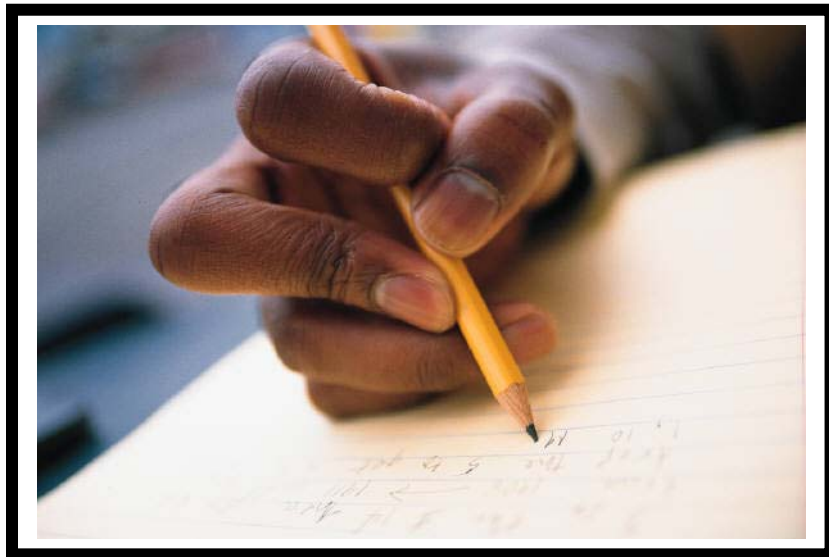


# Educational Resources for Students with Autism Spectrum Disorders



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- ❖ Attainment Company
- ❖ Blooming Kids Software
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- ❖ Discrete Trial Trainer
- ❖ Inspiration
- ❖ InspirData
- ❖ Intellitools Classroom Suite
- ❖ Kidspiration
- ❖ Kurzweil 3000
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- ❖ Millie's Math House
- ❖ Social Skill Builder
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- ❖ Sound It Out Land
- ❖ TeachTown: Basics
- ❖ Team Up with Timo
- ❖ Write: OutLoud

# HANDWRITING

## **Calliobics**

Publisher: Liora Laufer

Copyright: 2006

Price: See the attached pricelist

Contact: (800) 769-2891

Subject: Handwriting

Ages: PK – Grade 12

Website: [www.calliobics.com](http://www.calliobics.com)

### **Learning Objectives:**

To learn handwriting skills.

### **Program Description:**

Calliobics (CALLigraphy and aeROBICS) is a unique concept in handwriting exercises. Students practice the writing of repetitive simple writing patterns (straight and curved lines) to the rhythm of music. The exercises are fun and relaxing. The accompanying music helps the student achieve better rhythm and flow in the writing. The music was specifically chosen for its repetitious nature. The music also helps students who learn better through auditory channels, rather than visual methods. Through consistent practice of simple patterns, the student is trained to perform basic writing movements. The eye is trained to focus on details. Each exercise takes about 2 minutes and should be repeated daily for a week. The program helps to improve printing and cursive writing skills, attention span, sensory integration skills, work habits, relaxation skills, small-muscle skills, and eye-hand coordination.

### **Target Population:**

Calliobics programs can benefit all students, especially those who receive occupational therapy, speech therapy, or special education services.

*Calliobics-for-Beginners was initially designed for students with autism.*

### **Discussion:**

Various Calliobics programs are offered:

- Calliobics-for-Beginners – basic lines and shapes that are building blocks for writing
- Calliobics-for-Kids – graphical patterns
- Calliobics for ages 7-14 – more advanced, connected, and geared for cursive writing
- Calliobics-Advanced – students create their own shapes
- Calliobics-for-Adults – can be used to regain the small-muscle coordination and/or handwriting skills after temporary loss



# Callirobics

- Handwriting Exercises Set to Music -  
to improve eye-hand coordination  
and fine motor skills



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**\$1.00 off for web orders!**

Quantity	Item #	Description	Price
<input type="text"/>	CL300	Callirobics-for-Beginners(basic shapes to music, workbook,audio-cassette.)Ideal for participants w/low developmental ability.	\$25.95
<input type="text"/>	CL304	Callirobics-for-Beginners(basic shapes to music, workbook with CD.) Ideal for participants w/low developmental ability.	\$28.95
<input type="text"/>	CL404	Callirobics-for-Kids ages 4-7 (shapes to music, workbook with CD.)	\$28.95
<input type="text"/>	CL408	Callirobics ABC, Learning Letters to Music (workbook, CD + Poster w/26 magnet letters.) Ideal for Pre K-2. Fun & easy sing-along	\$35.95
<input type="text"/>	CL500	Callirobics for ages 7-14 (connected shapes to music, workbook, audio-cassette & Teacher's Guide.)	\$29.95
<input type="text"/>	CL504	Callirobics-for-ages 7-14 (connected shapes to music, workbook, CD & Teacher's Guide.)	\$35.95
<input type="text"/>	CL505	Callirobics Letters. Ideal for young adults and older	\$12.95
<input type="text"/>	CL550	Callirobics-Advanced (advanced connected shapes to music, workbook w/audio-cassette/continuation to CL500/504 )	\$25.95
<input type="text"/>	CL554	Callirobics-Advanced (advanced connected shapes to music, workbook w/CD/continuation to CL500/504)	\$28.95
<input type="text"/>	CL557	Children's series for Pre K-2 (CL304+404+408) Save \$15%	\$79.78
<input type="text"/>	CL558	Children's series for 2nd grade and up (CL504+554) Save 10%	\$58.41
<input type="text"/>	CL559	Children's series CL557+CL558 (CL304+404+408+504+554) Save 20%	\$127.00
<input type="text"/>	CL600	Callirobics-for-Adults (Workbook, CD &Teacher's Guide.) Ideal for stroke and Parkinson patients	\$35.95
<input type="text"/>	CL800	Pencil Gripper by the Pencil Grip Co.	\$1.75
<input type="text"/>	CL900	Replacement Books for CL304/CL404/CL408/CL504/CL554/CL600. Each	\$8.95
<input type="text"/>	CL901	Callirobics practice pads for CL400, 404/CL500, 504 (each)	\$4.65
<input type="text"/>	GK001	Writing Readiness	\$21.95
<input type="text"/>	GK002	Copying from the Board	\$21.95

<input type="checkbox"/>	GK003	So What Can I DO? (develops emotional intelligence and daily problem solving skills - for ages 5-8)	\$11.95
<input type="checkbox"/>	GK004	Numbers (Designed to teach number concepts and to write them clearly and correctly.)	\$14.95
<input type="checkbox"/>	GK005	The Key to Success (Developing emotional intelligence in young children)	\$18.95
<input type="checkbox"/>	MT201	My Turn Your Turn (CD) Songs for building social skills	\$15.98

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# CALLIROBICS

by Liora Laufer

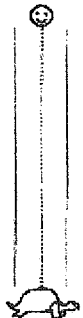
## SAMPLES from the workbook

### Beginners, Basic Shapes to Music

Exercise 1

**DOWN**


Trace the dotted line. Start at the "smiley" face and go down to the turtle.



Exercise 2

**ROUND / CIRCLE**


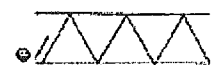
Trace the dotted line. Start at the "smiley" face and circle the happy face.



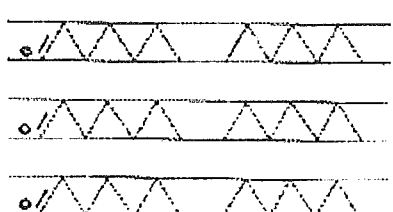
### Ages 4-7

EXERCISE # 1

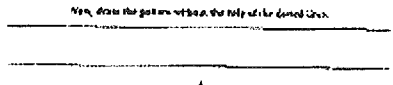
**THE BOAT RACE**

Trace the dotted line. Start at the "back" of the boat and go in the direction of the arrow with the pencil tip.


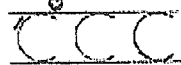


Now, draw the pattern without the help of the dotted line.

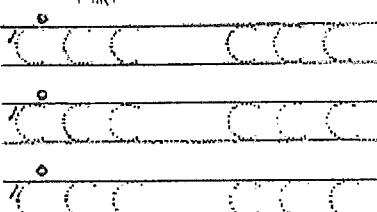


EXERCISE # 2

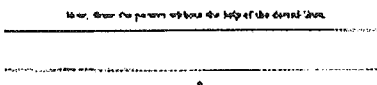
**THE SLEEPING MOON**

Trace the dotted line. Start at the "winking" eye and go in the direction of the arrow with the pencil tip.



Now, draw the pattern without the help of the dotted line.







Ages 7-14 -- Winner of Dr. Toy's Best Vacation Product Award for 1997

**FIGURE 1**  
**AT THE TOP OF THE WORLD**

Use the globe and the zigzag line to create a mountain range. Add your own peaks to the top of the zigzag line. Use the zigzag line to create a mountain range.

Hand-drawn sketches of mountain peaks with labels like "CA" and "MOUNTAIN".

**FIGURE 2**  
**CATERPILLARS HANGING ON A TREE**

Each caterpillar is the form illustrated in Figure 1. Hang it up on the tree branch. Use the zigzag line to create a mountain range. Use the zigzag line to create a mountain range.

Hand-drawn sketches of caterpillars hanging from a branch.

*Handwritten note:* Make sure the caterpillars are hanging from the branch and not the leaves.

The suggested positive sentence is:  
**I AM EXTREMELY INTERESTED IN YOUR WORK.**

**Advanced**

**Group 1 - Session one**

**The Sombbrero**

1. Start the pattern with even triangles (Fig 1)  
 2. Add smaller triangles in between each pair of triangles. Alternate between the two patterns (Fig 2)

**Fig 1** [Sketches of two rows of triangles]

**Fig 2** [Sketches of two rows of triangles with smaller ones in between]

**Tip:** Keep the first in a pattern of three - three triangles up and three down.

**Objectives:**  
 1. Improve balance and coordination  
 2. Enhance control and precision  
 3. Improve consistent stroke and rhythm

**Happy summer travels! Use this advanced technique!**  
 Practice the first pattern with the even triangles (Fig 1) from left to right.

Hand-drawn sketches of the sombrero pattern.

The suggested positive sentence is:  
 Traveling is exciting. I get to meet new people and try different food.

Handwriting practice sheet with multiple rows of horizontal lines and a patterned header.

## **Handwriting Without Tears**

Publisher: Jan Z. Olsen, OTR

Copyright: 2006

Price: See the attached pricelist

Contact: (301) 263-2700

Subject: Handwriting

Ages: Grades PK-5

Website: [www.hwtears.com](http://www.hwtears.com)

### **Learning Objectives:**

To learn basic handwriting skills with the use of multisensory strategies.

### **Program Description:**

Handwriting Without Tears teaches pre-printing readiness skills to mastery of cursive. The activities are designed to meet the learning needs of various learning styles – the program uses auditory, kinesthetic, visual, and tactile approaches. It involves the use of manipulatives – capital letter wood pieces, smiley face prompts and other visual cues, specially designed paper, Roll-A-Dough Letters, a Stamp and See Screen, workbooks, and a slate chalkboard to teach correct letter formation and to prevent reversals. The program also includes teaching tips for developing good posture, paper placement, and pencil grips.

See the attached samples.

### **Target Population:**

Handwriting Without Tears is useful for all students. It has proven to be very effective for children with special needs. The program progresses at the rate of the child's abilities, as determined by the teacher, so it meets the needs of students with various needs. Because the program uses so many visual cues and visual and kinesthetic strategies, it is very beneficial for students with autism.

### **Discussion:**

- This program is now available in Spanish and English.

# Classroom Purchase Recommendations\*

## Readiness Materials — Pre-K and K

### Pre-K

- **Pre-Kindergarten Teacher's Guide**
- **Get Set for School™** Student Workbook
- *Sing Along CD Get Set for School™*
- Wood Pieces Set for Capital Letters
- Mat for Wood Pieces
- Capital Letter Cards for Wood Pieces
- Roll-A-Dough Letters™
- Stamp and See Screen™
- Slate Chalkboard
- Little Sponge Cubes
- Pre-K Wall Cards
- Name Plates
- Capital and Number Practice Strips
- Flip Crayons™
- Magic "C" Bunny Puppet

### Kindergarten

- **Handwriting Without Tears Teacher's Guide**
- **Letters and Numbers for Me** Student Workbook
- Wood Pieces Set for Capital Letters
- Mat for Wood Pieces
- Capital Letter Cards for Wood Pieces
- Slate Chalkboard
- Blackboard with Double Lines
- Little Sponge Cubes
- Big Sheet Draw and Write Paper
- Gray Block Paper
- Wide Double Line Paper
- Draw and Write Notebook
- Double Line Sentence Strips
- Print Alphabet Desk Strips
- Print Wall Cards
- Name Plates
- Double Line Chart Tablet
- Flip Crayons™
- Magic "C" Bunny Puppet
- Pencils for Little Hands

## Printing Materials — Grades 1 and 2

### 1st Grade

- **Printing Teacher's Guide**
- **My Printing Book** Student Workbook
- Slate Chalkboard
- Blackboard with Double Lines
- Little Sponge Cubes
- Big Sheet Draw and Write Paper
- Gray Block Paper
- Wide Double Line Paper
- Draw and Write Notebook
- Double Line Sentence Strips
- Print Alphabet Desk Strips
- Print Wall Cards
- Pencils for Little Hands
- Double Line Chart Tablet
- Magic "C" Bunny Puppet
- Pencils for Little Hands

### 2nd Grade

- **Printing Teacher's Guide**
- **Printing Power** Student Workbook
- Blackboard with Double Lines
- Little Sponge Cubes
- Regular Double Line Paper
- Writing Notebook
- Double Line Sentence Strips
- Print Alphabet Desk Strips
- Print Wall Cards
- Double Line Chart Tablet
- Magic "C" Bunny Puppet

## Cursive Materials — Grades 3, 4, and 5

### 3rd Grade

- **Cursive Teacher's Guide**
- **Cursive Handwriting** Student Workbook
- Blackboard with Double Lines
- Little Sponge Cubes
- Regular Double Line Paper
- Writing Notebook
- Double Line Sentence Strips
- Cursive Alphabet Desk Strips
- Cursive Wall Cards
- Double Line Chart Tablet
- Magic "C" Bunny Puppet

### 4th Grade

- **Cursive Teacher's Guide**
- **Cursive Success** Student Workbook
- Blackboard with Double Lines
- Little Sponge Cubes
- Narrow Double Line Paper
- My Journal
- Double Line Sentence Strips
- Cursive Alphabet Desk Strips
- Cursive Wall Cards
- Double Line Chart Tablet

### 5th Grade

- **Can-Do Cursive** Student Workbook
- Narrow Double Line Paper
- My Journal
- Double Line Sentence Strips
- Cursive Alphabet Desk Strips
- Cursive Wall Cards
- **Can-Do Print** Student Workbook

### Quantity Recommendations:

Student Workbooks	1 per student
Teacher's Guide	1 per teacher
500 sheet reams of paper	1 per 5 students
Writing Journals	1 per student
Wood Pieces Sets and Desk Strips	1 per 4 students in the group
Mats, Slates, Blackboard, Roll-A-Dough Letters™, Stamp and See Screen™	1 for every student in the group
Wall Cards, Name Plates, Letter Cards, Capital Strips, Sentence Strips, CD	1 per class
Flip Crayons™, Pencils, Gray Block and Big Sheet Paper, Chart Tablet, Bunny, Sponge Cubes	1 per class

\*For individual purchase recommendations, go to [www.hwtears.com](http://www.hwtears.com).

# Handwriting Without Tears®

Need help deciding?  
See Purchase Recommendations

## 2007 Order Form

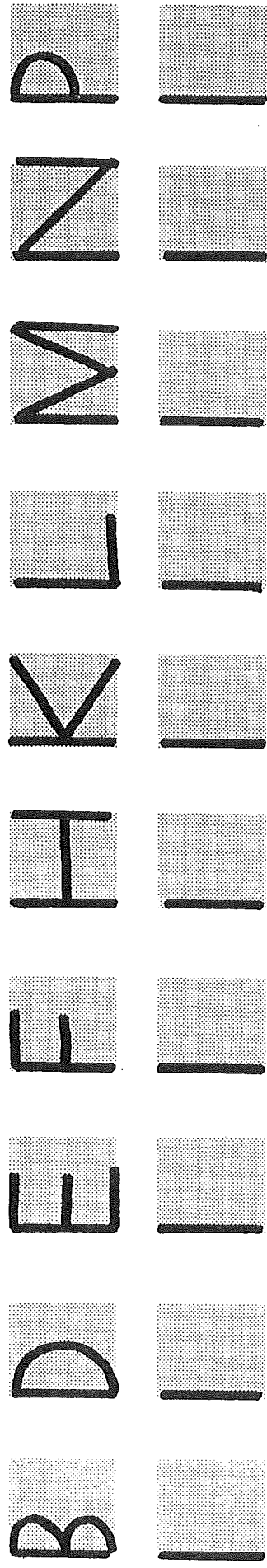
**SAVE \$\$**  
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301-263-2700 ■ Fax: 301-263-2707 ■ JanOlsen@hwtears.com ■ [www.hwtears.com](http://www.hwtears.com)

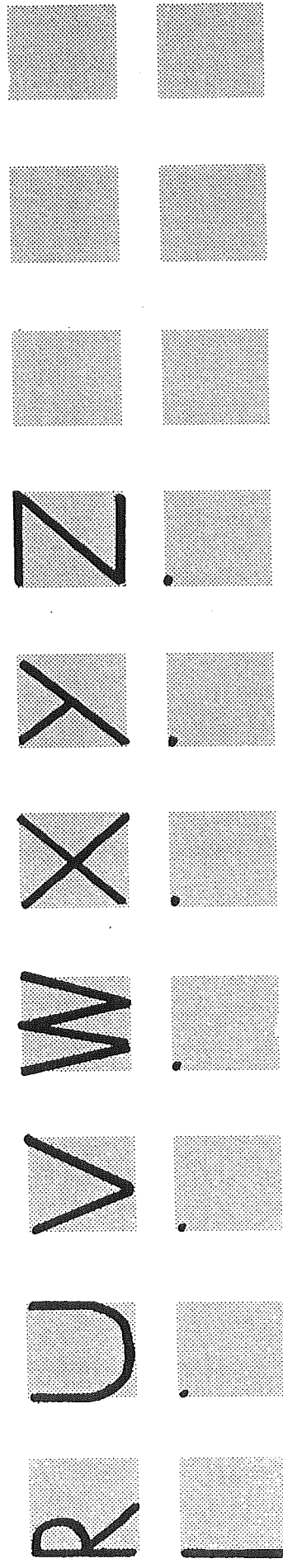
Code	Product	Grades	Price	Qty Discount Use these prices when ordering 30+ items.	Quantity	Total
<b>Pre-K and K Readiness Materials</b>						
WP	Wood Pieces Set for Capital Letters	Pre-K and K	\$27.50	*\$25.00		
MAT	Mat for Wood Pieces	Pre-K and K	\$3.25	*\$2.95		
LC	Capital Letter Cards for Wood Pieces	Pre-K and K	\$7.50	*\$6.75		
LAM	Laminated version—Capital Letter Cards for Wood Pieces	Pre-K and K	\$14.50	*\$13.50		
SING	<i>Sing Along CD Get Set for School™</i>	Pre-K	\$10.00	*\$9.25		
RAD	Roll-A-Dough Letters™	Pre-K	\$13.50	*\$12.50		
SAS	Stamp and See Screen™	Pre-K	\$10.00	*\$9.25		
FC	<b>NEW!</b> Flip Crayons™ (206 crayons)	Pre-K and K	\$16.50	*\$15.50		
<b>Wet-Dry-Try Materials</b>						
SLT	Slate Chalkboard	Gr. PreK-1	\$3.25	*\$2.95		
BB	<b>NEW!</b> Blackboard with Double Lines	Gr. K-4+	\$5.95	*\$4.95		
SC	<b>NEW!</b> Little Sponge Cubes (100 sponges)	Gr. PreK-4+	\$1.95	*\$1.75		
<b>Pre-K Books</b>						
GSS	<i>Get Set for School™</i> student workbook	Pre-K	\$5.95	*\$4.95		
PK	<i>Pre-Kindergarten Teacher's Guide</i>	Pre-K	\$5.95	*\$4.95		
<b>Kindergarten Books</b>						
LN	<i>Letters and Numbers for Me</i> student workbook	K	\$5.95	*\$4.95		
HWT	<i>Handwriting Without Tears Kindergarten Teacher's Guide</i>	K	\$5.95	*\$4.95		
<b>Printing Books</b>						
MPB	<i>My Printing Book</i> student workbook	Gr. 1	\$5.95	*\$4.95		
PP	<i>Printing Power</i> student workbook	Gr. 2	\$5.95	*\$4.95		
DP	<b>NEW!</b> <i>Can-Do Print</i> student workbook	Gr. 5+	\$5.95	*\$4.95		
PTG	<i>Printing Teacher's Guide</i>	Gr. 1-2	\$5.95	*\$4.95		
<b>Cursive Books</b>						
CH	<i>Cursive Handwriting</i> student workbook	Gr. 3	\$5.95	*\$4.95		
CS	<i>Cursive Success</i> student workbook	Gr. 4	\$5.95	*\$4.95		
DC	<i>Can-Do Cursive</i> student workbook	Gr. 5+	\$5.95	*\$4.95		
CTG	<i>Cursive Teacher's Guide</i>	Gr. 3-4	\$5.95	*\$4.95		
<b>Wall Cards and Desk Strips</b>						
PKWC	Pre-K Wall Cards	Pre-K	\$7.50	*\$6.75		
NP	Name Plates (30 plates)	Pre-K and K	\$5.95	*\$4.95		
PDC	Print Wall Cards	Gr. K-2	\$5.95	*\$4.95		
PAS	Print Alphabet Desk Strips (4 strips per sheet)	Gr. K-2	\$1.00	*\$0.90		
CDC	Cursive Wall Cards	Gr. 3-5	\$5.95	*\$4.95		
CAS	Cursive Alphabet Desk Strips (4 strips per sheet)	Gr. 3-5	\$1.00	*\$0.90		
<b>Writing Journals</b>						
DAW	<i>Draw and Write Notebook</i> (48 pages)	Gr. K-1	\$2.75	*\$2.25		
WN	<i>Writing Notebook</i> (48 pages)	Gr. 2-3	\$2.75	*\$2.25		
JNL	<i>My Journal</i> (48 pages)	Gr. 4+	\$2.75	*\$2.25		



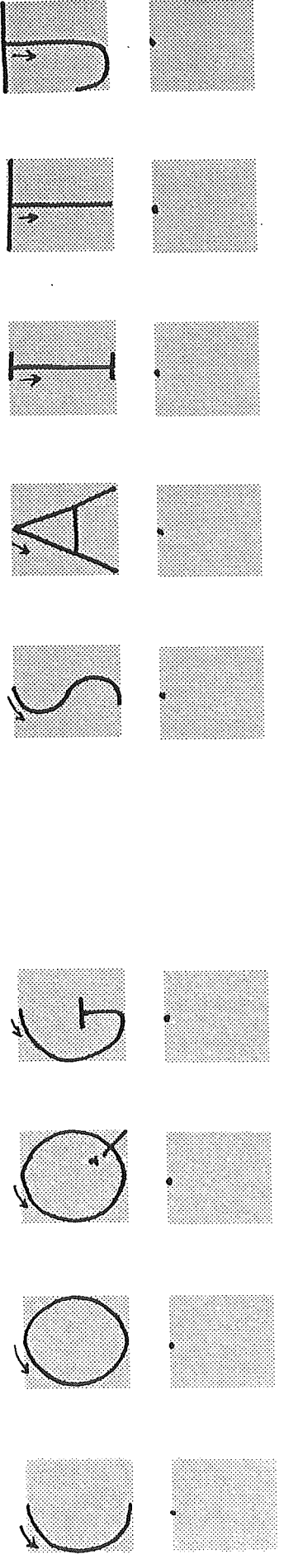
# CAPITAL LETTERS

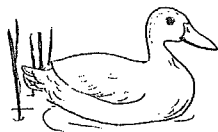


All CAPITALS begin at the top; in the starting corner or center. This chart groups the capitals by their starting place. Notice the letters which begin with a "big line" down from the starting corner. After U, all are "starting corner" letters.

