph or story
 - f. Write all this information on a KWL chart that I attached
- 3) Multiple Sources Chart
 - a. This chart helps students organize information from multiple sources. It also helps students answer questions concerning what is being read.
 - b. Decide on the topics, questions and sources that you are going to cover
 - c. Introduce the Multiple Source Chart as an extended KWL chat in order to organize what they already know, what they need to learn concerning the topic.
 - d. Students and teachers discuss what the students already know and what questions they want to ask. All of this is written in the chart.
 - e. Students and teacher also decides what sources that are going to be used and write that in the chart as well.
 - f. Individual students or small groups of students start researching the different sources in order to answer the questions that they have collectively decided to inquire about.
 - g. Finally, the individual student or the group can then synthesize the information in the form of a summary at the bottom of each column.

Quack Splash – The Orderly Duck

This exercise helps students sequence events and recognize chronological order.

Skill: Sequencing events, recognizing chronological order

Materials: Writing your autobiography
Student uses a time line (sheet attached)

Grade Level: Middle & High School

Activity:

- 1) Explain what an autobiography is and how it helps us organize
- 2) Explain the use of the time line.
- 3) Participants record their memories in chronological order.
- 4) Participants decide the range of years or months that is going to be recorded.
- 5) Discuss the effect of proper sequencing of events.
- 6) Discuss how the time line helps the students remember the events in their lives
- 7) Discuss how this exercise helps in the understanding of stories or historical events in Social Studies.

Toad Loader – Snail Mail

This exercise helps students recognize and construct sentences.

Skill: Recognizing and constructing sentences

Materials: Sentence diagram model (worksheet attached)

Grade Level: Middle & High School

Activity:

- 1) Give the definition of what a sentence is. A sentence is a group of words that expresses a complete thought.
- 2) Explain that sentences have subject and predicates. A subject answers the question of “Who or what did it?” and the predicate answers the question of “What did they do?”
- 3) It is important to have students understand sentences by diagramming them. Diagramming sentences enables students to (a) see the elements of a complete sentence and (b) students recognize whether a sentence is complete or incomplete.
- 4) Diagramming also illustrates interrelationships among sentence parts. Diagramming shows the functions of the words or phrases.
- 5) Teacher starts with simple sentences that have simple subjects and simple predicates.
 - a. The dog ran.
- 6) Teacher moves to sentences that have article, adjectives and adverbs.
 - a. The black dog ran quickly.
- 7) Teacher continues to move to more complex sentences that have prepositional phrase, etc.
 - a. The skinny, black dog ran quickly across the field.



Intervention: *Fast ForWord to Reading 5* Activities for Struggling Readers

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Type of Activity	Grade Level
<i>Fast ForWord to Reading 5</i>	Toad Loader	Constructing multiple sentences	What Can I Say?	Individual; Small group	Middle and High School
<i>Fast ForWord to Reading 5</i>	Toad Loader	Constructing multiple sentences	What Do I See	Individual, Small group	Middle & High School
<i>Fast ForWord to Reading 5</i>	Wood Works	Improving phonics and spelling skills	Patterns, Patterns, Everywhere	Individual, Small group	Middle & High School
<i>Fast ForWord to Reading 5</i>	Wood Works	Sorting by spelling pattern	See and sort	Individual; Small group	Middle and High School
<i>Fast ForWord to Reading 5</i>	Gator Jam	Improving knowledge of root words	Map the root	Individual; Small group	Middle and High School
<i>Fast ForWord to Reading 5</i>	Gator Jam	Improving knowledge of root words	Find a root	Individual, Small group	Middle & High School
<i>Fast ForWord to Reading 5</i>	Lana's Lanes	Organizing sequential information using flowcharts	How does it flow?	Whole Class; Individual; Small group	Middle and High School

**Fast ForWord® to Reading 5
Resources for Teachers**

Fast ForWord Product	Fast ForWord Exercise	Skill Addressed	Intervention Activity	Type of Activity	Grade Level
<i>Fast ForWord to Reading 5</i>	Lana's Lanes	Developing text comprehension through the use of graphic organizers (concept webs)	Key Concept	Individual, Small groups	Middle and High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Developing sequential order	Order, order!	Individual, Small group	Middle and High School
<i>Fast ForWord to Reading 5</i>	Quack Splash	Recognizing and understanding figurative language	Figuratively speaking	Individual, Small group	Middle and High School

Toad Loader- What Can I Say?

This exercise helps students construct multiple sentences.