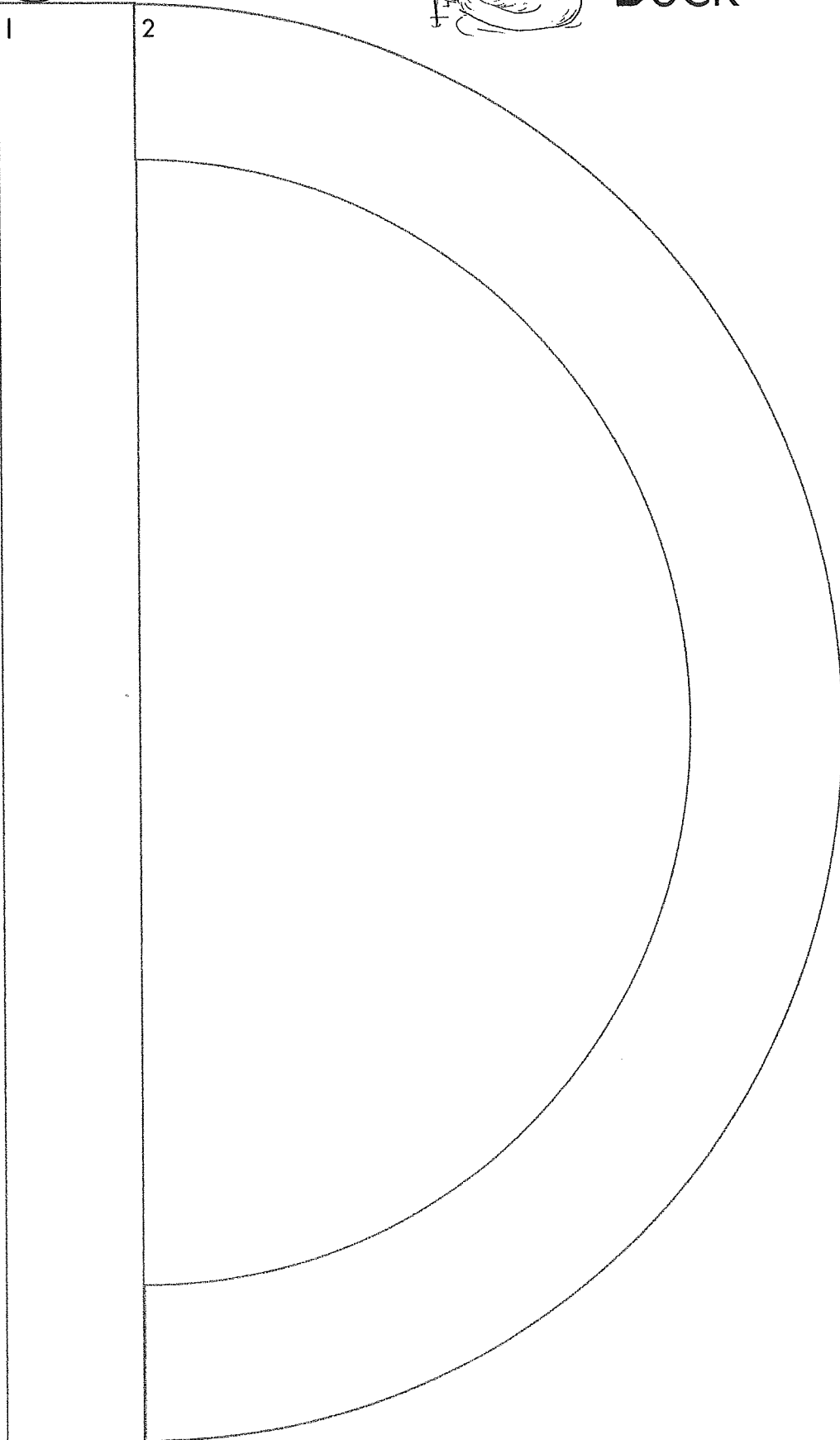


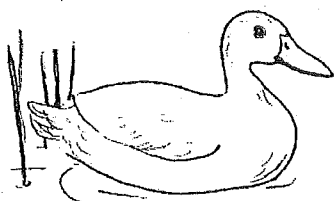
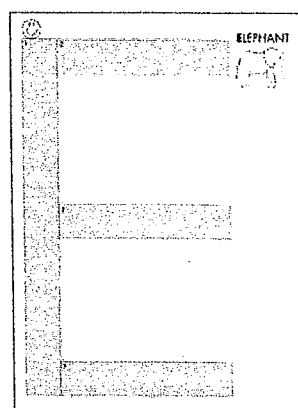
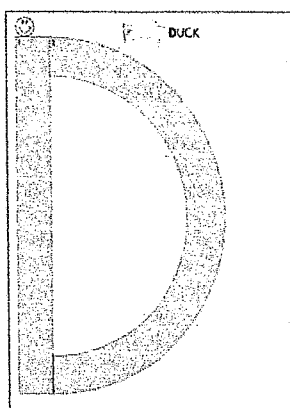
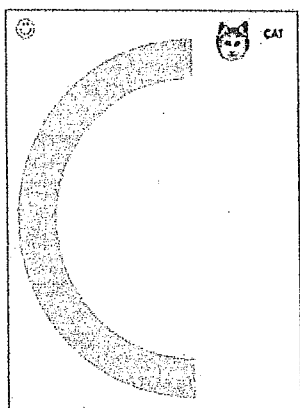
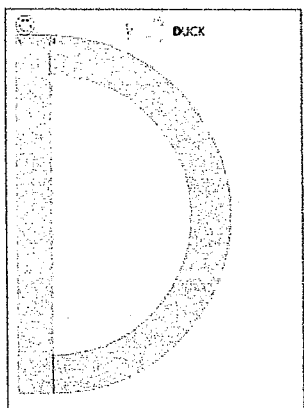
These letters are the "center starters."



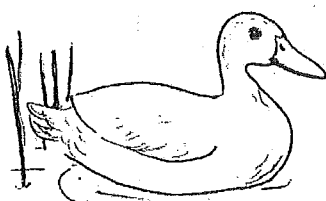


**DUCK**





DUCK



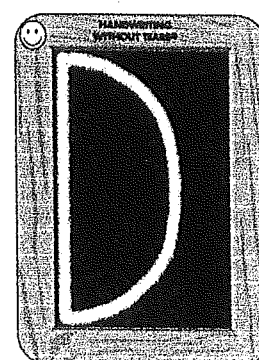
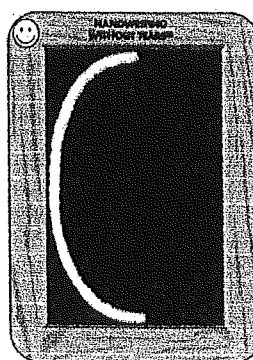
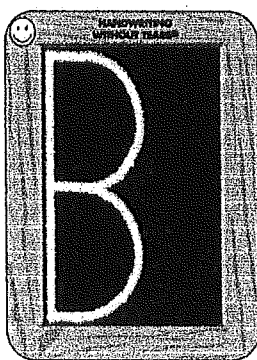
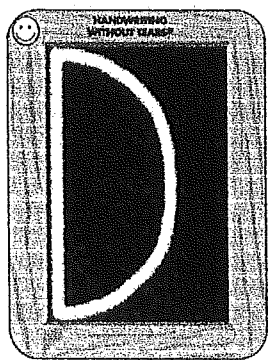
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DIAMOND



DOG



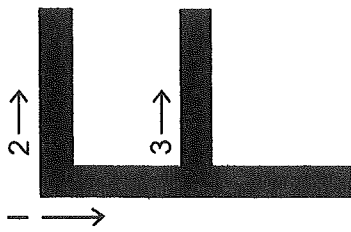
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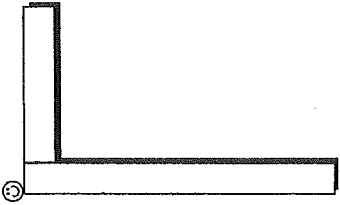
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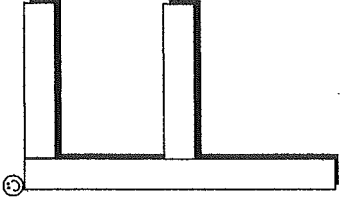




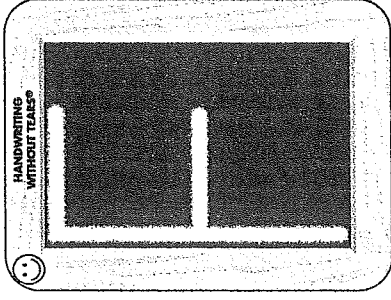
BIG LINE



+ LITTLE LINE



+ LITTLE LINE



F

F

F

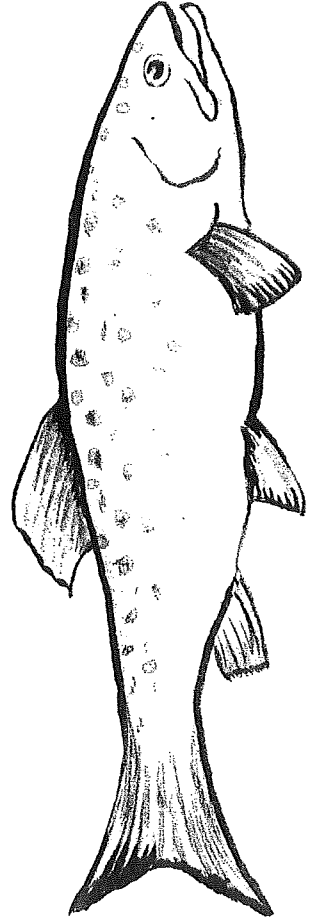
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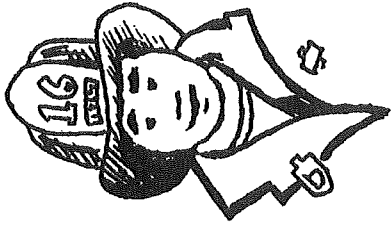
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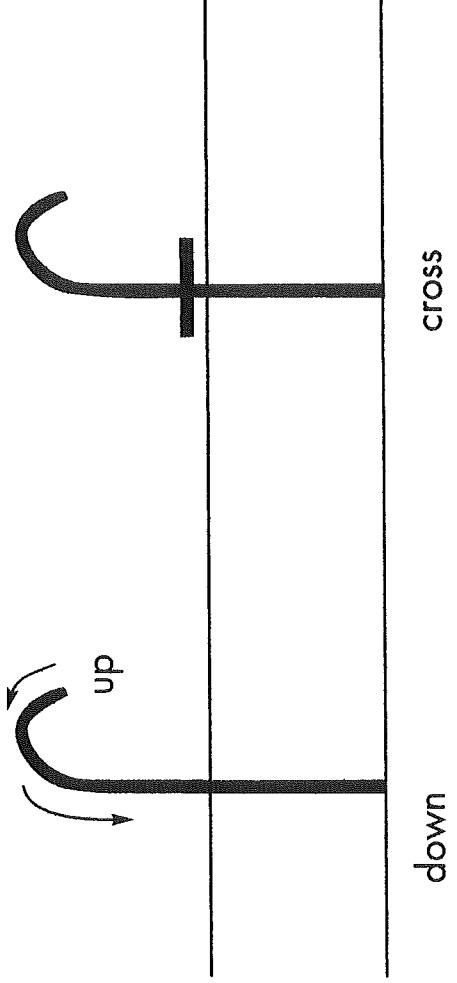
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FISH

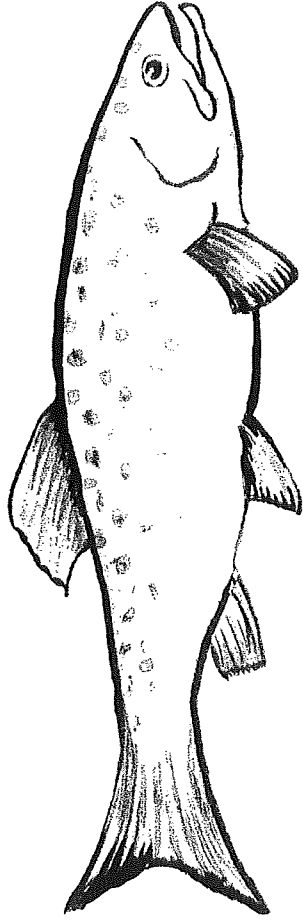


At first, curve up.  
Then go straight down.

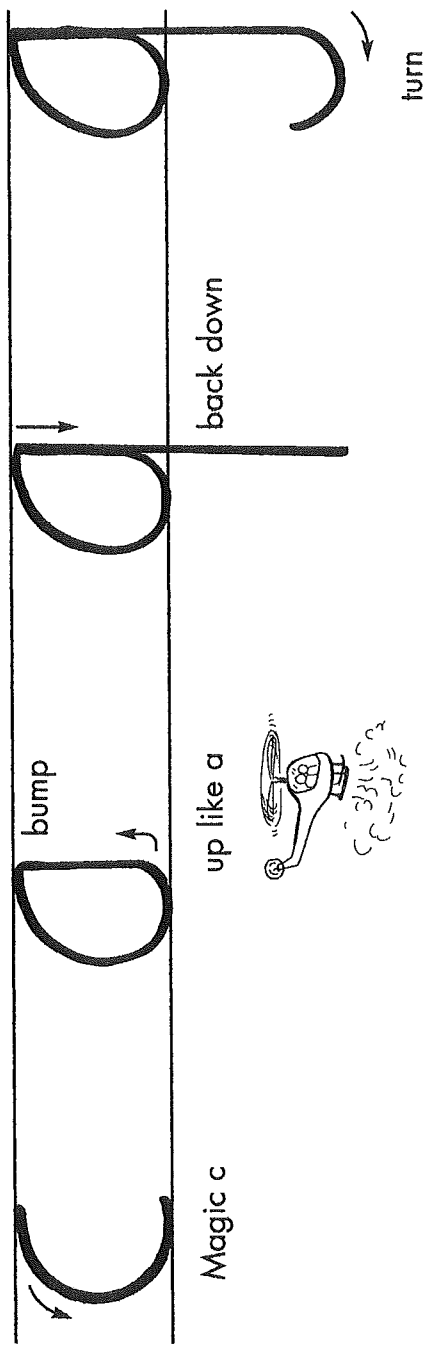
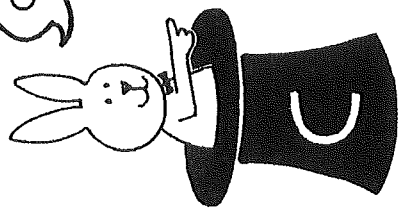


F f . f f . f f . f f .

F is for fish.



Golly Gee! I turned c into g.



Copy each letter or word one time beside the model.

G g G g

dog dog

wag wag

## Sentences

Start each sentence with a capital letter. Remember to put a period at the end.

Copy the sentences. Write under each word.

Coco was sad.



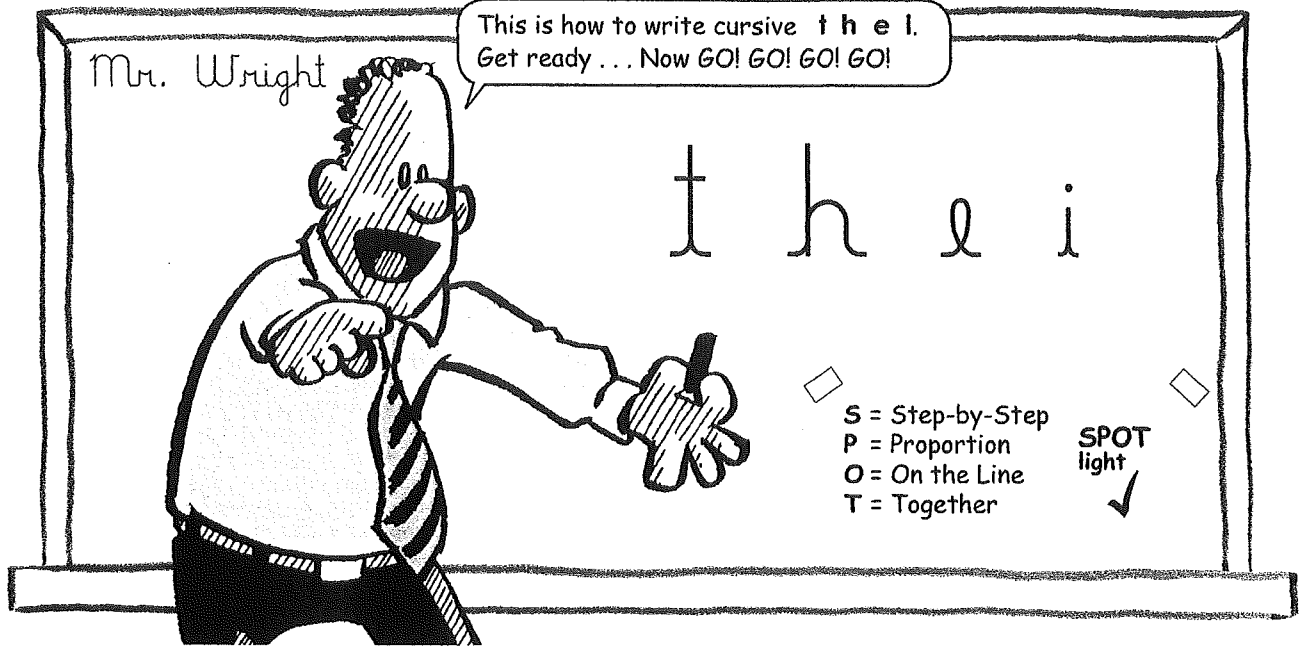
I saw a cow.



Dad saw two goats.



# CURSIVE - Fast and Neat



Trace the steps.

t

↑ travel, up

↓ down travel away

→ cross

Write the letter.

Write it again.

SPOT light ✓

h

↑ travel, up

↓ down

→ up over down + away

l

↑ travel, up

← turn

↓ down travel away

i

↑ travel, up

↓ down travel away

dot

# PRONOUNS - POSSESSIVE CASE

**my, your, his, her  
our, your, their**

Possessive pronouns show ownership.  
They take the place of possessive nouns.

Patrick's car  
**his** car

Meagan's car  
**her** car

the car's trunk  
**its** trunk

Mike and Greg's mom  
**their** mom

Give these possessive pronouns something to own. Choose from the list below or make up your own.

shoes   bike   party   friends   shirt   pizza   soda   money   present

my \_\_\_\_\_ your \_\_\_\_\_ his \_\_\_\_\_ her \_\_\_\_\_  
its \_\_\_\_\_ our \_\_\_\_\_ your \_\_\_\_\_ their \_\_\_\_\_

These possessive pronouns also show ownership. Fill in the blanks. Choose pronouns from the list below.

mine   yours   his   hers   ours   theirs

This bus is \_\_\_\_\_, but that bus is \_\_\_\_\_.  
This book is \_\_\_\_\_, but that book is \_\_\_\_\_.  
This pizza is \_\_\_\_\_, but the calzone is \_\_\_\_\_.  
This bike is \_\_\_\_\_, but that bike is \_\_\_\_\_.

## Three Little Kittens

Do you remember "Three Little Kittens"? Not only did they lose their mittens; they also lost their pronouns. Help Mother Goose get this rhyme right!

Fill in the missing pronouns. Choose pronouns from the list below.

we   you   they   our   your   their

Three little kittens, \_\_\_\_\_ lost their mittens,  
And \_\_\_\_\_ began to cry, Oh, Mother Dear, \_\_\_\_\_ sadly fear,  
\_\_\_\_\_ mittens \_\_\_\_\_ have lost. What! Lost \_\_\_\_\_ mittens!  
\_\_\_\_\_ naughty kittens! Then \_\_\_\_\_ shall have no pie.

**The FINE Print** Choosing the right pronouns is easy as pie if you know the job it does in the sentence. (**Whose** is also a possessive case pronoun.)

SPOT  
light

✓ his hers

Step-by-Step Proportion On the line Together



## **The Sensible Pencil**

Publisher: ATC Learning

Copyright: 2003

Price: \$74.95

Contact: (800) 633-8623

Subject: Handwriting

Ages: All ages

Website: [www.atclearning.com](http://www.atclearning.com)

### **Learning Objectives:**

To learn to write upper and lower case manuscript letters and numbers in a carefully structured and sequenced manner.

### **Program Description:**

The Sensible Pencil is an ungraded, individualized, direct instruction program for teaching upper and lower case manuscript letters and numbers. The 200 exercises provide step-by-step readiness activities that are the foundation of all handwriting skills. Careful consideration is given to visual clues, prompts, and letter size. Letters are clustered and presented on the basis of difficulty and similarity in formation. All worksheets move the writer forward at an attainable pace and encourage success and independence. New tasks are gradually introduced while mastered tasks are continuously reviewed to ensure maintenance of skills.

See the attached samples.

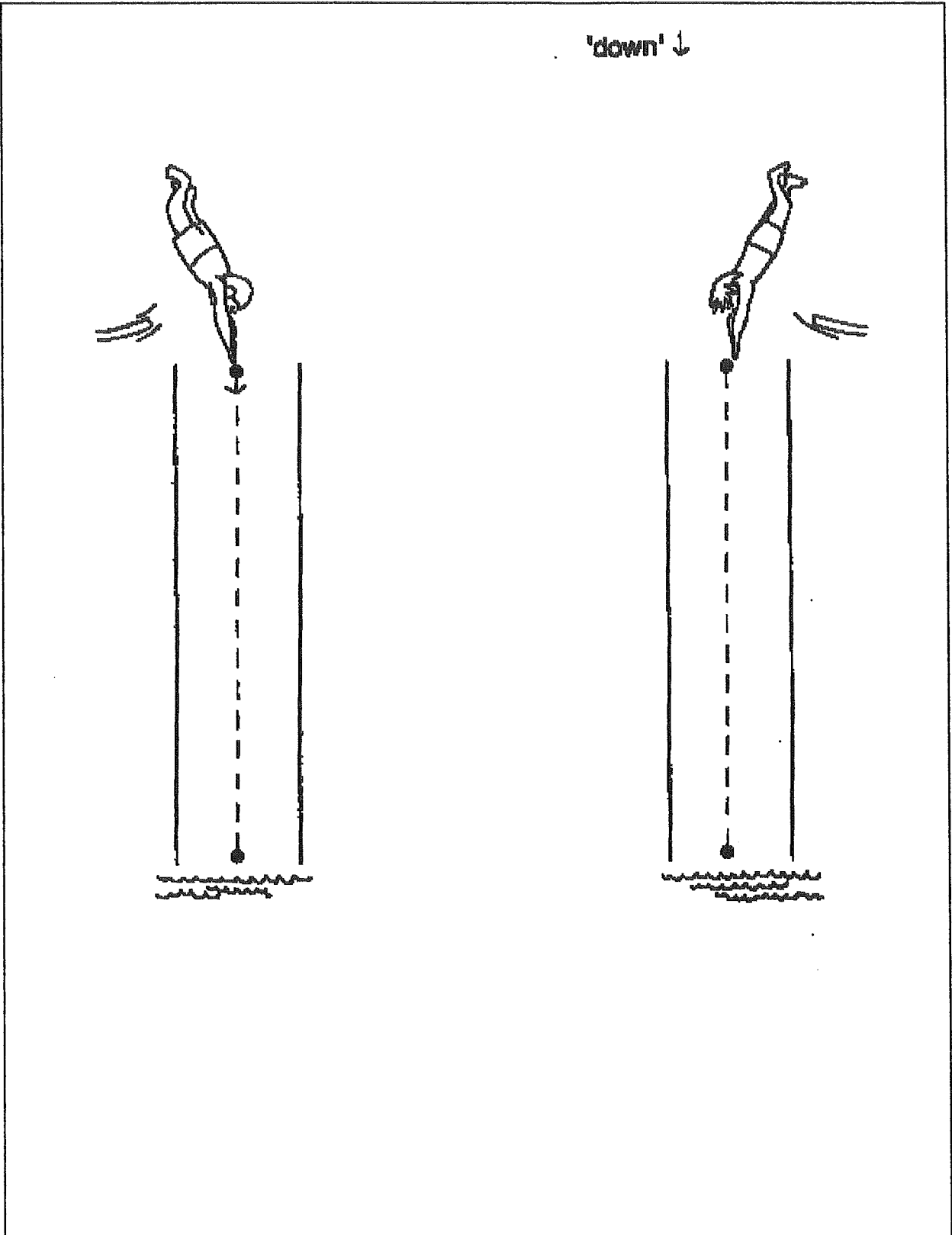
### **Target Population:**

Young children and all students with special needs, especially children with Down Syndrome and autism have been shown to benefit from this program.

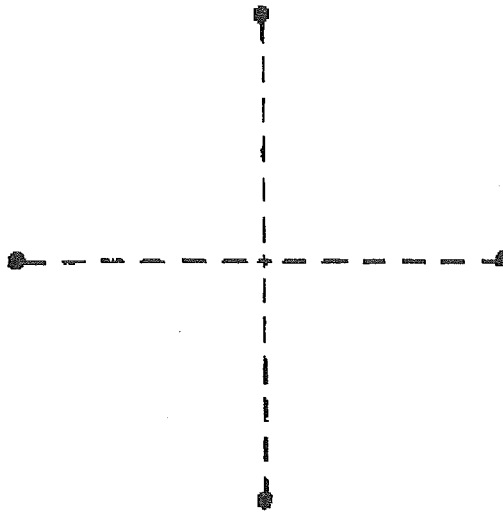
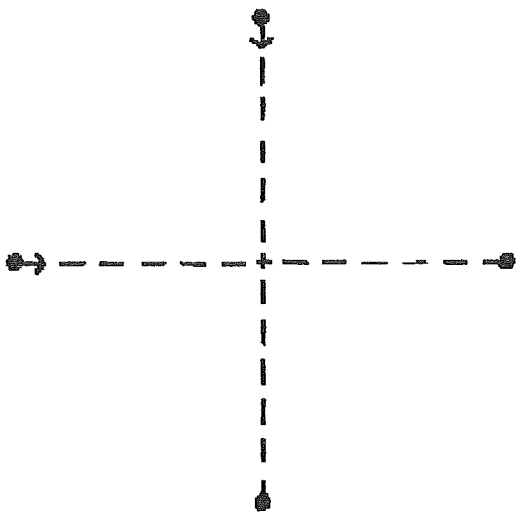
### **Discussion:**

- This program provides a developmental approach to teaching handwriting and provides a comprehensive overview of handwriting needs in general.
- Pre- and post- assessments, a complete set of worksheets, and individual record keeping forms are included.
- The Sensible Pencil can be used in a one-on-one or small group setting.
- The Sensible Pencil CD, in PDF format is now available.

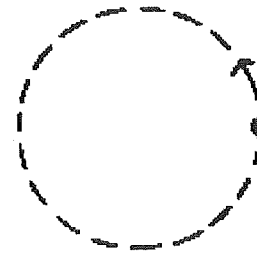
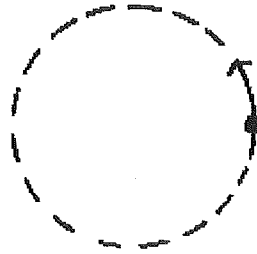
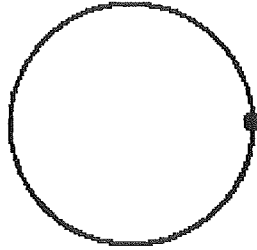




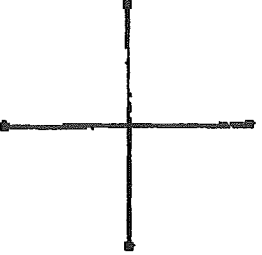
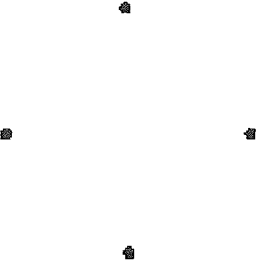
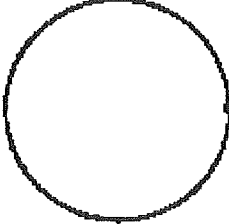



'down-lift-over' ↕

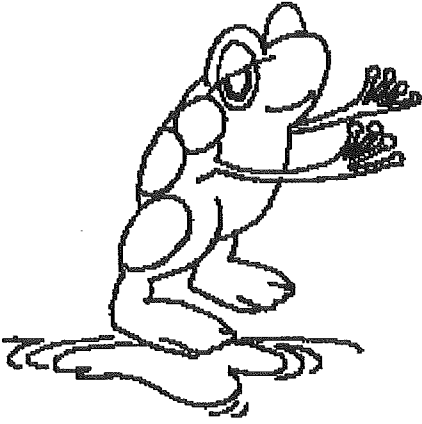


'around' 

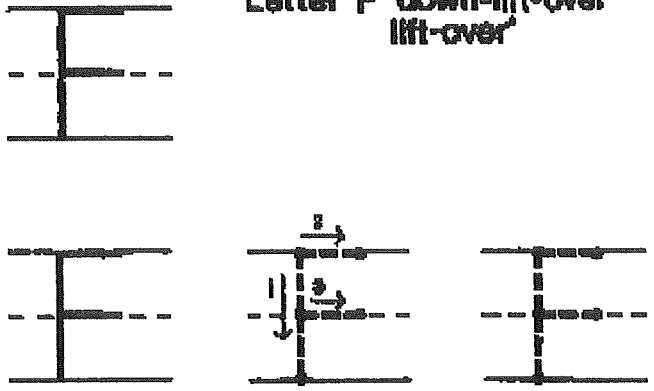
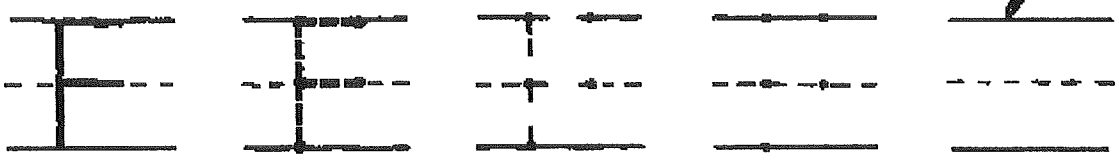

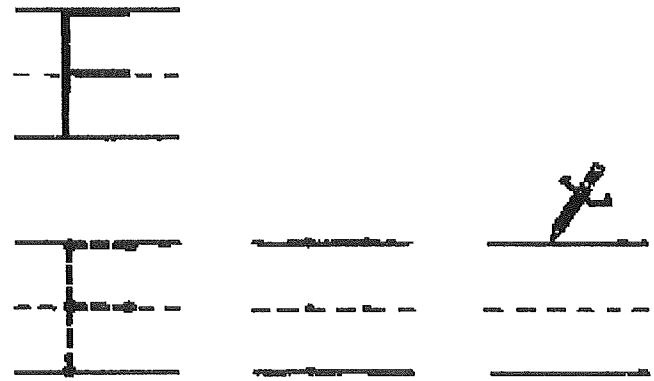



mastery test 2

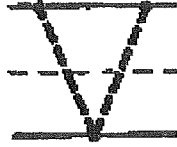
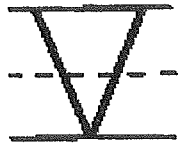
		
		
		



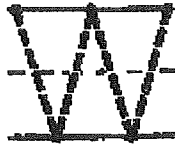
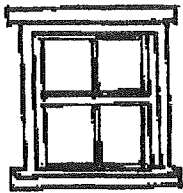
Letter F 'down-lift-over  
lift-over'

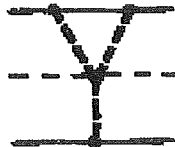
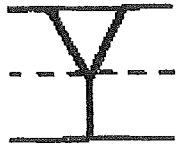
Review V W Y N



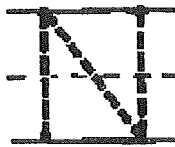
dictation



dictation



dictation



dictation

**READING**

*Much of the information  
on reading curriculum in this manual  
was gathered from the  
Florida Center for Reading Research*

[www.fcrr.org](http://www.fcrr.org)



## **Accelerated Literacy Learning (A.L.L.)**

Created by Richardson & Allington at the University of South  
Florida

Subject: Reading and Writing

Ages: Grade 1

Contact: Broward County Schools Reading Department  
(754) 321-1853

Website: [http://cis.pasco.k12.fl.us/contentareas/all\\_prog.html](http://cis.pasco.k12.fl.us/contentareas/all_prog.html)  
[www.fcrr.org](http://www.fcrr.org)

### **Learning Objectives:**

- To help first grade students accelerate to a level of average or above
- To support and improve student's self-esteem by providing successful reading and writing experiences
- To decrease the number of first grade referrals to Special Education classes
- To reduce the number of potential high school dropouts

### **Program Description:**

Accelerated Literacy Learning, based on Reading Recovery, focuses its intervention on acceleration, rather than remediation. Instruction in phonemic awareness, phonics, writing, fluency, and comprehension is delivered in daily 30 minute lessons. Many strategies and materials are used, including alphabet strips, alphabet boxes, Elkonin boxes, a magnetic board with letters, and leveled books (from a variety of publishers).

Lessons are highly structured, explicit, and provide many opportunities for fluency development. A typical lesson would include the following:

- The first segment of each day's lesson is dedicated to the reading of familiar books and the previous day's new book. A Running Record of two students is taken during this time and the third student will have his Running Record taken the following day. The new book is read 3 times, with a minimum of two readings.
- The writing segment of the lesson focuses on phonemic awareness, phonics, and sentence writing. Activities with Elkonin boxes and counters are used to develop phonemic awareness. The magnetic board is used to work with word families. Targeted words are chosen by the teacher based on the student's individual needs, using results from the Running Record from the day before.
- Using a sentence usually taken from a story they are reading, sentence

strips are used to practice the correct sequence of the words.

- Vocabulary instruction takes place throughout the lesson.
- A tactile approach is used to teach sight words. Students use manipulatives to spell words and to play games with words.
- Comprehension is an important component throughout the lesson. Questioning, story prediction, and story retell are strategies used to increase comprehension.

### **Target Population:**

This program was created for first grade students who perform in the lowest 20<sup>th</sup> percentile in their class in Reading and Writing. As well, students who are in special education classes can benefit from A.L.L.

### **Discussion:**

- A.L.L. incorporates research-based reading practices – instruction including lessons in phonemic awareness, phonics, writing, fluency, and comprehension.
- This program was originally designed for one-on-one instruction in a pull-out setting with a reading specialist. Recently, however, A.L.L. has adapted its program to include small group (3 students) instruction in the regular classroom with the students' teacher.
- A.L.L. is delivered by highly trained teachers who participate in an intensive year-long training.

## **Corrective Reading**

Publisher: The McGraw-Hill Companies

Copyright: 2003

Subject: Reading

Price: See attached price list

Ages: Grades 3-12

Contact: (888) 772-4543

Website: [www.sraonline.com](http://www.sraonline.com)

### **Learning Objectives:**

To improve reading skills.

### **Program Description:**

Corrective Reading incorporates the best practices in reading remediation by including explicit and systematic instruction in phonemic awareness, phonics, basic fluency, vocabulary, and comprehension. This flexible and comprehensive program, allows students to work in a decoding strand, a comprehension strand, or both. Lesson format and delivery follows a repetitive style.

The *decoding strand* is appropriate for students who do not read words accurately and whose oral reading is disfluent. The decoding strand incorporates instruction in phonemic awareness, fluency, and vocabulary, progressing from teaching letter sounds and blending skills to reading expository passages typically seen in textbooks. Lessons in this strand incorporate word-attack skills practice, group reading, individual reading checkouts, and workbook exercises.

The *comprehension strand* is appropriate for students who need to develop vocabulary, background knowledge, and reasoning skills that make up the foundation for comprehension. This strand helps develop higher-order thinking and reasoning strategies used by successful readers – applying background knowledge, making inferences, and analyzing evidence. Lessons in this strand include thinking operations, workbook exercises, information gathering, and oral group work.

Corrective Reading lessons incorporate information from science, social studies, and other content areas to build general knowledge and to develop study skills. The program includes sequenced lessons, fast-paced, teacher-directed instruction, on-going assessment, and built-in reinforcement. The program is based on cumulative skill development so that the difficulty of the material increases gradually, always building on prior material.

See the attached samples.

**Target Population:**

This program was designed for students who read below grade level, who misidentify, reverse, or omit words, who have little recall and limited attention span, who do not read with fluency, and who read with limited comprehension. This program is also appropriate for students who are in special education classrooms.

**Discussion:**

- Lessons for each of the Corrective Reading Programs (Decoding and Comprehension) require 45-50 minutes to implement. Lessons should be taught 4-5 times per week.
- Lessons are designed to be delivered in a small group setting (4-5 students) or in a whole classroom setting.
- Consultants provide support and training throughout the school year, in person, via e-mail, and via telephone.
- Ancillary materials are available for FCAT practice.
- Teacher materials include correlations between daily lesson goals and Sunshine State Standards/Benchmarks.
- A video is available for teachers, modeling lessons and true classroom situations.

**Part 1**

Follow the directions.

1. Draw a horizontal line in the box.
2. Place a **b** under the left end of the line.
3. Write a **g** above the right end of the line.

**Part 2**

Read the sentence and answer the questions.

If he goes fishing, he will catch four fish.

1. What will happen if he goes fishing?

\_\_\_\_\_

2. How many fish will he catch?

\_\_\_\_\_

3. Who will get four fish?

\_\_\_\_\_

4. What will he catch if he goes fishing?

\_\_\_\_\_

**☆ Part 3**

Cross out the word that does not belong. The first one is done for you.

1. blue      white      red      ~~dog~~
2. milk      water      mud      juice
3. paper      book      frog      pencil
4. cat      run      jump      play
5. sad      angry      happy      cookie
6. Susie      Terry      Jim      elephant
7. dinner      breakfast      candle      lunch
8. game      doll      cry      ball

**Following directions, making inferences, classifying**

**Directions:** If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.

**Part 4**

Circle the part of the sentence that names.

1. David pushed a cart.

\_\_\_\_\_

2. Three tall girls skipped rope.

\_\_\_\_\_

3. Mom fixed the lawnmower.

\_\_\_\_\_

4. That cat climbs quickly.

\_\_\_\_\_

**Part 5**

Read the underlined word and the definitions.

Fill in the circle next to the correct definition.

1. obtain       cover       get

2. protect       guard       teach

3. examine       measure       look at

4. select       choose       chew

**Conventions of grammar/definitions**

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.

**☆ Part 1**

Write each set of words in ABC order.

soap dream east

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

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

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

trip week road

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

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

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

**Part 2**

Write a word that comes from **examine** in each blank.

1. A doctor will \_\_\_\_\_ my throat.
2. That dentist had \_\_\_\_\_ Tim's teeth.
3. Six policemen are \_\_\_\_\_ that old building.
4. This scientist wants to \_\_\_\_\_ Barbara's rock.
5. A baker will \_\_\_\_\_ this cake.

**Part 3**

Underline the part that names and circle the verb in each sentence.

1. Jake walked all day.
2. Her dad drove a new car.
3. Her dad was driving a new car.
4. Her dad was washing the car.
5. That girl painted a fence.
6. My mother was baking in the kitchen.
7. Robert went to the kitchen.
8. The dog slid across the floor.

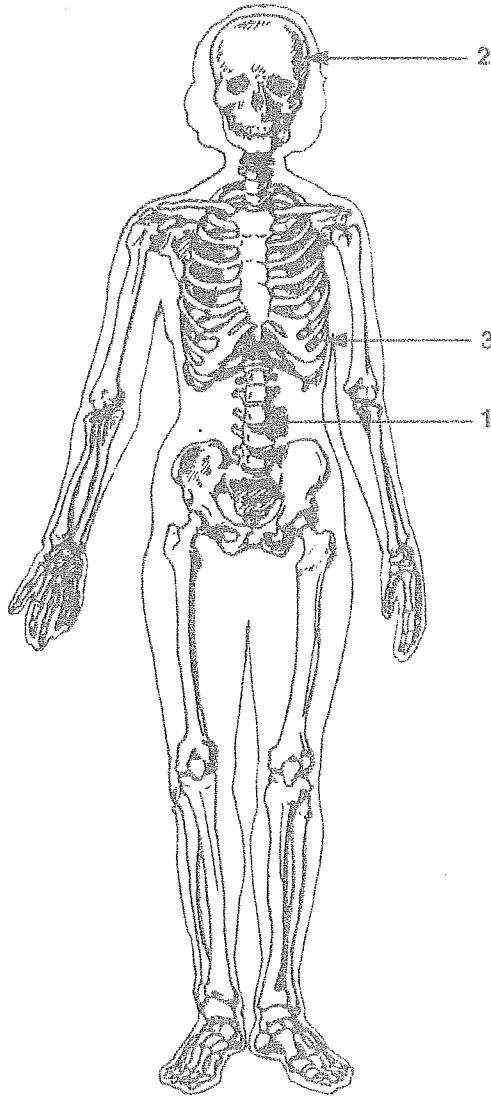
Alphabetical order, inflectional suffixes, conventions of grammar

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.

**Part 4**

Write ribs, skull, or spine in each blank.

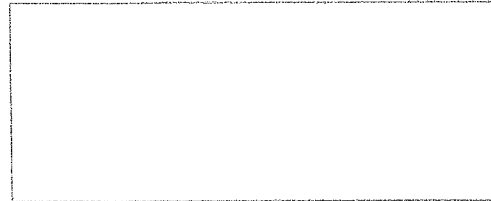
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Part 5**

Follow the directions.

1. Draw a horizontal line in the box.
2. Draw a vertical line down from the left end of the horizontal line.
3. Write a 7 on the right side of the vertical line.



**Part 6**

Read the sentence and answer the questions.

Those birds will make their nest in a tree or on a building ledge.

1. Where will they make their nest?  
\_\_\_\_\_
2. Will they make their nest in a tree and a building ledge?  
\_\_\_\_\_
3. Will they make their nest in a tree or on a building ledge?  
\_\_\_\_\_
4. What word tells whose nest the birds will make?  
\_\_\_\_\_

Graphic aids, following directions, making inferences

Directions: If necessary, read the directions for each part. When students have completed the page, present each item and the answer. Correct any errors.



Read the story "Grandma's New House." Then answer Numbers 1 through 3.

## Grandma's New House

Today was moving day for Grandma. Mom and I were helping. Some neighbors helped, too.

Grandma was in a cheerful mood. "Goodbye to the old," she said. "Hello to the new." I was surprised because she didn't seem sad.

All of Grandma's things were packed. Mom lifted the big boxes into the van. I helped with the smaller boxes. Grandma stood on the front porch. "There are lots of memories here," she said. She looked around and smiled.

"Harold and I planted our first garden here," she said.

I had my own memories too. "Olga had puppies here," I said.

Mom dusted off her hands. "I was born here," she said.

Grandma nodded. "It happened so fast," she said. "By the time the doctor arrived, you were already here."

We got into the van and pulled away from the house. Nobody spoke for a while. I thought I would cry. Then Grandma turned around.

"Have you seen my new house?" she asked. "I think you will like it." I could tell that she was ready to make new memories.



NAME \_\_\_\_\_

Date \_\_\_\_\_

1 Read this sentence from the story.

We got into the van and pulled away from the house.

What do the words *pulled away* mean in the sentence?

- A. lifted
- B. walked
- C. carried
- D. drove

2 How does Grandma feel in this story?

- A. worried
- B. happy
- C. sad
- D. proud

3 Who was born in the old house?

- A. Mom
- B. Olga
- C. Grandma
- D. Harold

Duplicate Lesson 60 and distribute it to the students. Be sure each student has a pencil. Have the students fill in the name and date lines. Read the story and the questions and have the students follow along with you. Pause between items to allow time for the students to fill in their answers.

**Say:** Follow along as I read this story. I will ask you questions about it when I have finished.

Rick put his book on the shelf. Then he walked into the kitchen.

The kitchen smelled good. Dad was fixing lunch. Mom was not home from work yet. She would be very happy that lunch was ready.

**Say:** Now you will answer some questions. Listen carefully as I read them out loud. Look at the answers for number 1. What did Rick put on the shelf? The answer choices are pen, paper, pencil, book. Fill in the space for your answer.