Skill Addressed: Constructing Multiple Sentences

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: 2 objects that have some similar attributes (i.e., color, size, shape) but are different from one another in some specific way; writing materials

Activity: Model for the students how they might describe a particular object. Include as much detail as possible, and provide a variety of different sentence structures so that students understand that not all sentences should be similar. Show the students the 2 items that you have selected and have them work with a partner to describe the objects using enough detail that a person would automatically be able to recognize what they were describing. Encourage them to use a variety of sentence structures.

Toad Loader- What Do I See?

This exercise helps students construct multiple sentences.

Skill Addressed: Constructing Multiple Sentences

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: writing materials; narrative text with colored illustrations (high interest content for this age group); tape

Activity: Provide a copy of one illustrated page (without the text) to each pair. They should each get a different picture from the same text. Do not let the other students see the pair's pictures. Have each pair use at least 3 structured sentences to describe their illustration. They must write the descriptions for sharing later. Each pair will give the illustration back to the teacher and they will be hung up. The students will then tape their descriptions on another part of the wall or board (not too close to the illustrations). Pairs will read the descriptions and try to determine which illustration is being described.

Wood Works- Patterns, Patterns, Everywhere

This exercise helps students improve their phonics and spelling skills.

Skill Addressed: Improving Phonics and Spelling Skills

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: record sheet for each student (see below); set of spelling patterns (see below); timer

- | | | | | | |
|----|-----|-----|----|------|-----|
| I. | ay | II. | ss | III. | ue |
| | ai | | c | | u_e |
| | a_e | | sc | | ew |
| | a | | s | | u |

Student Name: _____

- | | | | | | |
|----|-------|-----|-------|------|-------|
| I. | _____ | II. | _____ | III. | _____ |
| | _____ | | _____ | | _____ |
| | _____ | | _____ | | _____ |
| | _____ | | _____ | | _____ |

Activity: Provide each student with a record sheet containing a set of the spelling patterns and a place for them to record their answers. Tell them that the timer is going to be set for 2 minutes, and in that time they must write one word for each pattern (ai- pain, strain, etc). After the time is up, the students will read their words aloud. If anyone else wrote the same word for any pattern neither gets the point. Once everyone has shared their lists, total the points (1 point for each answer). The student with the highest score wins.

Wood Works- See and Sort

This exercise helps students sort by spelling pattern.

Skill Addressed: Sorting by Spelling Pattern

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: chart paper; writing materials; paper

Activity: Have the students take a walk around the school and/or the neighborhood. Have them write single words to describe what they see. When they return to the classroom have them share the words as they are written on the board or chart paper. Have the students self select at least 10 words and sort them into categories by spelling pattern. Have the students share their categories. Other students can add to the lists as time goes on.

Gator Jam- Map the Root

This exercise helps students improve knowledge of root words.

Skill Addressed: Improving Knowledge of Root Words

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: list of morphemes (see below); writing materials; dictionary
able, graph, port, pre

Activity: Students will receive several Greek or Latin roots. These morphemes will be used to develop a semantic map (web) of words in which the morphemes can be found. Students will define the morphemes and list as many words as they can that contain the root. They should then select 3 of the words, look their exact definitions up in the dictionary, and use each in a written sentence.

Gator Jam- Find A Root

This exercise helps students improve their understanding of root words.

Skill Addressed: Improving Knowledge of Root Words

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: record sheet; expository (content area) text from the classroom; writing materials; dictionary

Student Name: _____

Greek or Latin Root	Student definition	Dictionary definition

Activity: Using the expository text, students will read a selected portion of the text and locate and write down any words that contain Greek or Latin root words. Once these words are identified, the student should try to use context to figure out the meaning of the words. Students should write their definitions under the appropriate column on the chart. Then the students will use the dictionary to look up the actual definitions of the words and write them in the appropriate column.

Lana's Lanes- How Does It Flow?

This exercise helps students organize sequential information with flowcharts.

Skill Addressed: Organizing Sequential Information with Flowcharts

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: chart paper; markers; materials necessary for students to engage in the selected activity

Activity: Engage all students in an activity that requires multiple steps (i.e., cooking a specific dish; planning and participating in a classroom, school or community based project). After the steps of the process have been completed (or throughout the entire process) have the students work in pairs to create a flowchart of events that are presented in correct sequential order and uses appropriate descriptive language. Their charts can be displayed on chart paper in the classroom. At the end of the process the charts can be shared with others in the class, the school or even the community. The information from the chart can also be used to create written summaries of events.