Move down to number 2. Where did Rick walk? The answer choices are kitchen, hall, porch, bedroom. Fill in the space for your answer.

Move down to number 3. What was Dad making? The answer choices are jam, horn, lunch, plants. Fill in the space for your answer.

It's time to stop. We have finished this page. Let's go over the answers together.

**Review the answers with the students.**

**The correct answers are: 1 D, 2 A, 3 C.**

NAME \_\_\_\_\_

Date \_\_\_\_\_

Rick put his book on the shelf. Then he walked into the kitchen.

The kitchen smelled good. Dad was fixing lunch. Mom was not home from work yet. She would be very happy that lunch was ready.

1

pen

(A)

paper

(B)

pencil

(C)

book

(D)

2

kitchen

(A)

hall

(B)

porch

(C)

bedroom

(D)

3

jam

(A)

horn

(B)

lunch

(C)

plants

(D)

## **Early Reading Intervention**

Publisher: Scott Foresman

Copyright: 2004

Price: \$1200.00

Contact: (800) 552-2259

Subject: Reading

Ages: Grades K-1

Website: [www.scottforesman.com](http://www.scottforesman.com)

### **Learning Objectives:**

To learn strategies to improve reading skills.

### **Program Description:**

Early Reading Intervention provides intervention to improve reading skills to students who are identified as being at-risk. The program includes a placement test, progress monitoring tools, and exit tests. With this tool, educators are able to use evaluation information to design effective instruction in order to meet students' needs. Each lesson includes 7 activities, with each activity designed to take 3-5 minutes to complete. Activities are delivered in a game-like fashion, making learning fun and motivating. The first 15 minutes of each lesson focus on phonological awareness and alphabetic understanding. The next 15 minutes focus on writing and spelling. Review is cumulatively built into the program providing students with plenty of practice of previously learned material.

See the attached lesson sample.

### **Target Population:**

This program benefits Kindergarten and first grade students who fall into the bottom 25% of a formal screening reading assessment.

### **Discussion:**

- Intervention requires 30 minutes a day.
- Lessons are delivered in a small group setting (2-5 students).
- The instructional design of this program is based on the current research of teaching beginning reading.

# Part 2: Lesson 67

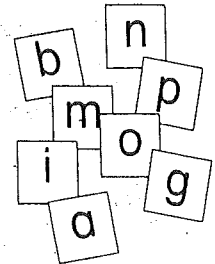
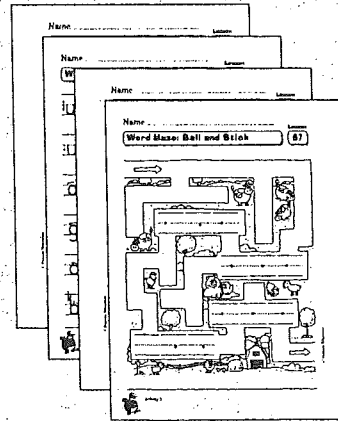
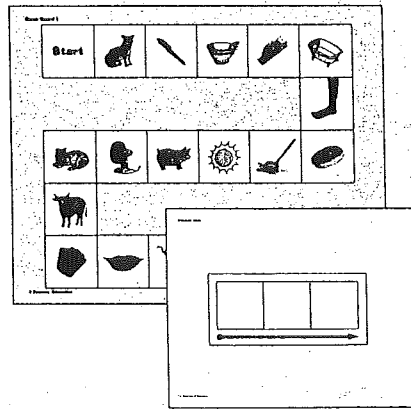
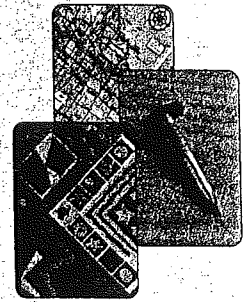
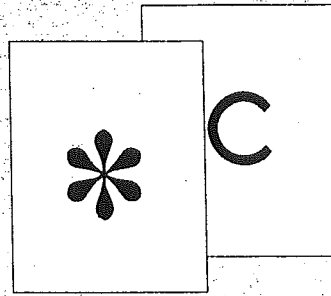
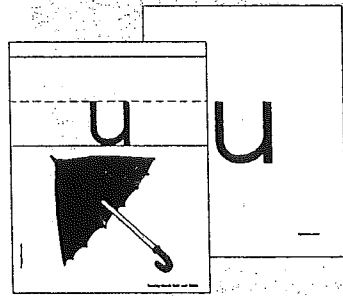
## Part 2: Segmenting, Blending, and Integrating

Children are introduced to five new phonemes. Children continue to identify phonemes in initial and final position. Children segment sounds in words, starting with initial sounds, moving to final sounds, and finally segmenting all sounds in sequence. Children then combine oral segmenting and blending.

### Lesson 67 Objective

Children are introduced to the skill of sequential segmentation.

### Lesson 67 Materials





**New Sound** /u/  
**Review Sounds** /p/, /k/, /l/, /a/, /b/, /i/, /n/, /g/  
**Key Phonologic Skills** Isolate Initial, Medial,  
 and Final Sounds; Segment Words

## Phonological Awareness and Alphabetic Understanding

Activity	Materials	Time
1. <b>Alphabetic</b> Introduce <i>u/u</i>	Alphabet Card: <i>u</i> Letter Card: <i>u</i> (one per child)	1–2 minutes
2. <b>Phonologic</b> Does It Begin with /u/?	Picture Cards: <i>up, umbrella, upside-down, game, nail</i>	4–5 minutes
<b>New</b> 3. <b>Integrated Phonologic/Alphabetic</b> Say-It-and-Move-It: Replace All Sounds with Letter Tiles	Picture Cards: <i>man, map, pin, pan</i> 3-Square Strip (one per child) Letter Tiles: <i>a, i, m, p, n</i> (one set per child)	4–5 minutes
4. <b>Alphabetic</b> Reintroduce <i>u/u</i> ; Mystery Square Game	Alphabet Card: <i>u</i> Game Cards: <i>p, c, l, a, b, i, n, g, "star"</i> small sticky notes	4–5 minutes

## Writing and Spelling

Activity	Materials	Time
5. <b>Writer's Warm-Up</b> Introduce <i>u</i>	Tracing Card: <i>u</i> Writer's Warm-Up (one per child) Student Activity Book 2, p. 81 or 82	2–3 minutes
6. <b>Integrated Phonologic/Alphabetic</b> Practice Session: Spelling	3-Square Strip Letter Tiles: <i>a, i, o, g, n, m, p, b</i>	2–3 minutes
7. <b>Phonologic/Spelling</b> Word Maze	Word Maze (one per child) Student Activity Book 2, p. 83 or 84	6–8 minutes



# Activity 1 Introduce Letter Name and Sound

Lesson

67



## Introduce u/u/

Objective: Children learn and trace u/u/.

Time: 1–2 minutes

	To Do	To Say
Introduce letter name	Hold up the <i>u</i> Alphabet Card.	<b>Model</b> The <u>name</u> of this letter is <i>u</i> . <b>Lead</b> Say the <u>name</u> with me. <b>Test</b> What is the <u>name</u> of this letter?
Introduce letter sound	Continue holding up the <i>u</i> Alphabet Card.	<b>Model</b> This is the letter for the sound /uuu/. When you say /uuu/, your mouth is open, and your tongue is down. Say /uuu/ and feel that your mouth is open and your tongue is down. <b>Lead</b> Say the sound with me: /uuu/. <b>Test</b> What is the <u>sound</u> for this letter?
Test letter name and sound	Continue holding up the <i>u</i> Alphabet Card.  Give individual turns on letter name and sound.	<b>Test</b> What is the <u>name</u> of this letter? What is the <u>sound</u> for this letter?
Model tracing <i>u</i>	Model how to trace <i>u</i> using your Alphabet Card. Distribute a <i>u</i> Letter Card to each child.	<b>Model</b> <b>Watch. I'll trace the letter <i>u</i>.</b> Ask children to trace the letter <i>u</i> on their letter cards three times. Tell them to say /uuu/ each time they trace the letter.

### Ongoing Assessment

If... children make an error, then... tell them the name or sound, have them repeat the name or sound, and return to the letter a second time.

### Ongoing Assessment

If... children make an error, then... put your hand over their hand and guide the tracing of the letter. Then have children try to trace the letter on their own. Repeat as necessary.



# Activity 2 Isolate Initial Sound



## Does It Begin with /u/?

Objective: Children identify initial /u/.

Time: 4–5 minutes

	To Do	To Say
Model names of pictures	Put the picture cards on the table.	Model names of the /u/ pictures and of other pictures selected for the game. <b>This is up. What is this?</b> Have children repeat. Continue with <i>umbrella</i> , <i>upside-down</i> , <i>game</i> , and <i>nail</i> . <b>Test</b> <b>What is this?</b>
Introduce the game Does It Begin with /u/?	Practice production of the target sound.	Tell children they will play a game. They need to find the pictures that begin with /u/. <b>Model</b> <b>Let's say /uuu/. When you say /uuu/, your mouth is open, and your tongue is down. Say /uuu/ and notice your mouth and your tongue. Was your mouth open and tongue down?</b>
Model the game	Model two examples. Exaggerate the first sound of each word.	<b>Model</b> <b>My turn. I'll say the name of the picture and then tell if it begins with /uuu/, up. Up begins with /uuu/. My mouth is open, and my tongue is down when I say /uuu/, up. The next picture is nail. Nail does not begin with /uuu/.</b>
Play the game to test knowledge of /u/	Test children with three other examples: <i>umbrella</i> , <i>upside-down</i> , <i>game</i> .	<b>Test</b> <b>What is this? Does umbrella begin with /uuu/?</b> Confirm correct responses and prompt sound production: <b>Yes, umbrella begins with /uuu/.</b> <b>Lead</b> <b>Let's say /uuu/. When you say /uuu/, your mouth is open, and your tongue is down. Say /uuu/ and notice your mouth and tongue. Was your mouth open and tongue down?</b>
	Give individual turns.	<p style="text-align: center;"><b>Ongoing Assessment</b></p> <p>If ... children make incorrect responses, then ... model the correct answer. Review the sound production cue. Have children repeat the correct answer. Go back to the example a second time.</p>





## Say-It-and-Move-It: Replace All Sounds with Letter Tiles

Objective: Children segment words.

Time: 4–5 minutes

**Introduce the game  
Say-It-and-Move-It**

### To Do

Gather the picture cards.

**Model the game  
Say-It-and-Move-It**

Place the *man* Picture Card below your 3-Square Strip. Place the Letter Tiles *m*, *a*, and *n* above the strip.

Model identifying the initial sound.

Model identifying the medial sound.

Model identifying the final sound.

Model Say-it-and-Move-It

### To Say

**Today we are going to spell words with Letter Tiles.**

### Model

**Watch how I do a word. This is *man*.** Touch each square as you say the sounds. Emphasize the first sound. **I'll say the sounds in *man*, /mmm/ /aaa/ /nnn/.**

Point to the first square. **The first sound in *man* is /mmm/. The letter *m* is for the sound /mmm/. I will put the letter *m* above the first square.**

Touch each square as you say the sounds. Emphasize the middle sound. **I'll say the sounds in *man* again: /mmm/ /aaa/ /nnn/. Point to the middle square. The next sound in *man* is /aaa/. The letter for /aaa/ is *a*. I will put the letter *a* above the middle square.**

Touch each square as you say the sounds. Emphasize the last sound: /mmm/ /aaa/ /nnn/. Point to the last square. **The last sound in *man* is /nnn/. The letter for /nnn/ is *n*. I will put the letter *n* above the last square.**

**Now I'm ready to say-it-and-move-it. I will say each sound in *man* and move my tiles as I say each sound: /mmm/ /aaa/ /nnn/. Move a tile to a square as you say each sound. Repeat the sounds, touching each square as you say the sounds.**



Lead the game  
Say-It-and-Move-It

- To Do**
- Give each child a 3-Square Strip and letter tiles. Display the *map* Picture Card.
  - Lead the first sound. Emphasize the first sound and point to the first square.
  - Lead the middle sound.
  - Lead the last sound.
  - Lead Say-it-and-Move-it.

**To Say**

- Lead** Let's do a word together. Everybody, what is this? Yes, *map*. Say the sounds in *map* with me and touch a square as you say each sound. Emphasize the first sound: /mmm/ /aaa/ /p/.
- Everyone, say the first sound in *map* with me, /mmm/. The letter for /mmm/ is *m*. Let's put the letter *m* above the first square.
- Let's say the sounds in *map* again. Touch a square as we say each sound. Emphasize the middle sound: /mmm/ /aaa/ /p/. Point to the middle square. Everyone, say the middle sound in *map* with me, /aaa/. The letter for /aaa/ is *a*. Let's put the letter *a* above the middle square.
- Let's say the sounds in *map* again. Touch a square as we say each sound. Emphasize the last sound: /mmm/ /aaa/ /p/. Point to the last square. Everyone, say the last sound in *map* with me, /p/. The letter for /p/ is *p*. Let's put the letter *p* above the last square.
- Lead** Now we are ready to say-it-and-move-it. We will say each sound in *map* and move our tiles as we say each sound: /mmm/ /aaa/ /p/. Together move your tiles to the squares as you all say each sound. Have children touch each square as they repeat each sound with you. Repeat the activity with *pim* and *pan*.

**Ongoing Assessment**

- |   |   |
|---|---|
| <p>If... children make an error on identifying a sound,</p>           | <p>then... point to the appropriate square and give the correct answer. Repeat each sound of the word as you touch each square.</p> |
| <p>If... children do not move letter tiles as you say each sound,</p> | <p>then... repeat the sounds and guide their hands.</p>   |



## Reintroduce u/u; Mystery Square

Objective: Children connect sound to letter: u/u/.

Time: 4–5 minutes

Reintroduce letter name

### To Do

Hold up the u Alphabet Card.

### To Say

**Model** The name of this letter is u.

**Lead** Say the name with me.

**Test** What is the name of this letter?

Reintroduce letter sound

Continue holding up the u Alphabet Card.

**Model** This is the letter for the sound /uuu/. When you say /uuu/, your mouth is open, and your tongue is down. Say /uuu/. Was your mouth open and tongue down?

**Lead** Say the sound with me: /uuu/.

**Test** What is the sound for this letter?

Test letter name and sound

Continue holding up the u Alphabet Card.

**Test** What is the name of this letter? What is the sound for this letter?

Give individual turns on letter name and sound.

### Ongoing Assessment

If... children make an error,

then... tell them the name or sound, have them repeat the name or sound, and return to the letter a second time.

Play the game Mystery Square: p, c, l, a, b, i, n, g

Gather the game cards.

Place a small sticky note on half the cards, leaving the letter on the card visible.

Mix all cards and put them face down in a 3-by-3 configuration on the table.

We are going to play the game Mystery Square. You are going to choose a card. If you can name the letter on the card, you will earn one point. If there is a sticky note on the card you choose, you can earn two points for naming the letter and its sound. If you choose the "star" card, you will earn three points and another turn. I will keep track of the points. After all cards have been turned over, play a second round of the game if time permits.

# Activity 5 Writer's Warm-Up



## Introduce u

Objective: Children trace and write u.

Time: 2–3 minutes

Review letter name and sound

### To Do

Hold up the *u* Tracing Card.

### To Say

What is the name of this letter? What is the sound for this letter?

Model tracing *u*

Continue holding up the *u* Tracing Card.  
Distribute a Writer's Warm-Up to each child.

**Model** Watch as I trace the letter *u* with my finger.

**Now you trace the first two u's on your Warm-Up sheet with your finger.**

**Watch as I trace the letter *u* again.** Have children trace the next two letters on their sheets with their pencils.

Model writing *u*

Hold up the lined side of the tracing card.

**Model** Watch as I write the letter *u*. I start at the dot.

**Test** Have children write the letter twice on their Warm-Up sheets. Remind them to write their letters carefully.

### Ongoing Assessment

If... children make an error,

then... put your hand over their hand and guide the writing of the letter. Then have children write the letter on their own. Repeat as necessary.

Test writing *u*

Model writing *u* again on the lined side of the tracing card.

**Test** Have children fold their papers and write the letter twice from memory. Then have them unfold their papers and compare the letters.

**Do your letters look the same? Circle the letter that is your best work.**

Have children trace and write each review letter one time.

**Review**  
letters

### Ongoing Assessment

If... children make an error,

then... ask them to write the letter again. If necessary, put your hand over children's hands and guide the writing of the letter. Then have children write the letter on their own. Repeat as necessary.





### Word Maze

Objective: Children spell words.

Time: 6-8 minutes

#### Introduce Word Maze

##### To Do

Distribute a Word Maze to each child.

##### To Say

I'm going to say a word and you are going to spell the word by writing the letters that go with the sounds. Let's see if we can get through the maze!

#### Model Word Maze

Model identifying the initial sound in *man*.

The first word is *man*. Listen. I will say the sounds in *man*: /mmm/ /aaa/ /nnn/; /mmm/ is the first sound in *man*. Point to the first square. I'm going to write the first letter in *man*. Write the letter in the first box. Now you write the first letter in *man*.

Model identifying the medial sound in *man*.

I'll say the sounds in *man* again and stop when I get to the next sound: /mmm/ /aaa/; /aaa/ is the next sound in *man*. Point to the middle square. I'm going to write the next letter in *man*. Now you write the next letter in *man*.

Model identifying the final sound in *man*.

I'll say the sounds in *man* again and stop when I get to the last sound: /mmm/ /aaa/ /nnn/; /nnn/ is the last sound in *man*. Point to the last square. I'm going to write the last letter in *man*. Now you write the last letter in *man*.

Confirm the spelling of *man*.

Now say each sound in *man* with me and point to your letters as we say each sound: /mmm/ /aaa/ /nnn/. Say it quickly. That's right, /mmm/ /aaa/ /nnn/ are the sounds in *man*, and *m-a-n* spells *man*.



Lesson **67** Activity 7 Connect Sound to Letter (continued)

Lead Word Maze  
to test the  
remaining words

**To Do**

Test Segmenting the word *pin*.

Test identifying the initial sound in *pin*.

Test identifying the medial sound in *pin*.

Test identifying the final sound in *pin*.

Confirm the spelling of *pin*.

**To Say**

Find the way through the maze to the next word. This word is *pin*. What word? Say the sounds in *pin*.

What is the first sound in *pin*? Point to the first square. That's right, /p/ is the first sound in *pin*. Everyone, write the first letter in *pin* in the first box.

Say the sounds in *pin* again and stop when you get to the next sound. What is the next sound in *pin*? Point to the middle square. That's right, /iii/ is the next sound in *pin*. Everyone, write the next letter in *pin* in the next box.

Say the sounds in *pin* again and stop when you get to the last sound. What is the last sound in *pin*? Point to the last square. That's right, /nnn/ is the last sound in *pin*. Everyone, write the last letter in *pin* in the last box.

Now say each sound in *pin* with me and point to your letters as we say each sound: /p/ /iii/ /nnn/. Say it quickly. That's right; /p/ /iii/ /nnn/ are the sounds in *pin* and *p-i-n* spells *pin*.

**Ongoing Assessment**

If ... children make an error,

then ... model the letter name and sound, have children repeat the letter name and sound, and have children write the correct letter.

Continue with *bag* and *pig*. After each word, have children find their way through the maze to the next word.



## **Earobics Literacy Launch**

Publisher: Cognitive Concepts

Copyright: 2000-2005

Subject: Reading/Language

Price: Clinic Version \$299.00

Home Version \$59.00

Ages: Grades 1-3 (Can also be used for subsequent grades to adults)

Contact: (888) 328-8199

Website: [www.earobics.com](http://www.earobics.com)

### **Learning Objectives:**

To build a foundation upon which students can become successful readers.

To learn literacy skills typically not found in the core curriculum.

### **Program Description:**

Earobics Literacy Launch, a research-based program, includes Earobics software that provides individualized instruction to help students transition from the spoken word to print. The program is designed to improve skills in the areas of phonological awareness, vocabulary, fluency, phonics, and comprehension, through explicit instruction. Instruction incorporates multi-media materials (including software), movement, and music to provide a multi-sensory experience. Earobics Literacy Launch recommends that students participate in three 20-minute software sessions weekly and a 25-30 minute teacher-directed session daily.

In the area of phonics, the multi-media materials promote a solid foundation of the alphabetic principle. Practice in letter naming, alphabetic sequencing, linking letters and sounds, and word analysis strategies, including decoding and spelling, is provided. Fluency is practiced using books, audiotapes, videotapes, and talking CD-ROMS. Vocabulary instruction, using Picture/Word cards, conversation starters, and language concept activities, focuses on receptive and expressive language development. Reading comprehension is taught using strategies such as story prediction, sequencing, retelling, identifying topic and main ideas, monitoring comprehension, drawing conclusions, and making connections to real-life experiences.

Instruction is delivered in small or large groups, as well as participating in engaging software games. As the student progresses, the software automatically adjusts to the skill level and pace of each student. Teachers can also customize the software to the unique needs of each student. The software provides a printed report on student progress. In addition, students begin to



develop writing skills through shared writing activities.

**Target Population:**

Research has shown that this program can benefit at-risk students, students in general and special education classes, and ESOL students. The program has two parts: Step 1 is for 1st and 2nd grade students, and Step 2 is for 2<sup>nd</sup> and 3<sup>rd</sup> grade and older students who struggle with fluency.

**Discussion:**

- This program is meant to supplement a classroom's existing reading curriculum.
- Research has shown that student reading performance is significantly improved when Earobics is integrated into the curriculum.
- Instruction can be delivered in 10 languages.
- The home version of Earobics is a "consumable" product, can only accommodate two players and guest, and does not include the professional management features.

## **Edmark Functional Word Series**

Publisher: Riverdeep, Inc.

Copyright: 2006

Price: See attached price list

Contact: (800) 825-4420

Subject: Reading

Ages: Grades K-12

Website: [www.riverdeep.net](http://www.riverdeep.net)

### **Learning Objectives:**

To learn to read a specified list of words, using a sight word approach.

### **Program Description:**

Edmark Functional Word Series is a set of four reading programs. Using the proven Edmark Reading Program multisensory technique, students can learn to recognize 400 functional words, included in four categories, that are necessary for independent living in their community.

The categories include:

- Signs Around You
- Fast Food/Restaurant Words
- Grocery Words
- Job/Work Words

The four categories of the series are broken down into two modules each, with each module teaching 50 words. A student must complete Module 1 prior to beginning Module 2. In each lesson, students learn a new sight word, practice sight recognition, reinforce that recognition, and associate the word with its meaning through illustrations. Each vocabulary word is presented in a variety of formats: all uppercase, uppercase and lowercase, and all lowercase. Each new word is then presented with excellent illustrations to ensure word comprehension. Short steps and multiple repetitions—methods that have brought success to so many students—are used throughout the program. After each set of ten words is taught, the student is given a post-test to measure retention of all the previously taught words. Reproducible worksheets reinforce generalized learning with activities such as writing, identifying, circling, matching, and using a word in context.

See the attached samples.

**Target Population:**

Skill prerequisites for using Edmark Functional Word Series are pointing, matching, and sufficient receptive language to follow teacher cues. The student does not need to be verbal to participate. Individuals who have demonstrated difficulty learning to read via the traditional phonics instruction methods can benefit from this reading program, including students with learning disabilities, autism spectrum disorders, other learning challenges, and those who learn best through visual input.

**Discussion:**

- A vinyl display mask with a wide clear window is used over the lesson page. The mask is used to control distractors by only displaying one line at a time to the student.
- Student performance is recorded in a Student Record Book, which lists lesson sequence and allows for record keeping.
- The Edmark Functional Word Series is structured to be implemented in a one-on-one teaching session.

# Edmark Functional Word Series

## Pricelist

<b>Materials</b>	<b>Price</b>
Signs Around You	\$135.00
Fast Food / Restaurant Words	\$135.00
Grocery Words	\$135.00
Job / Work Words	\$135.00
Full Series	\$500.00

# Sample Worksheet

1. NO SMOKING no smoking		
2. FIRE EXTINGUISHER fire extinguisher		
3. LEFT left		
4. EXIT exit		
5. RIGHT right		

	LAUNDRY PERSONNEL APPLY HERE SELF SERVICE
	STAIRWAY FIRE EXTINGUISHER HELP WANTED DELIVERIES ONLY APPLY HERE
	MAINTENANCE WAREHOUSE HELP WANTED RIGHT CAFETERIA
	SELF SERVICE MEN FIRE ALARM TIME CARD LEFT
	EMERGENCY EXIT EMPLOYEE LOUNGE WAREHOUSE TIME CARD APPLY HERE

1. FLAMMABLE	6. TIME CARD
2. HELP WANTED	7. FIRE ALARM
3. CAFETERIA	8. NO SMOKING
4. WORK SCHEDULE	9. EMERGENCY EXIT
5. IN CASE OF FIRE	10. USE STAIRWAYS

5	8
7	4
10	3
2	9

FLAMMABLE	FIRE EXTINGUISHER
FIRE ALARM	EMERGENCY EXIT
RIGHT	EMERGENCY EXIT

<p><b>TOOLROOM</b></p>	toolhouse
	toolroom
	toothbrush
	TOOLROOM
	TOOTHACHE
	toolroom
	tool bar
	tool bar
	poolroom
	toothache
	TOOLROOM
	tool room
	toothache
	toothpaste
	TOOTH PASTE
TOOLROOM	
toolroom	
toolroom	
TOOLROOM	

LAUNDRY	EXIT	TIME CARD
RIGHT	FIRE ALARM	PERSONNEL
APPLY HERE	STAIRWAY	MEN

1.	MEN
2.	FIRE ALARM
3.	STAIRWAY
4.	LAUNDRY
5.	RIGHT

## **Edmark Reading Program – Levels 1 & 2**

Publisher: Riverdeep, Inc.

Copyright: 2006

Price: See attached price list

Contact: (800) 825-4420

Subject: Reading

Ages: K-adult

Website: [www.riverdeep.net](http://www.riverdeep.net)

### **Learning Objectives:**

To learn to read a specified list of words, using a sight-word approach.

### **Program Description:**

The Edmark Program is a carefully sequenced, highly repetitive sight word approach that focuses on teaching beginning reading. The program consists of two levels. Level 1 teaches 150 basic sight words, including endings “s”, “ed”, and “ing”. Level 2 teaches an additional 200 words including compound words. There are 5 types of lessons used in the program:

- **Pre-reading:** These match-to-sample lessons familiarize students with the program and teach visual discrimination.
- **Word Recognition:** Students learn words plus endings by pairing the spoken words with the printed word in the lessons.
- **Direction Cards and Picture Phrase Cards:** Students learn the meaning of words by selecting Illustration Cards that correctly depict the words and phrases presented.
- **Story Book:** After the first ten words are learned, the words are introduced to students in a story format.

The program includes pre- and post- tests as one method of identifying skill mastery.

See the attached samples.

### **Target Population:**

Student prerequisite skills for using the Edmark Reading Program are pointing, matching, and sufficient receptive language to follow teacher cues. Students do not need to be verbal to participate. Individuals who have demonstrated difficulty learning to read via the traditional phonics instruction methods can benefit from this reading program, including students with learning disabilities, an autism spectrum disorder, other learning challenges, and those who have a visual learning style.

### **Discussion:**

- Student performance is recorded in a Student Record Book, which lists lesson sequence and allows for record keeping.

- The Edmark Reading Program is structured to be implemented in a one-on-one teaching session.
- Phonics instruction is not included in this program, as it emphasizes the “sight-word” approach only.
- Software is also available to use instead of the printed version.

# Edmark Reading Program

## Pricelist

Materials	Price
Level 1 – Print	\$475.00
Level 1 – Software – Home Edition (1 user)	\$210.00
Level 1 – Software – School Edition (2 users)	\$475.00
Level 1 – Software – Lab Pack (6 users)	\$1200.00
Level 1 – Software – Site License (35 users)	\$4500.00
Level 1 – Software – School Network (50 users)	\$5000.00
Level 2 – Print	\$475.00
Level 2 – Software – Home Edition (1 user)	\$210.00
Level 2 – Software – School Edition (2 users)	\$475.00
Level 2 – Software – Lab Pack (6 users)	\$1200.00
Level 2 – Software – Site License (35 users)	\$4500.00
Level 2 – Software – School Network (50 users)	\$5000.00

**\*The following Supplemental Materials are available:** Homework (Level 1), Spelling (Levels 1&2), Word Bingo (Levels 1&2), Supplemental Worksheets (Levels 1&2), Teachers Guide (Levels 1&2), Student Record Books (Levels 1&2), Story Book (Levels 1&2), Vinyl Display Masks.



## SAMPLE OF STUDENT RECORD BOOK

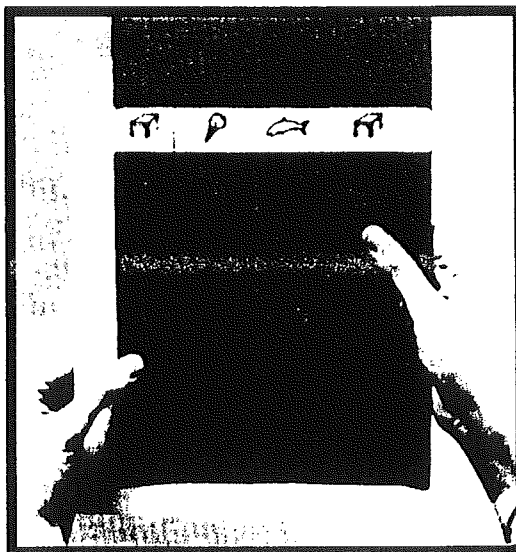
LESSON 1 Pre-Reading 1 (WR Pages 1-2)  
Frames Missed

DATE:	<u>9-3</u>	<u>1-3</u>	<u>1-8</u>	<u>1-9</u>
DATE:	_____	<u>1-15</u>	_____	_____
DATE:	_____	_____	_____	_____
DATE:	_____	_____	_____	_____

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SAMPLE LESSONS – LEVEL 1

- Pre-Reading Lesson: The student should first point to the sample an then to the illustration like it.



vinyl display mask placed over page

**Word Recognition Lesson – Student first points to the word, then reads the word**

The vinyl mask is placed over this page.

Lesson 11, Word Recognition 1			
wr11	horse	_____	_____
wr12	ft	horse	un
wr13	ros	fuvx	horse
wr14	sho	horse	rwao
wr15		horse	
wr16	horse	erh	lemz
wr17	osr	cmxe	horse
wr18		horse	
wr18a	horse	car	yellow
wr110b	a	horse	car
wr111		horse	

**Discrimination Test – Student first points to the sample, then points to the matching choice to the right.**

The vinyl mask is placed over this page.

Lesson 9, Discrimination Test					
dt-1	W	Z	v	W	x
dt-2	e	c	o	a	e
dt-3	r	r	u	n	c
dt-4	p	d	q	p	b
dt-5	m	n	u	m	r
dt-6	b	p	b	h	d
dt-7	5	5	2	3	8
dt-8	t	f	j	y	t
dt-9	v	k	x	v	w
dt-10					
dt-11	light	lucky	high	light	life
dt-12	eye	yes	eye	even	ear
dt-13	car	ran	car	cry	cat
dt-14	tree	team	reed	train	tree

What type of managements / corrections are permitted?

## **Fast ForWord**

Publisher: Scientific Learning Corporation

Copyright: 1997-2006

Subject: Reading

Price: \$1700-\$2000

Ages: Grades K-12

Contact: (888) 665-9707

Website: [www.scientificlearning.com](http://www.scientificlearning.com)

### **Learning Objectives:**

To improve fluency of auditory processing.

To develop reading readiness skills.

To improve the use of language.

To build comprehension.

To improve concentration.

To improve reading fluency.

### **Program Description:**

This supplemental and CD-ROM/internet-based program focuses on improving critical thinking, listening, and reading skills in order to improve the academic performance of students with learning difficulties. Its success has been documented in over 25 years of research.

The Florida Center for Reading Research explains that the developers of Fast ForWord propose that language impairments may be caused by slow auditory processing of rapidly successive acoustic cues in speech. They argue that if speech is acoustically modified and slowed down, students who typically have difficulty distinguishing phonemes at normal speeds may be more successful. Through such intensive, frequent exercises with gradual and progressive changes in difficulty, they maintain that the brain can be “rewired” to process speech at normal speeds – the brain can be retrained to make connections between speech and meaning. Students participate in this game-like program by sitting at a computer, wearing headphones, and using a computer mouse. As the students click on answers to activities, the program automatically makes adjustments to the speed of speech, based on student performance. The program has a built-in motivational system (points, progress indicators, lights, animations, and amusing sounds and music). Immediate corrective feedback is provided to students prior to continuing an exercise. Difficulty levels progress and adapt so that students give correct answers approximately 80% of the time. All data is uploaded by Fast ForWord headquarters via the internet. Target areas of need are then noted for further instruction.

The following Fast ForWord programs are available:

- *Reading Edge*: An assessment tool
- *Fast ForWord Basics*: A preparation for students ages 4-7 to enter into the next product
- *Fast ForWord Language*: Teaches skills necessary to build a foundation for reading, developing early reading-related language skills
- *Fast ForWord Language to Reading*: Teaches students to make the connection between spoken language and written language, teaching skills related to word-recognition and fluency, advanced decoding, vocabulary, and listening comprehension
- *Fast ForWord Reading*: Teaches decoding, spelling, and comprehension skills strategies
- *Fast ForWord Middle & High School, Fast ForWord Bookshelf, and Fast ForWord Quickstart*: Teaches beginning reading skills to older students and does not require internet use

See the attached information.

### **Target Population:**

This program can help students with difficulties in oral language skills, with learning disabilities, with pervasive developmental disabilities, are ESOL students, or who achieve levels 1 and 2 on the FCAT. Fast ForWord can help those who struggle to improve their reading, language, communication skills, and organizational skills. Students who benefit from systematic and structured teaching will make progress using this program.

### **Discussion:**

- Parents can access this program from a clinician's office or at their home supervised by a private provider for approximately one hour a day, 5 days a week, for 12 weeks. Some students require additional time to complete the program.
- Daily exercises can be completed in one or more sittings, allowing for scheduling flexibility depending on the needs of the student.
- Providers are private professionals who have completed comprehensive training. See the attached list of providers in Broward County, Florida.
- This program does not directly teach skills related to reading *print*. Rather, the program's philosophy urges that improvements in basic language processing skills will generalize to improved reading accuracy

and comprehension. Research has yet to prove this concept, although many students have found success in its foundation.

## **Fast ForWord Providers**

**Ms. Barbara L. Fischler, M.S., CCC-SLP**  
Coral Springs Speech & Language Center Inc.  
10139 NW 31st Street  
Coral Springs, FL 33065  
PHONE: (954) 753-0602  
EMAIL: [betterspeech-language@adelphia.net](mailto:betterspeech-language@adelphia.net)  
**Private Practice, Certified and Accepting  
Participants**

**Dr. Adrienne P. Sillman, Educational  
Specialist**  
Adrienne P. Sillman, Ed.D.  
3816 Hollywood Blvd., #204  
Hollywood, FL 33021  
PHONE: (954) 966-1300  
EMAIL: [ffwpooh@bellsouth.net](mailto:ffwpooh@bellsouth.net)  
**Private Practice, Certified and Accepting  
Participants**

**Sandy Tavlin Rizzo, Ph.D.**  
411 Mallard Road  
Weston, FL 33327  
PHONE: (954)217-5800  
FAX: (954)437-9150  
EMAIL: [rizzo4@bellsouth.net](mailto:rizzo4@bellsouth.net)  
**Private Practice, Certified and Accepting  
Participants**

**Broward Fluency Clinic**  
12515 Orange Drive  
Suite 809  
Davie, FL 33330  
PHONE: (954) 424-0380  
FAX: (954) 424-9971  
EMAIL: [msplitter@fluencyclinic.com](mailto:msplitter@fluencyclinic.com)  
WEBSITE: <http://www.fluencyclinic.com>  
**Private Practice, Certified and Accepting  
Participants**

**Michelle Marotta, M.S. CCC-SLP AHA**  
Holistic Therapy Solutions Inc  
5722 So Flamingo Rd #240  
Cooper City, FL 33323  
PHONE: 954-424-2205  
EMAIL: [slp4children@aol.com](mailto:slp4children@aol.com)  
WEBSITE:  
<http://www.holistictherapysolutions.com>  
**Private Practice, Certified and Accepting  
Participants**

**Sheri Stein-Blum, M.S., CCC-SLP**  
**Creative Communications of South Florida**  
ASHA Certified, Florida Licensed Speech-  
Language Pathologist  
2005 ASHA ACE Award Recipient  
Coral Springs, FL 33065  
PHONE: (954)610-4069  
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**Amy Simcox, Autism Specialist**  
Little Flowers of Hope  
10021 Pines Blvd., Ste. 201  
Pembroke Pines, FL 33024  
PHONE: (954) 443-1488  
CELL: (305) 298-9787  
EMAIL: [littleflowers@bellsouth.net](mailto:littleflowers@bellsouth.net)  
**Private Practice, Certified and Accepting  
Participants**

# What to Expect from Fast ForWord Language to Reading

Trains the brain to create a strong foundation for learning

## SKILLS TRAINED

### Word analysis

The ability to recognize the relationship between letters and sounds, understand letter patterns and recognize words, and identify and decode multi-syllabic words.

### English language conventions

Understanding the elements of the English language, including left-to-right tracking, proper word order, vocabulary, syntax, prefixes, suffixes and plurals, and subject/verb agreement.

### Organization and focus

The ability to sequence, categorize, and remember multi-step tasks, while maintaining consistent focus.

### Listening comprehension

Builds critical comprehension skills to understand meaning of a story, and creates a foundation for better speaking and reading skills.

## RESULTS IN THE CLASSROOM

### Improved reading readiness

Better prepared to recognize words and to map letters to sounds. Improved understanding and differentiation of sounds and words.

### Better understanding and use of language

Students derive meaning from what they read and hear in the classroom, creating a solid foundation for reading.

### Improved concentration

With improved focus, students are able to stay on task, be attentive and absorb and integrate information.

### More engaged students

Improved ability to follow directions and benefit from the curriculum. Students get more out of their work.

Students are prepared to listen, think, learn to read or become better readers.

Students are prepared to benefit from good instruction and curriculum, and improve their achievement levels.

# What to Expect from Fast ForWord Reading

Trains the brain to create a strong foundation for learning

## SKILLS TRAINED

### Word recognition and decoding

The ability to identify and place words into semantic categories, recognize the relationships among words, determine the parts of speech and understand word meaning.

### Phonology and spelling

Advanced knowledge of letter-sound correspondence and morphology—using words and letters (plurals, prefixes, suffixes) that change the meaning of words.

### Sentence Comprehension

Builds an understanding of the usage, grammar and structure of written language.

### Paragraph Comprehension

Builds working memory, recall and analytical skills to grasp literal and inferential meaning and cause and effect relationships in written text.

## RESULTS IN THE CLASSROOM

### Improved vocabulary and word fluency

Students can automatically categorize and understand word meanings and how various parts of language fit together, leading to fluent reading and enhanced comprehension.

### Improved word recognition and expanded vocabulary

Students develop a faster comprehension of unfamiliar text, which leads to improved reading fluency.

### Improved reading comprehension and fluency

Students quickly and confidently understand more complex language structures and thoughts.

### Improved reasoning and interpretation of text

Students become more fluent readers with better comprehension, and better prepared for expressing themselves in writing.

Students are prepared to become better readers.

Students are prepared to benefit from good instruction and improve their achievement levels.

**FastForWord**  
Reading



# Observational Survey for Parents

The Fast ForWord family of programs were developed for children with language problems, particularly children who have difficulty processing the sounds they hear. This series of questions may help to indicate whether your child has difficulty learning language and reading skills. Choose one answer for each question to indicate how often the behavior is exhibited in your child's daily life.

Your child's ability to understand what people say		Rarely	Sometimes	Frequently
1	Does your child ever misunderstand what you say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does your child request that information or instructions be repeated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does your child deny hearing the beginning or middle of long sentences or groups of sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does your child have difficulty understanding more abstract language, idioms, or homonyms (similar sounding words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does your child have difficulty understanding humor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your child's ability to express him/herself orally		Rarely	Sometimes	Frequently
1	Does your child give slow or delayed responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does your child speak with a peculiar pace (too slow, long pauses, with repetition)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does your child have difficulty reconstructing a story in appropriate order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does your child lose his/her way in sentences, or fail to finish longer sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does your child speak mostly in single sentences rather than elaborate on a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does your child have trouble rephrasing a point if he/she is not understood at first?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Does your child try to communicate a point using too few words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Does your child try to avoid typical interactions with strangers in noisy environments? (for example, ordering at the counter in a store or fast food restaurant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Does your child use few descriptive words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Does your child use imprecise words or phrases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Does your child have difficulty finding the right word (or does he/she substitute with inappropriate words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Does your child mispronounce typical word sounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 Does your child have difficulty using humor?

Your child's behavior in a group setting		Rarely	Sometimes	Frequently
1	Does your child get confused in noisy situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does your child allow other people to finish his/her sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does your child have difficulty understanding or integrating visual/body language cues with language cues? (i.e., does your child tend to misinterpret another person's mood or demeanor?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Is your child reluctant to engage in conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does your child avoid group activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Do other children often repeat things, or speak especially loudly, to your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Does your child have difficulty understanding the point or focus of a group's activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Does your child have difficulty following changing dynamics among people in a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Does your child get teased or left out because of difficulty keeping up with what peers are saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do your child's peers direct their conversations to each other, but not to your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Does your child have unexplained behavior problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Does your child have insufficient confidence, self-esteem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How your child does at school		Rarely	Sometimes	Frequently
1	Does your child have difficulty remembering questions when called on in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does your child have an attention problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does your child have difficulty with phonics (such as identifying the initial or last sound of a word, segmenting a word into syllables, or decoding new words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does your child have difficulty with reading or learning to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does your child have difficulty with spelling or learning to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does your child have difficulty speaking in front of the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Can your child give you a meaningful account of the events of the school day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## **Fast Track Reading**

Publisher: Wright Group

Copyright: 2004

Subject: Reading

Price: \$850-1600 for strand sets (components can also be purchased)

Ages: Grades 4-8

Contact: (800) 648-2970

Website: [www.wrightgroup.com](http://www.wrightgroup.com)

### **Learning Objectives:**

To accelerate reading skills to reach grade level.

### **Program Description:**

Fast Track reading is an intervention for students who are reading at least two years below grade level. Instruction is driven by initial and continuous assessment of student needs. In addition, informal assessments are built into the program to continuously monitor student progress. The program is divided into three strands – Word Work, Comprehension, and Fluency. The Word Work Strand addresses phonemic awareness, phonics, high-frequency word study, and includes structural analysis lessons organized in a sequential and systematic manner. High-interest age-appropriate topics are used to promote comprehension. Comprehension instruction focuses on previewing, discussing, and reviewing text. Each lesson focuses on practicing two major comprehension strategies. Fluency practice offers students many opportunities to engage in timed-readings and to use Fluency Cards and CDs that model the Fluency Cards. The CDs provide an audio model for the fluency cards, using proper expressions, intonation, and phrasing. Students graph the results of their reading.

All lessons are scripted and follow the strategic sequence of “demonstrate, coach, apply, assess.” The program can be implemented by the teacher in sixty minutes or up to 2 ½ hours daily. Instruction can be delivered in small or large groups. Materials include a software program, decodable books, plays based on the decodable books, phonics transparencies, teacher guides, read-aloud anthologies, and magazine anthologies.

### **Target Population:**

This program can benefit students with mild to moderate reading difficulties.

**Discussion:**

- This program is intended to supplement a school's core reading program.

## **Fox in a Box: An Adventure in Literacy**

Publisher: McGraw-Hill

Copyright: 2006

Price: \$245.00

Contact: (800) 538-9547

Subject: *Reading Assessment*

Ages: K-3

Website: [www.ctb.com](http://www.ctb.com)

### **Learning Objectives:**

To promote early success in literacy by observing, assessing, and correctly diagnosing reading difficulties.

To monitor student progress.

To match intervention strategies to learning benchmarks.

To align assessment to national and state curriculum standards.

### **Program Description:**

This program assesses concepts of print, phonemic awareness, phonics, comprehension, vocabulary, and fluency in order to provide essential diagnostic information about a student's performance. The tool is meant to be used primarily in a one-on-one setting, with some activities for small groups. A fox puppet is used to motivate students and ease student anxiety. The assessment is administered over a two to three week period. The diagnostic information gained from this assessment tool can help teachers and parents identify specific learning needs and guide further instruction. The kit comes with Intervention Strategies to help teachers and parents design instruction to meet areas of need.

See the attached samples.

### **Target Population:**

Students in K-3 who are demonstrating difficulty in the area of reading can benefit from this assessment tool. The tool has been used to identify specific learning needs for students with autism spectrum disorder as well.



## **INTERVENTION ACTIVITY**

### **Mystery Letter Rhyming/Initial Sounds**

**Strand:** Phonemic Awareness

**Benchmark:** Rhyme Generation, Initial Consonants

**Grades:** K-1

#### **Purpose:**

This activity will help children identify initial consonants and generate rhymes. Children will listen to clues to solve a "mystery letter." As they hear the initial sounds of a word change, they will realize that the ending sound of rhyming words remains constant.

#### **Materials:**

None

#### **Directions:**

Say "Today you will hear a 'mystery letter.' I'm going to say your name and then say a word that begins with a mystery letter. You will tell me what the mystery letter is. Listen carefully." Say the child's name, then rhyme the child's name with a word that begins with the mystery letter. Have the child identify the letter. Model the process by choosing a letter (b), rhyming names (Sally, Bally), and allowing the children to identify the letter you are using.