Lana's Lanes- Key Concepts

This exercise helps students develop text comprehension through the use of concept webs.

Skill Addressed: Developing Text Comprehension Through the Use of Graphic Organizers (concept webs)

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: an expository (content area) text chapter that is currently being read by the class; chart paper

Activity: All students will read the same chapter in an expository text. Students can work individually or in small group to create a concept web demonstrating what they believe to be one central concept of the chapter and the important information linked to this concept. These webs will be shared with other group members, and the class can use the webs to guide their discussions of the key concepts of the chapter.

Quack Splash- Order, Order!

This exercise helps students develop sequential order skills.

Skill Addressed: Developing Sequential Order

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: multiple copies of a narrative text; writing materials

Activity: Have students read the text and work individually or in pairs to create 6 statements. These statements should link directly to the text just read and the order of events pertaining to a portion of the text selected by the students. The statements should be placed in random order on the paper. After everyone has finished, the teacher can check the papers for accuracy and clarity, and then place them in folders. These sequential order activities can be used as an activity to be completed when work is finished early.

Quack Splash- Figuratively Speaking

This exercise helps students recognize and understand figurative language.

Skill Addressed: Recognizing and Understanding Figurative Language

Grade Level: Middle and High School

Type of Activity: Individual; Small Group

Materials: activity sheet (see below)

1. It's a dog's life.
2. As hard as nails.
3. As dry as a bone.
4. It's raining cats and dogs.
5. He was twisting tornado.
6. As proud as a peacock.

Activity: Provide a brief explanation of metaphors and similes.

Similes- comparing one thing to another using the words *like* and *as*

Metaphors- comparing one thing to another by saying it is another thing not using the words *like* or *as*)

Have the students identify the statements as similes or metaphors and discuss what they mean. Students can then illustrate one simile and one metaphor from the list or they can create their own. They can then present the illustration to their classmates and have them try to figure out which simile or metaphor is being referred to.

Fast ForWord to Reading 5 Learning Logs

One way of evaluating the learning process is to encourage students to keep learning logs in which they monitor their own progress as well as share ideas and concerns with adults who care about them and their success in school.

For a particular learning activity, for instance, students might begin by raising questions such as:

- What do I already know?
- What do I want/need to know?
- How can I find out?
- How can I be certain I've done my best work?

For students working on the *Fast ForWord* products, writing about their experience reinforces their reading/language arts skills. This activity also provides an avenue for them to record their personal victories as well as frustrations during the learning process.

Encourage students to choose the notebook that works best for them (remember, this is their personal project!) Writing in a folder on the computer may be another option.

The logs may also become part of more inclusive learning portfolios which contain samples of learning products and video records of student performances. By recording questions and concerns as they arise, rather than waiting for interaction with a teacher, students can go on with their work, assured that whatever assistance is required will be available in a timely fashion.

Fast ForWord to Reading 5 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 5* exercises where intervention is needed.

_____ **Wood Works** _____ **Gator Jam** _____ **Lana's Lanes**

_____ **Quack Splash** _____ **Toad Loader**

Date	<i>Fast ForWord to Reading 5</i> Exercise	Comments/Observations	Progress Tracker Flag Cleared?



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 5* 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.

Lana's Lanes – Friday Night at the Bowling Alley

Goal: Personal Narrative

Type of Activity: Individual or in Pairs

Materials: Instructions on how to bowl; paper, pen or computer

Activity: Discuss with students the meaning and examples of a personal narrative. Using the theme of a bowling alley, ask if students go bowling, talk about the sport. Then tell students to pretend they are members of a bowling team that competes on Friday nights. Ask them to write about their experiences and then share their stories with the class.

Who is Rocky?

Goal: Create a short story from re-organizing scrambled paragraphs.

Type of Activity: Individual or Pairs

Estimated Time: 2 class sessions

Materials: Writing paper, Pens (black and red) or computer

Activity: (1) Discuss how stories are composed of paragraphs. Show examples of short paragraphs. Talk about the importance of the order of paragraphs to make the story understandable. Talk about the effects of paragraphs being out of order. Then ask the students to create 3 paragraphs that describe *Rocky*. They can create the character, setting, and action. Then ask them to scramble the paragraphs on another piece of paper. (2) Ask a student volunteer to share his or her scrambled paragraphs with the class. Discuss what order would make better sense. Then ask students to exchange their scrambled paragraphs with each other, and rewrite the paragraphs in more logical order. When completed, students can volunteer to share their work with each other and the class.