To introduce the mystery letter, greet each child by saying his or her name and a rhyming word, made by using the letter of the week (b) in place of the first letter in the child's name (Good morning, Daniel Baniel). Encourage discussion with questions such as:

- "How are the names the same?" (the ending sound)
- "How are the names different?" (the beginning sound)
- "What sound does (child's name) begin with?" (/d/)
- "What does the rest of the name sound like?" (aniel)
- "What sound does (rhyming word) begin with?" (/b/)
- "What does the rest of the rhyming word sound like?" (aniel)
- "What is the letter sound of the week?" (/b/)
- "What letter says the sound \_\_\_?" (B)
- "Name some words that rhyme with the letter \_\_\_." (B: see, tea)
- "What are some other words that begin with the \_\_\_ sound?" (/b/: boy, bat)

## **INTERVENTION ACTIVITY**

### **Mystery Letter Rhyming/Initial Sounds** (continued)

**Strand:** Phonemic Awareness

**Benchmark:** Rhyme Generation, Initial Consonants

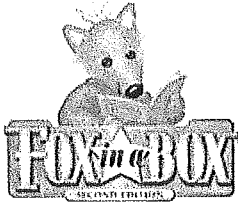
**Grades:** K-1

- "Name words that rhyme with \_\_\_\_." (boy, bat: toy, hat)
- "Find something in this room that begins with the /b/ sound." (book)
- "Name words that rhyme with \_\_\_\_." (book: took, look)

#### **Practice:**

Have the children generate their own rhymes by changing the initial sound of other names.

For Grades 1-3, use this activity as an introduction to new sounds (ch, st) found in the children's readers or spelling lessons.



## INTERVENTION ACTIVITY

### Sliding Vowels

Strand: Phonics

Benchmark: Decoding, Blending

Grades: K-1

#### Purpose:

In this activity, children combine consonants and vowels to create words. The children identify the sounds of individual letters and blend those sounds to decode words.

#### Materials:

set of alphabet cards (large enough for the children to easily see) with tape on the back of each card; chalkboard

#### Directions:

Separate the vowel cards from the rest of the cards. Choose three to five consonants that, when combined with the vowels, will form a word. Place these cards along the chalk holder of the board. Draw a slide on the chalkboard.

Ask the children to name the five vowel letters (a, e, i, o, u). Hold up each vowel card and review the short sounds. Hold up each consonant card. Ask the children to name the chosen consonants. Review the consonant sounds.

Ask "Have you ever been down a slide? Were you ever afraid to go down the slide alone?" Tell the children "The vowels are afraid to go down the slide by themselves, so the consonants are going to help them."

Demonstrate with two of the consonants you have chosen (b, g).

For example:

"The consonants 'b' and 'g' want to help the vowel 'i' go down the slide. The letter 'b' tells 'i' that they will go down the slide together. The letter 'g' will wait at the end to catch them." Tape the 'g' at the bottom of the slide, leaving room for the 'b' and 'i'.

"As 'b' and 'i' go up the steps of the slide, they chant their sound together: /bī/, /bī/, /bī/." (Walk the 'b' and 'i' up the steps.) "Say the sound with me. Now stretch out the sound as they slide down." (Slowly slide the cards down the slide.) "At the bottom, add the /g/ sound as 'g'



## **INTERVENTION ACTIVITY**

### **Sliding Vowels** (continued)

**Strand:** Phonics

**Benchmark:** Decoding, Blending

**Grades:** K-1

catches them: /bī/--/g/, /bī/--/g/." Tape the "b" and "i" in front of the "g." Have the children continue blending the sounds until they have decoded the word "big." End this activity by having the children yell out the word "BIG!"

Repeat the sequence with two new consonants and a new vowel.

#### **Practice:**

A variation of this activity is to continue by choosing two vowels to go down the slide with one consonant just at the end or at the beginning (e.g., eat, see, etc.).

## **Great Leaps**

Publisher: Diarmuid, Inc.

Copyright: 2005

Subject: Reading

Price: See the attached price list    Ages: K-Adult

Contact: (877) GRLEAPS

Website: [www.greatleaps.com](http://www.greatleaps.com)

### **Learning Objectives:**

To directly learn letter-sound correspondence and high frequency words.

To build motivation to read.

To increase reading fluency in order to improve comprehension.

### **Program Description:**

Great Leaps is comprised of three instructional components – Phonics, Sight Words, and Reading Fluency. It is meant to be a supplementary program, to be used in conjunction with a school's curriculum. Students work one-on-one with an instructor (teacher, parent, paraprofessional, volunteer) for less than ten minutes a day. During that time, the student reads three timed readings, one under each of the following categories: phonics, sight phrases, and stories. Each page presents a lesson that an average student can complete in sixty seconds. Once mastery is achieved (no more than 2 errors per page), the next goal, on the next page, can be introduced. Error correction is made immediately, followed by the modeling of the correct response. Instruction is very direct, structured, and predictable.

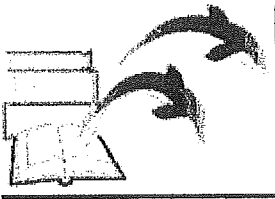
See the attached sample.

### **Target Population:**

This program targets beginning readers, at-risk readers, students with learning disabilities, and students participating in remedial instruction. It is especially useful for visual learners. This strategy combines the phonics and sight word approaches.

### **Discussion:**

- The program's materials provide progress charts so that student achievement can be recorded and analyzed for the purpose of further instructional design.
- Training videos and/or trainers are available.
- This program is simple to implement.



# Order Form

## Online Order Calculation (Step 1 of 4)

Thank you for your interest in our Reading programs. Please fill out the form below to order Great Leaps products. If you prefer, you may also send your order and a check or money order via postal mail to the Postal Mail Address listed at the top of the Contact Us page.

GREAT LEAPS




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ITEM	DESCRIPTION	QTY	COST	TOTAL
GL/K	K-2 Reading Program**	0	\$66.00	0.00
GL/2	Elementary Reading Program (Grades 3-5 instructor manual)	0	\$66.00	0.00
GP/1	Elementary Program Package (Grades 3-5 instructor manual and student edition)	0	\$110.00	0.00
GL/3	Middle School Reading Program (Grades 6-8 instructor manual)	0	\$66.00	0.00
GP/2	Middle School Program Package (Instructor manual and student edition)	0	\$110.00	0.00
GL/4	High School Reading Program (Grades 9-12 instructor manual)	0	\$66.00	0.00
GP/3	High School Reading Program Package (Instructor manual and student edition)	0	\$110.00	0.00
GL/5	Adult Reading Program (Adult instructor manual)	0	\$66.00	0.00
GP/4	Adult Reading Program Package (Instructor manual and student edition)	0	\$110.00	0.00
SS/1	Elementary Stories (Supplementary stories for young readers)	0	\$55.00	0.00
SS/2	General Stories Collection (Supplementary stories for all readers)	0	\$55.00	0.00
GLM/1	Addition/Subtraction Pkg(0-9)	0	\$66.00	0.00
GLM/2	Addition/Subtraction Pkg(10-18)	0	\$66.00	0.00
GLM/3	Multiplication/Division Facts Pkg	0	\$66.00	0.00
GLM/P	Math Package (All three math instructors manuals and workbooks)	0	\$175.00	0.00
GMW/1	Math Student Wkbk 10pk(+ to 9)	0	\$100.00	0.00
GMW/2	Math Student Wkbk 10pk(+ to 18)	0	\$100.00	0.00
GMW/3	Math Student Wkbk 10pk(* to 9)	0	\$100.00	0.00
GMW/P	Math Student Wkbk Ten packs of each math work book (30	0	\$275.00	0.00

	WORK BOOKS)			
CC/1	Reading Charts (25 sheet packs)	0	\$5.00	0.00
CC/2	Reading Charts (100 sheet packs)	0	\$15.00	0.00
TM/1	Digital Countdown Timer (batteries included)	0	\$13.75	0.00
TP/1	12 Digital Countdown Timers (batteries included)	0	\$120.00	0.00
SL/1	Summer Leaps pack For more information	0	\$15.00	0.00
SL/10	Summer Leaps 10 pack For more information	0	\$67.50	0.00
SL/100	Summer Leaps 100 pack For more information	0	\$625.00	0.00
Sub Total				0.00
6.25% Sales Tax (Florida Residents only) <input type="checkbox"/>				0.00
Postage and Handling:10% - US Orders,15% - Canadian Orders,20% - Non-US Orders				0.00
Priority Mail: additional 10% <input type="checkbox"/>				0.00
GRAND TOTAL				0.00

\*\*by Cecil D. Mercer & Kenneth U. Campbell

## Sound Awareness

### Activity 7: Comparing word sounds

Instructions: I am going to say two words. I want you to tell me whether the two words sound alike or different. For example, if I say, "bike, kite," you would say "alike."

Practice: Do these words sound alike or different: sum, hum (alike)

Practice: Do these words sound alike or different: ball, pill (different)

Tutor Says:	Correct Response	Score: (√, 0)
1. Do these words sound alike or different: brain, grain	alike	-----
2. Do these words sound alike or different: wait, rain	different	-----
3. Do these words sound alike or different: lake, play	different	-----
4. Do these words sound alike or different: pray, gray	alike	-----
5. Do these words sound alike or different: swim, dive	different	-----
6. bake, cake	alike	-----
7. red, green	different	-----
8. chair, table	different	-----
9. food, last	different	-----
10. bike, hike	alike	-----
11. money, honey	alike	-----
12. pink, sink	alike	-----
13. school, work	different	-----
14. desk, damp	different	-----
15. lunch, bunch	alike	-----

# Letter Recognition

j p P y T L M F D I N A

j	p	y	j	
p	T	j	P	
L	y	M	T	
p	M	F	L	(16)
D	I	M	N	
F	y	D	I	
A	N	F	A	
L	T	D	I	(32)
A	N	P	T	
L	M	F	D	
I	N	A	j	
y	T	L	F	(48)

# Phonics

stop beginning sounds

cvcc

best	pest	test	honk	
bust	dust	gust	ink	
hint	camp	damp	band	
hand	bent	dent	bend	(16)
pond	pomp	bunt	bump	
hunt	hung	film	tilt	
bonk	cast	past	belt	
held	kept	golf	dump	(32)
jump	gulp	pink	pill	
gasp	can't	tent	dent	
dock	tock	punk	hunk	
pick	tick	gasp	past	(48)

High-Frequency Words

Sight words

the	of	was	you	
was	the	you	of	
each	there	time	to	
there	time	to	each	(16)
are	he	that	many	
he	that	many	are	
then	people	with	be	
people	then	be	with	(32)
the	there	that	then	
you	he	was	be	
are	of	to	with	
each	many	time	people	(48)



High-Frequency Phrases

must like

must see

I must also

into their work

as little

you will see (15)

been too long

may use it

also made

she has been

when I called

be back (31)

she made them

we did well

find out

down or up

if I find

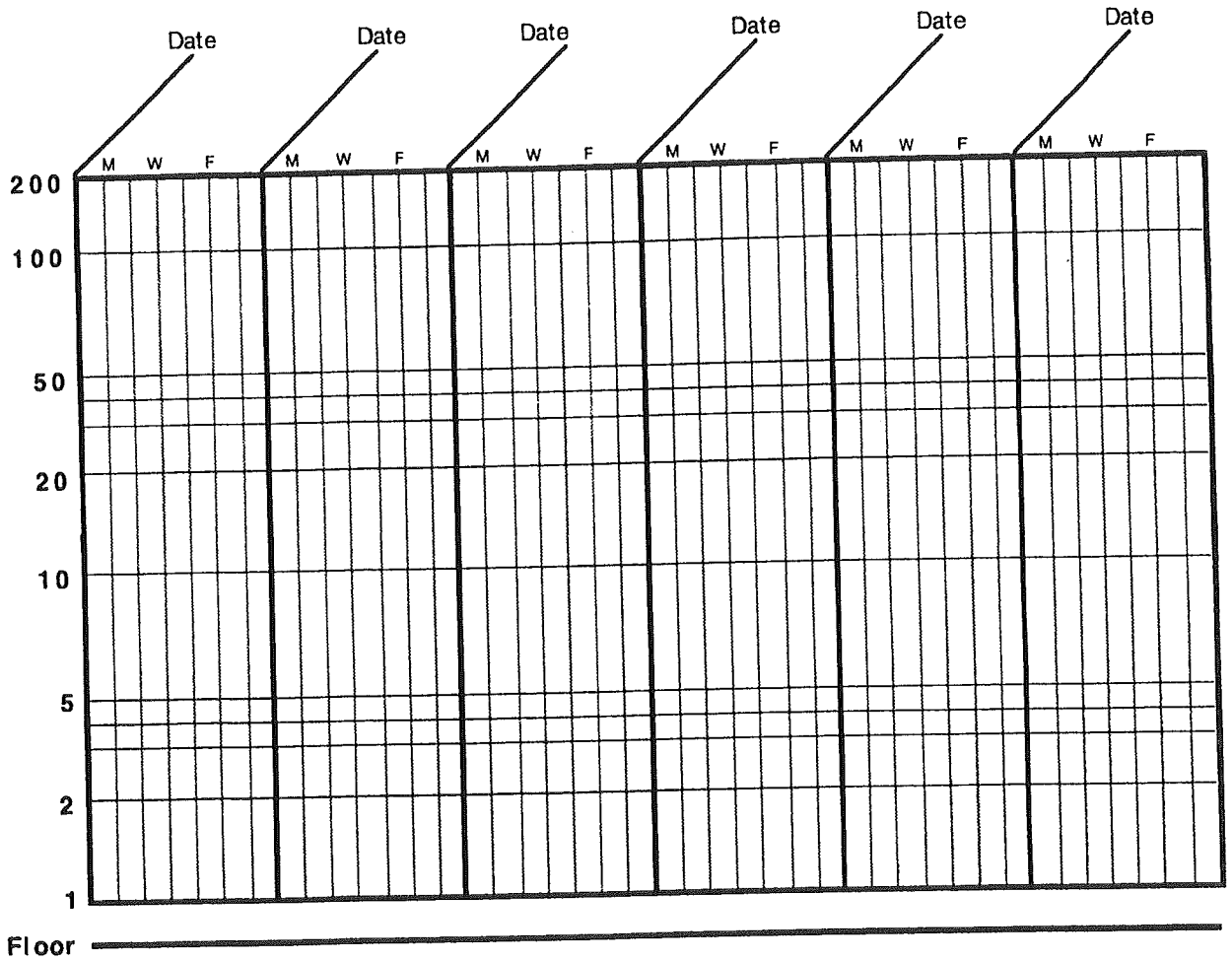
we like most (48)

# Great Leaps Reading Progress Chart

Month of \_\_\_\_\_ Year \_\_\_\_\_

Section: \_\_\_\_\_ Page Number: \_\_\_\_\_

Notes: \_\_\_\_\_



Student Name \_\_\_\_\_ ID \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
S.	____/____	S. ____/____	S. ____/____	S. ____/____	S. ____/____	S. ____/____
M.	____/____	M. ____/____	M. ____/____	M. ____/____	M. ____/____	M. ____/____
T.	____/____	T. ____/____	T. ____/____	T. ____/____	T. ____/____	T. ____/____
W.	____/____	W. ____/____	W. ____/____	W. ____/____	W. ____/____	W. ____/____
T.	____/____	T. ____/____	T. ____/____	T. ____/____	T. ____/____	T. ____/____
F.	____/____	F. ____/____	F. ____/____	F. ____/____	F. ____/____	F. ____/____
S.	____/____	S. ____/____	S. ____/____	S. ____/____	S. ____/____	S. ____/____

## **Headsprout Early Reading**

Publisher: Headsprout, Inc.

Copyright: 2001-2006                      Subject: Reading

Price: \$99 (Lessons 1-40 OR 41-80)

\$179 (Lessons 1-80)

Multiple user and site license pricing is available

Ages: 4-7 (flexible for older students too)

Contact: (800) 401-5062                      Website: [www.headsprout.com](http://www.headsprout.com)

### **Learning Objectives:**

To learn critical skills and strategies required for reading success.

To develop reading fluency.

To develop a love for reading.

### **Program Description:**

Headsprout Reading Basics is a web-based program for beginning readers that teaches skills related to phonemic awareness, print awareness, phonics, segmenting and blending, decoding, and fluency. Each lesson lasts approximately 20-30 minutes and typically involves over 180 interactions or “clicks.” It is recommended that lessons are completed consistently, for example, every second day at the same time. The program presents a carefully selected set of specific letter-sound relationships that are directly taught in a well thought-out and clearly defined sequence, meeting the standards of an effective systematic phonics program. Lessons use excellent animation, attention-grabbing sounds, and are broken down into small sequenced segments.

The sounds taught in the program are “stable,” meaning that they are read the same way in over 85% of their occurrences, greatly increasing the likelihood that the student will read the words correctly. For example, a child who learns to read “ing” pronounced as it is in “sing” will be correct when using that pronunciation of “ing” in 99% of other occurrences. This makes it possible for students to learn without having to memorize and apply a system of rules that only apply some of the time.

Timed activities provide practice in reading fluency. Lessons are cumulative and provide a lot of practice of previously learned skills. A Progress Map is provided to allow learners and their teachers or parents to see which lessons have been completed, which skills are being worked on, and which lessons a

student has yet to complete.

Headsprout also offers opportunities for students to engage in activities other than the online lessons. For example, printable flashcards of sounds and words are available for additional practice. Some online lessons use Headsprout Readers, which are downloadable booklets. This helps students transfer their newly acquired readings skills from the computer screen to printed material. In addition to Headsprout Readers, Read with Me Stories, Companion Stories, Episode Stories, and Chapter Stories are downloadable.

Headsprout instruction is truly individualized as it tracks each student's progress and adjusts accordingly. It adapts to the child's strengths and weaknesses by reinforcing success, moving quickly to the next skill, re-teaching skills if necessary, and providing extra practice on skills that have not yet become fluent. At the end of each lesson, parents and teachers receive a personalized e-mail summarizing the student's progress. A web-based progress report is also available.

See the attached Instructional Scope and Sequence and sample of teaching suggestions. See the website for sample lessons.

### **Target Population:**

Although Headsprout was created for students taking part in general education, ages 4 to 7, other student populations have found much success using it. Students with learning disabilities, those who are speakers of other languages, who are nonverbal, or who have autism can benefit from Headsprout, due to its motivating, interactive, and visual nature and the fact that lessons are broken down into very small and sequential segments.

### **Discussion:**

- These teaching strategies are research-based and research-derived.
- The creators of Headsprout acknowledge that some students may need modifications in their learning experiences to help them be successful. For example, in the program description, it is explained that placing a textured sticker, like a piece of soft Velcro, on the left mouse button, might be helpful to clarify for the student which button they should click on the mouse to make a selection. They also acknowledge that some students may need breaks throughout their learning session. As well,

*students who need additional support can repeat lessons to allow for more intense or repetitive practice of skills if necessary.*

- The creators of Headsprout express the importance of parents encouraging their children to speak to the computer as often as possible during lessons. Not only is this important for decoding practice, but it is also important for the development of “self talk”, a significant skill in the development of literacy and comprehension strategies.
- Headsprout Reading Independence, a subsequent level, transitions the student into less “stable” sounds.

## Handling Mistakes when Reading Aloud

You should expect that your child will make some errors - this is an expected part of learning. Children who work through those errors will end the episode meeting the learning objectives. Also don't be alarmed if your child makes errors on purpose: playing the program and a curiosity of what will happen comes naturally to kids.

### If your child...

Mispronounces a sound or word	Model the sound then ask him or her to repeat it correctly. Praise the effort.
Doesn't sound out words correctly	Model sounding out. Put your index finger on the starting point, and move it as you say each sound and then say the word fast. Next, say something like, "Now you do it. Sound it out--first this sound, then this sound, and then this sound. Now put all those sounds together and say the whole word fast."
Doesn't recognize a new word	Encourage your child to sound it out. EXAMPLE: "Say the first sound, then the next sound; now put them together."
Forgets a learned word	Point to the first sound and say, "Here's a sound you know. What is this sound?" Point to the next sound and say, "And here's the other sound. You know this one, too. Do you remember what it is?"
Incorrectly guesses at a word in a sentence	Say, "Try sounding out the word and see if it fits in the story [or sentence]."
Needs to work on several skills	Find one skill to praise. Work on the problems one at a time. Pick the most critical skill that needs correction. Work on that first. When that skill is improved, tackle another skill.

# Instructional Scope and Sequence



	Covered in Episodes	1-5	6-11	12-18	19-23	24-30	31-40
<b>Phonemic Awareness</b>							
<i>Goal: To establish the ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words</i>							
Listening to Sounds: phonemes in words		√	√	√	√	√	√
Segmentation: initial, middle, and final phonemes in words		√	√	√	√	√	√
Vocalization and Blending: phonemes, words		√	√	√	√	√	√
Auditory-Visual Matching: phonemes		√	√	√	√	√	√
Listening, Seeing, Responding: phonemes		√	√	√	√	√	√
Vocalization: phonemes		√	√	√	√	√	√
Structured Discovery Learning: phonemes		√	√	√	√	√	√
Phoneme Isolation: recognizing individual sounds in words		√	√	√	√	√	√
Phoneme Identity: recognizing the same sound in different words		√	√	√	√	√	√
Segmentation, Blending, Vocalization, and Identification: phonemes in words		√	√	√	√	√	√
<b>Phonics</b>							
<i>Goal: To establish an understanding of the predictable relationship between phonemes and graphemes</i>							
Identification: phonemes		√	√	√	√	√	√
Vocalization: phonemes corresponding to graphemes		√	√	√	√	√	√
Blending and Identification: phonemes and words		√	√	√	√	√	√
Vocalization and Blending: phonemes and words		√	√	√	√	√	√
Listening, Seeing, Responding: phonemes and words		√	√	√	√	√	√
Structured Discovery Learning: phonemes corresponding to graphemes		√	√	√	√	√	√
Segmentation, Blending, Vocalization, and Discovery Learning: words			√	√	√	√	√
Segmentation, Blending, Vocalization, and Identification: phonemes and words			√	√	√	√	√
Segmentation, Blending, and Vocalization: nonsense words							√
<b>Fluency</b>							
<i>Goal: To fluently recognize sounds and words, and to accurately and quickly read text</i>							
Segmentation and Identification: phonemes in words		√	√	√	√	√	√
Identification: words		√	√	√	√	√	√
Fluent Oral Reading (reading without hesitation)*		√	√	√	√	√	√
<b>Vocabulary</b>							
<i>Goal: To establish print and spoken words needed to communicate effectively</i>							
High-Frequency Words		√	√	√	√	√	√
Picture Selection Vocabulary*		√	√	√	√	√	√
Suffixes			√	√	√	√	√
Comparatives and Superlatives							√
<b>Text Comprehension</b>							
<i>Goal: To establish an understanding of what is read</i>							
Main Idea: sentences		√	√	√	√	√	√
Predicting, introduction of: story *				√	√	√	√
Fluent Oral Reading (Reading with Meaning, Reading with Prosody)*					√	√	√
<b>Print Awareness</b>							
<i>Goal: To become familiar with print and text conventions, and the relationship between spoken and printed language</i>							
Left-to-right, Top-to-bottom*		√	√	√	√	√	√
Picture/Text Relationship*		√	√	√	√	√	√
Capitalization			√	√	√	√	√
Font "Generalization"					√	√	√
End Punctuation					√	√	√
Quotation Marks						√	√

\*Many of these skills and strategies are also carried over in specific enrichment activities that accompany the online instruction.

# Instructional Scope and Sequence



	Covered in Episodes	41-47	48-56	57-66	67-80
<b>Phonemic Awareness</b>					
<i>Goal: To establish the ability to hear, identify, and manipulate the individual sounds in spoken words</i>					
Auditory-Visual Matching: phonemes		√	√	√	√
Listening, Seeing, Responding, and Vocalization: phonemes		√	√	√	√
Segmentation, Blending, Identification, and Vocalization: phonemes in words		√	√	√	√
<b>Phonics</b>					
<i>Goal: To establish an understanding of the predictable relationship between phonemes and graphemes</i>					
Identification and Vocalization: phonemes		√	√	√	√
Segmentation, Blending, Identification, and Vocalization: phonemes and words		√	√	√	√
Segmentation, Blending, Vocalization, and Structured Discovery Learning: words		√	√	√	√
Structured Discovery Learning: phonemes corresponding to graphemes		√	√		
Identification of Word Families		√		√	√
Decoding of Nonsense Words			√	√	√
<b>Fluency</b>					
<i>Goal: To fluently recognize sounds and words, and to accurately and quickly read text</i>					
Segmentation and Identification: phonemes in words		√	√		
Word Recognition, Word Identification Towards Fluency		√	√	√	√
Fluent Oral Reading (reading without hesitation, reading with meaning and prosody)		√	√	√	√
<b>Vocabulary</b>					
<i>Goal: To establish print and spoken words needed to communicate effectively</i>					
High-Frequency Words		√	√	√	√
Picture Selection Vocabulary		√	√	√	√
Story Vocabulary				√	√
Question Words				√	√
Suffixes/ Comparatives and Superlatives: ed, ing, s, er, est				√	√
<b>Text Comprehension</b>					
<i>Goal: To establish an understanding of what is read</i>					
Main Idea: sentences		√	√	√	√
Main Idea: paragraphs				√	√
Main Idea: stories				√	√
Completion of Thought: main idea and detail			√	√	√
Understanding Leveled Texts Based on Skills and Controlled Vocabulary		√	√	√	√
Story Meaning: inferential		√	√	√	√
Story Meaning: literal		√	√	√	√
Literary Form: narrative		√	√	√	√
Literary Form: metered and rhymed		√			√
Literary Form: expository					√
Theme: setting, plot, character		√	√	√	√
Theme: conflict and resolution, feeling		√	√	√	√
Theme: problem solving, helping		√	√	√	√
<b>Print Awareness</b>					
<i>Goal: To become familiar with the relationship between spoken and printed language</i>					
Conventions of Text: left-to-right, top-to-bottom, wrapping, sentence continuity, paragraphing, page-to-page, chapters		√	√	√	√
Conventions of Grammar: subject-verb agreement, pronoun-antecedent agreement, adjective-noun agreement, pronoun reference, contractions		√	√	√	√
Conventions of Print Mechanics: capitalization, end punctuation, quotation marks, apostrophe		√	√	√	√
Understanding that Printed Materials Provide Information		√	√	√	√

Many of these skills and strategies are also carried over in specific enrichment activities that accompany the online instruction.



## **Lindamood-Bell**

Publisher: Gander Educational Publishing

Copyright: 2005

Subject: Reading

Price: Refer to website and Provider List

Ages: 4 years old - adults

Contact: (800) 233-1819

Website: [www.lindamoodbell.com](http://www.lindamoodbell.com)

### **Learning Objectives:**

To develop the ability to decode, comprehend written and oral language, to spell, and to think critically so that individuals can read about and comprehend content areas.

To integrate auditory, visual, and motor systems to help students become self-correcting readers and spellers.

### **Program Description:**

The Lindamood-Bell Programs, authored by Patricia Lindamood, Phyllis Lindamood, and Nanci Bell, address skills related to learning. Programs relevant to reading skill development are:

- ***Phonemic Awareness for Reading, Spelling, & Speech (Lindamood Phoneme Sequencing Program Materials)***: Helps students make connection between mouth actions, the sounds those actions make, and their visual representation.
- ***Concept Imagery for Comprehension & Thinking (Visualizing and Verbalizing Program Materials)***: Helps students to improve language comprehension, reasoning, and expressive language skills. The program stimulates concept imagery, helping them to create image gestalts which include color and movement.
- ***Symbol Imagery for Sight Words, Reading, Phonemic Awareness & Spelling (Seeing Stars Program Material)***: Helps develop symbol imagery to facilitate sight word development, and to increase contextual fluency, spelling, speed, and stability of phonemic awareness.
- ***Visual-Motor Skills (Drawing with Language Program)***: Develops the use of imagery and language to plan, compare, and self-check in order to draw, print, and write.
- ***Primer to the Visualizing and Verbalizing Program (Talkies)***: This is the newest program that helps to develop the imagery-language connection, oral vocabulary, oral language expression, and oral language comprehension.

**Target Population:**

Individuals with learning disabilities, developmental disabilities, autism spectrum disorders, delays in receptive and expressive language, and auditory or visual processing or visual-motor problems, can benefit from this program. Students receiving remedial instruction or who are not performing at their potential are candidates. This program can also be used as a preventive measure with emergent readers.

**Discussion:**

- With intensive treatment, it is possible for individuals to make gains of several grade levels within mere weeks.
- Instruction is delivered in a one-on-one setting. Regular instruction consists of one hour a day for approximately 4-6 months. Intensive instruction involves four hours a day for approximately 6-8 weeks. Small group instruction may be available. Follow-up treatment may be necessary to help individuals integrate new skills with academic curriculum.
- Lindamood Bell also offers a program entitled Math Computation & Reasoning (On Cloud Nine Math Program Materials).
- Students can access services from authorized providers, from parents or professionals who have completed Professional Development Workshops, or from their trained school personnel. Two authorized providers in South Florida are available. Please see the attached locations.
- *Complimentary information sessions are provided to view centers and to discuss programs and fees, which are based on the varying needs of individual students.*



## **Making Words**

Publisher: Good Apple, Frank Schaffer Publications, Inc.

Copyright: 2001

Subject: Reading, Language Arts

Price: \$16.99

Ages: Grades 1-6

Contact: See the attached list of education supply retailers

School Specialty Publishing (800) 253-5469

### **Learning Objectives:**

To learn to recognize letter-sound relationships and to learn how to identify patterns in words.

To specifically learn that by changing only one letter, or even just the sequence of the letters in a word, the entire word can change.

### **Program Description:**

This teaching strategy was created by Patricia Cunningham and Dorothy Hall, as outlined in their book, Making Words. These manipulative activities allow students to use a prescribed set of letter tiles to create specific words, starting with 2 or 3 letters and progressing to more complex words. Each lesson lasts 15-20 minutes, during which students create approximately 15 words. This hands-on scripted sequence of steps allows students to use phonics patterns to create new words and sort by patterns. Then, generalization of concepts is fostered as students participate in activities involving new words.

See the attached sample lesson.

### **Target Population:**

All students benefit from engaging in these hands-on phonemic awareness activities. Each multilevel lesson allows for active participation by all learning levels.

### **Discussion:**

- The author has written subsequent books entitled, Making Big Words, Making More Words, Making More Big Words. These are for older or more advanced students.
- Please note that this is a strategy, not a program, and is meant to supplement basic phonemic awareness instruction.
- In order to implement lessons, materials must be made using copies from the book.
- Teachers, parents, and tutors can be implementers of these activities.

- Research supports instruction that emphasizes word family/phonogram/spelling pattern relationships. Research also suggests that the brain is a “pattern detector” and decoding occurs when patterns are identified. Therefore, this strategy is a very effective teaching tool.
- ***Modifications can be made to help students with disabilities participate. For example, instead of using letter tiles made from paper, the letters can be written with indelible marker on 1x1 inch ceramic tile. The weight of this material is much more easily manipulated by students and provides a sense of kinesthetic feedback. As well, using certain onscreen keyboards and technology such as Intellikeys, can allow students to manipulate letters using the computer. Teachers and parents, in that case, would have to create modified lessons using software and technology.***

**Education Supply Retailers**

**GET SMART**

8507 Pines Boulevard  
Pembroke Pines, Florida 33024  
*Phone: (954) 431-5052*

**ACE EDUCATIONAL SUPPLIES**

5670 West Sample Road  
Peppertree Plaza  
Pompano Beach, Florida 33073  
*Phone: (954) 978-6991*

# WARM-UP LESSON #1

(The children have the vowel letter *a* and the consonant letters *c, c, h, r, s,* and *t*.)

## MAKE WORDS

Take two letters and make *at*.

Add a letter to make the three-letter word *art*.

Change the letters around and turn *art* into *tar*.

Now change just one first letter and *tar* can become *car*.

Now we are going to make some four-letter words. Hold up four fingers! Add one letter to *car* and you have *cart*. (The little boy pushed his cart.)

Change the last letter and you can change *cart* into *cars*. Instead of one cart you now have a number of cars.

Don't take any letters out, change the letters around, and you can make *cars* into *scar*.

Change one letter and you can change *scar* into *star*. (Maybe someday you will be a star.)

Now take all the letters out and make another four-letter word, *scat*. (The woman told the cat to scat.)

Let's make another word, *cash*.

Change just the first letter and you can change *cash* into *rash*. (When you have poison ivy, you have a rash.)

Now let's make a five-letter word. Hold up five fingers! Add a letter to *rash* and you can make *trash*.

Change the first letter and you can change your *trash* to *crash*. (Often race-car drivers end up in a crash.)

Let's make another five-letter word. Use five letters to make *chart*. (The teacher likes to make a new chart every time we study something new.)

Has anyone figured out what word we can make with all seven letters? Take all seven of your letters and make *scratch*.

## SORT

When the children have made *scratch*, draw their attention to the words they made and help them sort for a variety of patterns: *at, art, tar, car, cart, cars, scar, star, scat, cash, rash, trash, crash, chart, scratch*.

Take the word *car* and have them find the other words that begin with *c*—*cart, cars, cash*.

Take the word *car* and have them find the other *a-r* words—*scar* and *star*.

Take the word *art* and have them find the other *a-r-t* words—*cart, chart*.

Take the word *cash* and have them find the other *a-s-h* words—*rash, crash, and trash*.

Take the word *at* and have the children find words that have the same vowel sound as in *at*—*cash, scat, rash, trash, crash, and scratch*.

Take the word *car* and have the children find words that have the same vowel sound as in *car*—*art, tar, cart, cars, scar, star, and chart*.

## WRITING AND NEED TO SPELL

What if you were writing about yourself and you needed to spell *smart*? Which words would help you spell *smart*? What if you were writing about swimming and needed to spell *splash*?

## WARM-UP LESSON #5

(The children have the vowel letter *i* and the consonant letters *g, n, p, r,* and *s*.)

### MAKE WORDS

Take two letters and make *in*.

Add a letter to make the three-letter word *pin*.

Change just one letter and turn your *pin* into *pig*.

Now change just one letter and your *pig* can become *rig*. (Sometimes we call a big truck a rig.)

Let's make one more three-letter word, *rip*.

Now let's make a four-letter word. Hold up four fingers! Add a letter to *rip* and you can make *rips*.

Change the first letter and you can change your *rips* to *nips*. (Sometimes a very young puppy nips at your feet.)

Now this is a real trick. Don't add any letters and don't take any away. Just change where some of the letters are and you can change *nips* to *spin*.

Believe it or not, you can make another word with these same four letters. Move your letters around and change *spin* to *snip*. (When we make a small cut, we say we snip it off.)

There is one more word which you can make with these same four letters. Move your letters around one more time and change *snip* to *pins*. (He found two safety pins.)

Let's make two more four-letter words. Use four letters to make *sing*.

Now change just the first letter and make *ring*.

Now we will make a five-letter word. Add a letter to change *ring* to *rings*.

Has anyone figured out what word we can make with all six letters? Take all six of your letters and make *spring*.

### SORT

When the children have made *spring*, draw their attention to the words they made and help them sort for a variety of patterns: *in, pin, pig, rig, rip, rips, nips, spin, snip, pins, sing, ring, rings, spring*.

Take the word *rig* and have them find the other words that begin with *r* (*rip, rips, ring, rings*).

Take the word *pin* and have them find the other words that begin with *p* (*pig, pins*).

Take the word *in* and have them find the other *in* words (*pin, spin*).

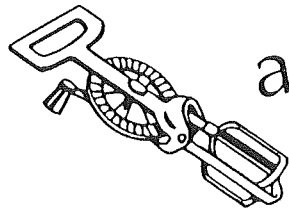
Take the word *ring* and have them find the other *ing* words (*sing, rings, spring*).

### WRITING AND NEED TO SPELL

What if you were writing about fish and needed to spell *fin*? Which words would help you spell *fin*? What if you were writing about birds and needed to spell *wing*?



LETTERS:



a a e c l p

### WORDS TO MAKE:

Give children clues about how many letters to use and how many letters to change. "Now we're going to make some three-letter words. Hold up three fingers! Change just the middle letter and you can change the word *ape* into *ace*." For words like *pal/lap* which can be made from the same letters, tell the children, "Don't take any letters out. Just change the letters around and you can change *pal* into *lap*." For an unusual word like *ace*, give them a meaning they might understand. "When playing cards everyone likes to get an ace."

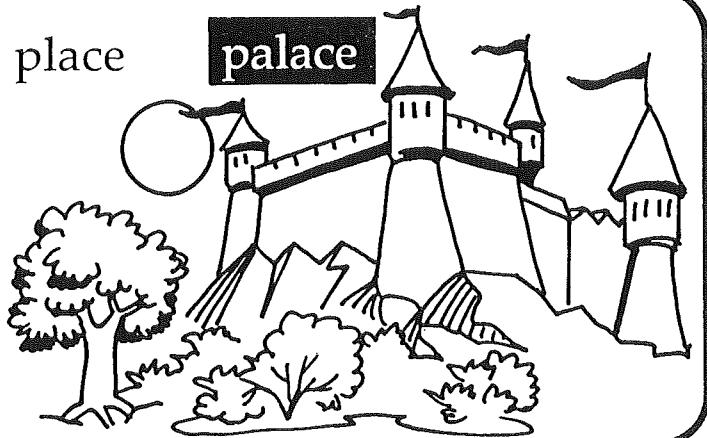
pa

pal/  
lap  
ape  
ace  
cap  
pea

peal/  
pale/  
leap  
lace  
clap  
cape/  
pace

place

palace



**SORT FOR:** p ap ace ape a (cap/cape)

### WRITING AND NEED TO SPELL:

Grace (-ace)

grape (-ape)

(Perhaps they are writing about a girl who loves grapes!)

## **MEville to WEville**

Publisher: AbleNet

Copyright: 2006

Price: See the attached price list

Contact: (800) 322-0956

Subject: Reading

Ages: Grades K-6

Website: [www.ablenetinc.com](http://www.ablenetinc.com)

### **Learning Objectives:**

To improve reading, writing, and communication skills.

To strengthen social relationships.

### **Program Description:**

MEville to WEville addresses beginning literacy and communication development, while at the same time promotes the development of self and a sense of belonging within the community of learners. Targeted literacy skills include vocabulary, word identification, print concepts, oral language, and phonological awareness in activities that focus on reading, vocabulary and word wall activities, writing, creating books, art projects, games, brainstorming, and relationship building. *This curriculum is the first ever research-based literacy program that meaningfully and systematically integrates reading, writing, speaking, augmentative communication, and listening for students with disabilities in the moderate to severe range.* Each unit lesson includes learning new words, vocabulary activities, word wall activities, literacy lessons, and writing lessons. Each lesson requires at least 30 minutes of instructional time.

See the attached samples and research.

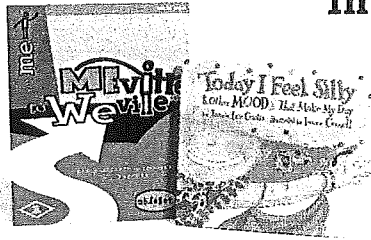
### **Target Population:**

This program can benefit students with disabilities, in the moderate to severe range, who have difficulties learning to read and write through traditional instructional methods.

### **Discussion:**

This 300-page unit is a spiral bound manual that includes 75 lessons and 60 extension activities, an assistive technology guide, a literature book that supports the theme of the unit, activity reproducibles created with BoardMaker Symbols, and data collection tools.

*Resources compiled from original publication materials by UM-NSU CARD Staff*



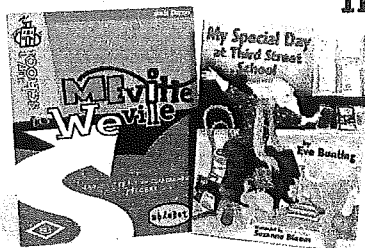
**In Unit 1:** ME, students focus on individuality and build a sense of self through a range of lessons about Who I Am, How I Feel and What I Like. Unit 1 includes the book *Today I Feel Silly*,\* written by Jamie Lee Curtis.

*MEville to WEville Unit 1* 2-20700-1  
*Price* \$ 95.00\*\*



**In Unit 2:** MY FAMILY, students are given the opportunity to focus on relationship building as they participate in themed lessons, including Who Is My Family?, Things We Do and Living With My Family. Unit 2 includes the book *Families*,\* written by Ann Morris to support literacy learning.

*MEville to WEville Unit 2* 2-20700-2  
*Price* \$ 95.00\*\*

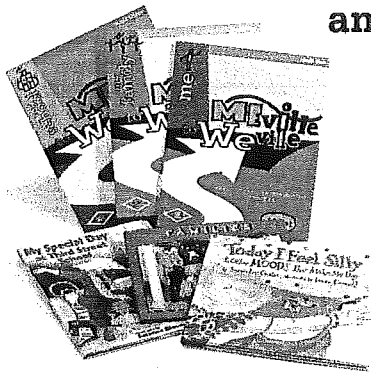


**In Unit 3:** MY SCHOOL, students cooperate with fellow classmates as they explore themed lessons that focus on Who Is At My School?, Being A Student and What We Do. Unit 3 includes the book *My Special Day at Third Street School*,\* written by Eve Bunting.

*MEville to WEville Unit 3* 2-20700-3  
*Price* \$ 95.00\*\*

**Buy All Three and Save!**

Now available, the MEville to WEville collection. Buy all three MEville to WEville units and their literature books at one time, and save \$30 over purchasing separate units.

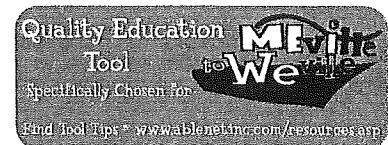


*MEville to WEville Collection* 2-21700  
*Price* \$ 255.00\*\*

*\*Literature books subject to change  
 \*\*Prices valid through September 2006*

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# LEARNING NEW WORDS

# SECTION ONE



LEARNING  
NEW WORDS



Teacher Note:

At least two days prior to teaching Learning New Words Lesson #1, send home the Lesson #1 Parent Letter R#1.

part one



R#1

**T**hroughout these Learning New Words lessons, students will be learning about themselves and growing in their understanding of "Who I Am." Students will share things about themselves, work with their name, learn to recognize themselves as a boy or a girl, and identify some of the things that they are able to do.



This "character and community" icon will signal a lesson activity through which this sense of "Who I Am" can be reinforced.

# LESSON #1



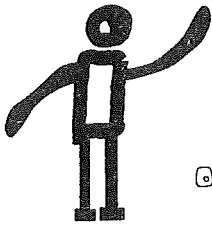
**Teacher Note:**

**Parent Letter #1** needs to be sent home at least two days prior to this lesson.

## Students learn about the word "me."

### MATERIALS:

- "me" vocabulary card R#2, R#3
- special items students have brought from home
- chart paper
- markers
- pencils
- note cards
- container to draw cards from

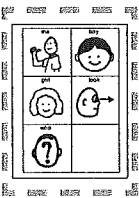


### OPTIONAL:

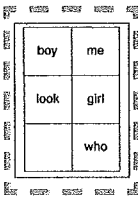
- student photos
- All-Turn-It® spinner



R#1



R#2



R#3

### Students are introduced to the word "me."

- The teacher introduces the "me" vocabulary word. The teacher shows and reads the vocabulary card.
- The teacher leads the students in **saying** the word at least three to five times.
- The teacher points to himself/herself and encourages students to point to themselves.

### Students play a name game to practice using the word "me."

**OPTION:** Program the script below into a Step-by-Step communicator. The student then uses the communicator to give directions and lead students in the game.



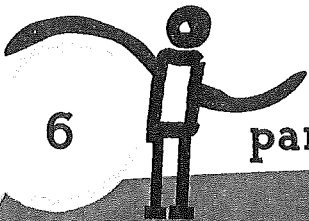
### Game Directions Script

"Ready for a game?"  
 "Here's a piece of paper."  
 "Write your name on it."  
 "Who wants to collect the papers?"  
 "Put the names in this box."  
 "Who wants to draw a name first?"  
 "Read the name."  
 "If that's your name say, 'That's me!'"  
 "You can mark a star on your name card."  
 "The person with the most stars wins!"

- The teacher, or a student, **reads** game directions to the students. See Game Directions Script
- Students **write** their name on a note card. If your students will need the visual support of a photo in order to recognize their name, give the student their photo so that they can glue it next to their name. The name cards are put in a container or on the All-Turn-It® spinner.
- Students take turns selecting, or spinning for a name card.
- When a name is selected, the student selecting the name **says**, "Who is (name)?"
- The student belonging to that name **says**, "That's me!"
- That student **draws** a star into their name card.
- Play continues until every student has been called at least twice.
- The student with the most stars on their card at the end of the game wins.

### Students take turns sharing with the class something special about themselves.

- Students **show** an item or a picture of a person or experience that supports the sentence, "Something special about me is \_\_\_\_\_."
- Students **tell** about the item or picture they brought in from home by **reading** the sentence on the parent note.
- The teacher writes on the chart paper exactly what the student says is special about himself/herself.  
 Ex: "Sister Jane."  
 Ex: "I have an iguana named Alfredo."
- The student **writes** his/her name at the end of, or near, the sentence.
- The students in unison **read** the sentence and the student being read about again **shows** the item/picture to the class.
- Other students **ask** questions about the item/picture.



# *MEville to WEville: Early Literacy and Communication Curriculum*

## **Research White Paper**

Prepared by The Center for Literacy & Disability Studies  
University of North Carolina at Chapel Hill

In the spring of 2004, a team of researchers at the Center for Literacy and Disability Studies,<sup>1</sup> investigated the implementation of *MEville to WEville: Early Literacy and Communication Curriculum* in 3 substantially separate special education classrooms in an elementary school in the Piedmont region of North Carolina. The 23 children served in these 3 classrooms all had multiple disabilities and moderate to profound cognitive impairments. Sixteen of the children could not use speech as a means of communication, and 10 used wheelchairs.

The research design involved mixed methods including pretest and posttest literacy probes (letter identification, phonological awareness, concepts about print, writing), teacher interviews, and classroom observations, as well as, classroom observations at least once weekly throughout the 6 weeks of program implementation. A total of thirty-one observations were completed totaling more than thirty-five hours in length.

Teachers began implementing *MEville to WEville* after a 20-minute overview of the materials and a week to review and plan before beginning implementation. No specific training was provided and no guidelines for modifying or extending the program were provided. The classrooms each had at least 1 single message and 1 sequential message device, and shared a single switch adapted camera, BookWorm, and All-Turn-It Spinner.

### **Findings**

*MEville to WEville* had an immediate impact on the amount of time the 3 teachers spent engaged in literacy-related instruction. Instead of seeing reading time as a discrete instructional period in the day, the teachers began integrating activities from the program across the day. One teacher reported, "I was amazed when I calculated the time onto the data sheet.... We spent 200 minutes on literacy!!! (Of course we only had music and PE as pull outs that day.)"

The program made it much easier for the teachers to work with support and related service personnel. From the teaching assistants to the occupational therapists, speech language pathologists, and teachers of the visually impaired, the program led to improved integration across services. For example, one occupational therapist starting planning and implementing a lesson each Friday afternoon that targeted the children's therapy goals while supporting the content being taught in *MEville to WEville*. All of the teachers and therapists were better able to meet the technology needs of the students in the classes because they had a better sense of what the students would be doing in advance of the activity. One teacher wrote, "To have it already out on paper also helps with the assistants and therapists. The speech therapists already know the vocabulary that we're going to be concentrating on. I already know that by Friday we're gonna make birthday cupcakes for the children. It helps the speech therapist to know what we're gonna do. Otherwise if I can, I plan three days ahead and I'm doing darn good. This way it's already planned and I just have to implement it so it's really good."

For the teachers, *MEville to WEville* gave them the time they needed to address assistive technology needs of their students. One of the teachers in particular had experience using the technologies, but prior to *MEville to WEville* found it very difficult to find the time to integrate the technology into the classroom routine. About half way through the study she wrote, "I have also been able to spend a little more time on the cool stuff - like the BookWorm™, switch digital camera, preparing communication boards, and preparing IntelliTools and am excited about using

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<sup>1</sup> The Center for Literacy & Disability Studies is located in the Department of Allied Health Sciences at the University of North Carolina at Chapel Hill. You can learn more about the CLDS at [www.med.unc.edu/ahs/clds](http://www.med.unc.edu/ahs/clds).

this assistive technology more and more over the next few months.” Her assistants even got into the act and began taking charge of taking, downloading and printing digital photos for use in writing activities.

The notes and materials for teachers to share with families that are included in *MEville to WEville* appeared to support interactions and collaboration between home and school for many of the students. The notes (worksheets as the teachers called them) encouraged families to share important information about the child with school. One teacher noted, “Children are actually bringing back some of their homework for this unit and there is an overall increase in parental interest. Look at the homework sheets for each child on the chalkboard.”

### Child Outcomes

Analysis of the pre- and post-tests administered to the students revealed no significant group differences on any of the areas assessed. There were however, very encouraging and exciting results for individual students who typically would not be expected to demonstrate progress on the generalized application of skills taught during an eight-week period. None of the students earned a lower score at post-test than pretest. Some students across all ability levels demonstrated progress. The table below summarizes the scores students achieved across all of the components at pre and post-test.

Literacy Tasks	Percent of students Attempting Pretest	Percent of students Attempting Posttests	Pretest - Posttest Percent Change	Pretest Mean (standard deviation)	Posttest Mean (standard deviation)	Pretest - Posttest Mean Difference
Writing	83	88	+5	1.54 (1.18)	1.96 (1.60)	+0.42
Upper Case Letter Id.	63	83	+20	6.21 (8.24)	7.42 (9.09)	+1.21
Print Concepts Letter Id.:	50	63	+13	1.79 (3.11)	2.88 (3.71)	+1.09
Lower Case	25	38	+13	3.88 (8.16)	5.96 (9.48)	+2.08
Phonological Awareness	25	33	+8	2.29 (4.85)	2.79 (4.77)	+0.5

In addition to the outcomes noted through the informal assessment, other positive outcomes were observed during the day-to-day implementation of the study. For example, students began initiating more communication and interactions with adults and peers. Pre-implementation observations suggest that very few students initiated interactions and those who did, initiated rarely. Most students did not appear to be actively engaged and/or eager to communicate. When technology was present during the pre-implementation phase, students appeared to wait for the device to appear in front of them or for a direct prompt from an adult before they used the device. By the end of the project many of the students demonstrated increased levels of engagement with a clear desire to interact with both the adults and other students around them.

### Conclusion

This investigation employed a mixed methods design to study the implementation of the *MEville to WEville: Early Literacy and Communication Curriculum* across six weeks in three classrooms. The students involved had as many as 6 years of school with little to no success in developing formal means of communication or literacy, yet, *MEville to WEville* yielded across the board success. *MEville to WEville* clearly warrants further investigation and use.

## **QuickReads**

Publisher: Pearson Learning Group

Copyright: 2004

Subject: Reading

Price: See website for details

Ages: Grades 2-4

Contact: (800) 321-3106

Website: [www.pearsonlearning.com](http://www.pearsonlearning.com)

### **Learning Objectives:**

To improve reading fluency.

To enhance comprehension.

To gain critical background knowledge.

### **Program Description:**

This program features short, high-interest, nonfiction texts designed to be read quickly with comprehension. Passages include science and social studies content area information. Passages are read three times, each time for a specific purpose. The first read is to build on prior knowledge, to work with challenging words, and to note words and ideas to help them remember key points. The second read is to help students follow a model of fluent reading and to identify key concepts in the passage. The final read is to assess and record student's reading speed and to check their understanding of the passage.

Reading fluency is promoted by:

- ✓ Using grade-level, high frequency words and phonics/syllabic patterns necessary for success at each grade.
- ✓ Using content-rich vocabulary and consistent comprehension strategies.
- ✓ Helping students learn more about critical curriculum areas, with a focus on science and social studies.
- ✓ Helping students build background knowledge with five connected reading passages on one topic.
- ✓ Modeling expressive and meaningful phrasing with Read-Along CDs and the QuickReads Technology Edition.
- ✓ Providing parents with a guide in English or Spanish to use at home to support reading.

This program is a creative and innovative application of recent research on the nature of texts used to teach reading.

See the attached samples.



**Target Population:**

This program was created to benefit all students who need to improve their reading fluency skills.

**Discussion:**

- The texts are written at the independent level for each grade (98% or more of the words in a text fit the grade-level curriculum).
- The program requires 15 minutes per day and offers flexible pacing options.
- This is a simple program to implement.
- QuickRead's instructional content and principles are based on research findings.

## The QuickReads Instructional Routine

The basic Instructional Routine is highlighted in the numbered steps at the beginning of each Read section below. This routine is your guide to using *QuickReads* in your classroom. Following the routine are some additional teaching options that were suggested by field-study teachers.

The Instructional Routine is also printed on the inside back cover of this Teacher's Resource Manual and on the laminated sheet that accompanies the manual.

### FIRST READ

1. Say to students, "Before you read, think about what you already know about the topic. Also, look for two words that might be new and challenging. Underline these words."
2. Then, ask students to read the passage aloud or silently. They may take as much time as they need.
3. After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Editions.

#### Goals

The goals of the First Read are to help students:

- Build on their prior knowledge.
- Work with challenging words.
- Note words and ideas to help them remember key points.

Tell students that preparing for reading can help them understand and remember what they read. It can also help them build their knowledge about a topic.

#### Additional Teaching Options

In addition to the steps in the Instructional Routine, you might complete some of the following activities with students.

##### Building on Prior Knowledge

- Discuss students' experience with the topic.
- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Discuss what they see in the photograph or illustration opposite the passage.

- Construct a K-W-L chart that lists what students know and want to know about the topic. Students can fill in what they learned after reading.

##### Working with Challenging Words

- List the challenging words students identify on the board.
- Ask students to suggest definitions, or supply them yourself. Write these definitions on the board. Tell students that they can refer to this list as they read.
- Have a volunteer pronounce a word, or pronounce the word clearly yourself. Then, ask the class to pronounce the word once or twice.

##### Noting New Words and Key Ideas

- Use different graphic organizers to vary students' ways of organizing information.
- Ask students to share with the class the information they remember about the topic.
- Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

## SECOND READ

1. Say to students, "Now I'm going to read aloud as you read along silently. Follow along with me."
2. Then, read the passage aloud at the target rate of one minute.
3. Ask students, "What is one thing the author wants you to remember?"

### Goals

The goals of the Second Read are to help students:

- Follow a model of a fluent reading.
- Identify the key ideas of the passage.

Tell students that listening to someone read can help them understand how a passage should sound. Stress that rereading allows students to review information to be sure they understand what they have read.

### Additional Teaching Options

In addition to the steps in the Instructional Routine, you might complete some of the following activities with students.

#### Following a Model of a Fluent Reading

- Model for the class how you might read short sections of the passage. This will allow students to hear that word clusters can be interpreted as meaningful phrases.
- Ask partners or small groups to take turns reading aloud to one another.
- Have small groups of students read a passage aloud to identify sections that are clearly understood and those that are challenging.

#### Using the Audio CD to Model Fluent Reading

- Students might begin by listening to the first recording of a passage, which is recorded at the target reading rate of one minute. Encourage students to follow along with the reader, pausing and repeating as necessary.
- Encourage students to listen to the second recording of a passage when they

are ready for a challenge. The second reading is recorded at a slightly faster rate, one that is closer to the way that you or another fluent reader might read. Again, suggest that students follow along in the text as they listen to the recording.

- Suggest that students listen to the audio recordings as many times as they wish. Repeated readings help students learn phrasing and emphasis, as well as helping them pick up clues to meaning.

#### Involving the Family in Modeling Fluent Reading

- Ask students to take home their *QuickReads* book to practice their reading with a parent or other family member.
- Suggest that students take turns with a family member in reading a passage. Emphasize that students may read the passage as many times as they wish.
- Copy the reproducible Parent Guide on page 32 of this Teacher's Resource Manual and send it home with students. Encourage parents to help their children improve their reading skills by practicing reading *QuickReads* or any other material that both they and their children enjoy.

#### Identifying the Key Ideas

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

## THIRD READ

1. Say to students, "On the third read, your goal is to read as much of the passage as you can in one minute."
2. Then, tell students to read silently as you time them for one minute. Tell them to circle the last word they read when you ask them to stop.
3. Ask students to write the number of words they have read at the bottom of the page. Then, ask them to review in their mind what is important to remember from the passage.
4. Assign the comprehension questions in the Review section to check that students have understood what they have read.

### Goals

The goals of the Third Read are to help students:

- Assess and record their reading speed.
- Check their understanding of the passage.

Tell students that it is always useful to review what they have read. Reviewing will help them remember what they have read.

### Additional Teaching Options

In addition to the steps in the Instructional Routine, you might complete some of the following activities with students.

#### Assessing and Recording Reading Speed

- Ask students to mark their speed on the Self-Check Graph on page 96.
- If students have read the passage in less than one minute, help them calculate their reading speed. Divide the number of words in the passage by the time in which the reading was completed. Multiply this number by 60. *Example:* A student who read a 100-word passage in 55 seconds would be reading at 110 words per minute, because  $100 \div 55 = 1.82 \times 60 = 110$ .

#### Checking Understanding

- Suggest that students share their answers with a classmate and compare what is the same and what is different.
- Have students write a sentence that explains the main idea.

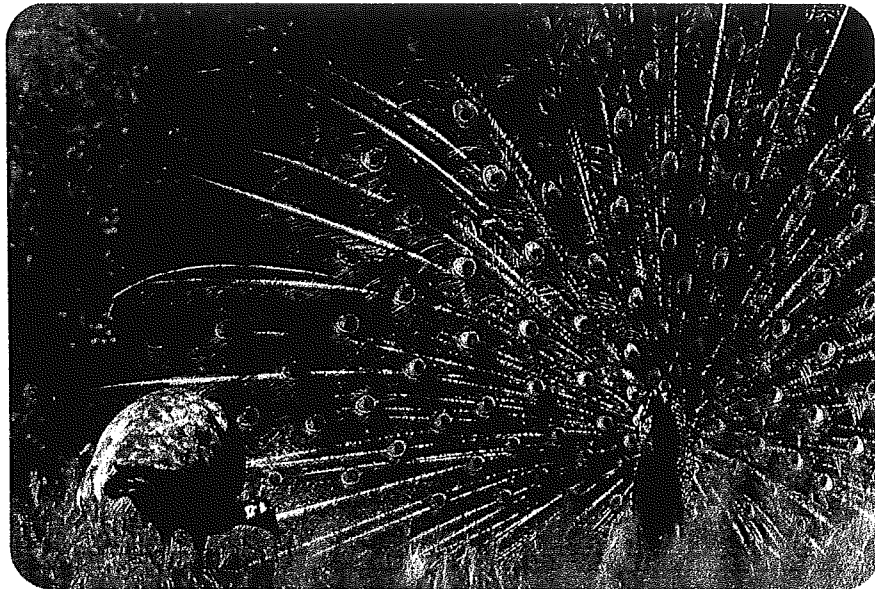
- Ask students to highlight or underline the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the Reading Log on pages 94–95.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read, writing what they learned in their reading.

### Connecting Ideas

To help students connect topics, you might incorporate these suggestions into your classroom.

- Use the Vocabulary Support ideas to increase students' working vocabulary and content knowledge. These appear in the Extension Activities section on pages 17–25 of this Teacher's Resource Manual.
- Assign and discuss the Connect Your Ideas questions after students have completed all of the passages in a topic. These questions appear at the end of each Review section of the Student Editions.
- Reinforce students' interest by completing the Building Content Knowledge section or suggesting the Additional Reading titles. This information appears in the Extension Activities section on pages 17–25 of this Teacher's Resource Manual.

## Do Animals Talk?



Some birds communicate by moving their tails.

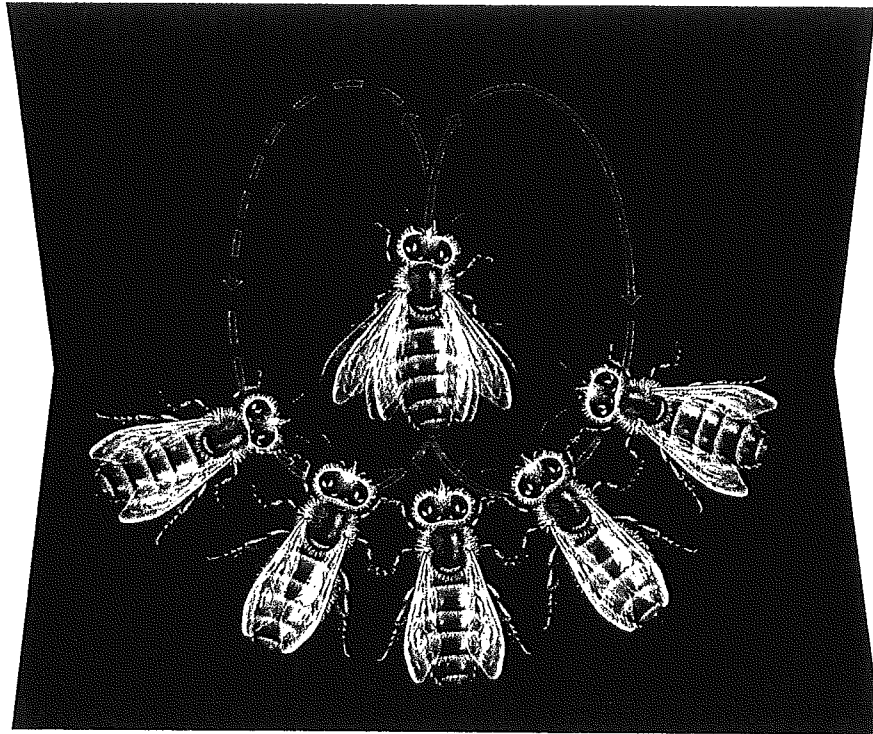


## How Animals Communicate

Animals don't talk, but they do communicate. When you communicate, you give information to others. Animals have ways of communicating that are<sup>25</sup> different from the ways that people use. When your friend talks to you, your friend uses language to communicate information. In a language, each word<sup>50</sup> means something.

Animals do not use words. They use sounds and signals. Birds sing and move their wings. Some animals move their tails. Other animals<sup>75</sup> communicate by moving their bodies in other ways. Different sounds and signals help animals communicate with each other.<sup>93</sup>

## Do Animals Talk?



The lines in this picture show how honeybees move when they dance.

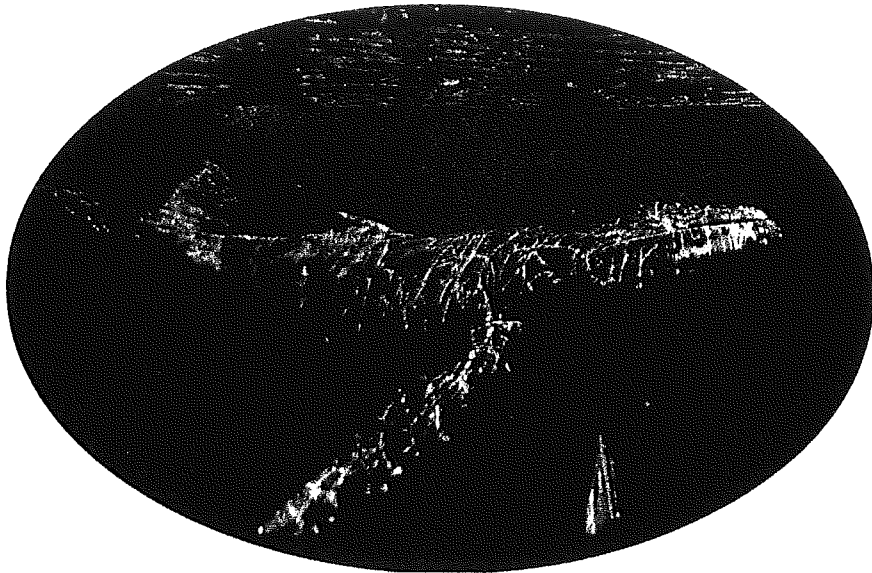
## The Honeybee Dance

One way honeybees communicate with each other is by dancing. Honeybees do a special dance after they find nectar in flowers. Honeybees<sup>25</sup> need nectar to live. When honeybees find nectar, they fly home to tell the other bees where to find the nectar.

A bee that finds<sup>50</sup> nectar moves its wings very fast when it dances. The bee moves in a shape that looks like the number 8. The bee does the<sup>75</sup> dance many times. After the dance, the other bees know where to find the flowers with nectar.<sup>92</sup>



## Do Animals Talk?



Humpback whales can sing for a long time.

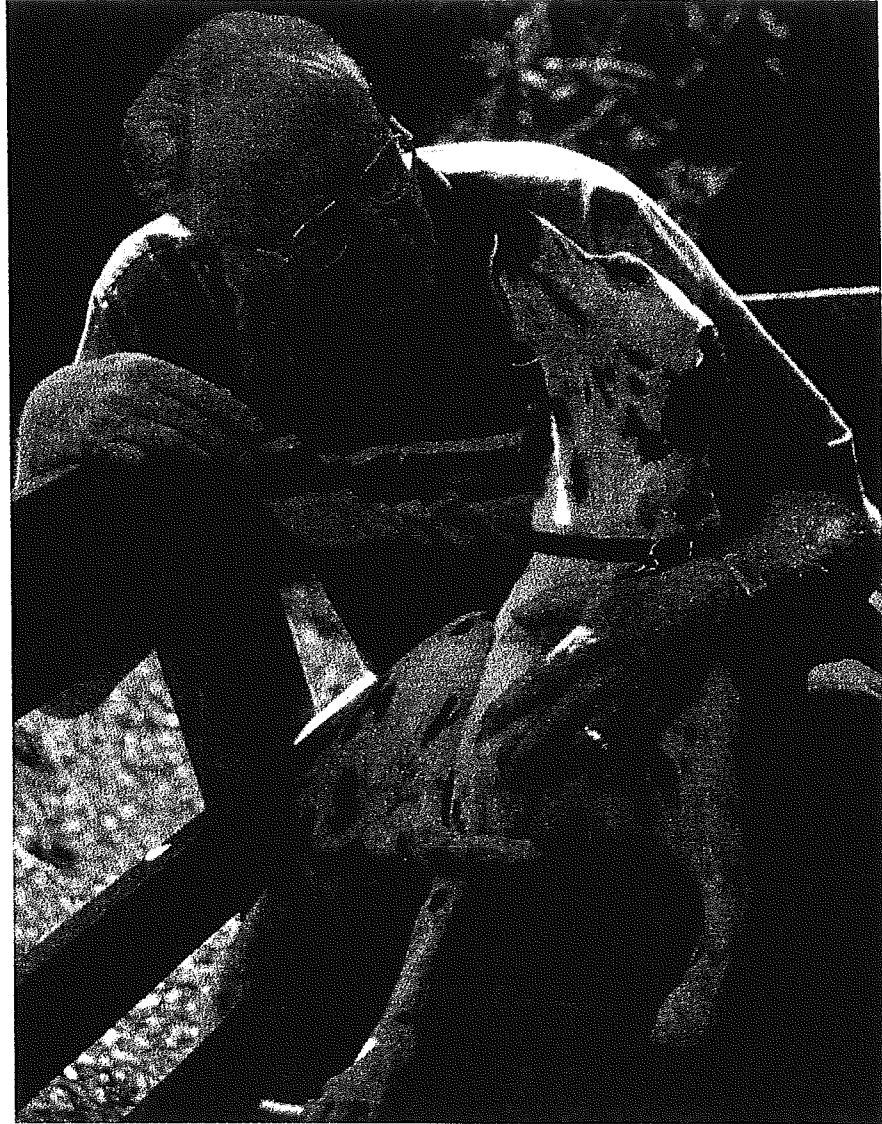


## Whales

Whales communicate with each other by singing. Different kinds of whales sing different songs. Whales in different parts of the world sing different songs,<sup>25</sup> too. When a whale sings, people can sometimes hear the sound. However, people near a singing whale can also feel the water move from the<sup>50</sup> sound.

When most kinds of whales communicate with each other, the song is short. Yet when a humpback whale sings, it sings only for itself.<sup>75</sup> It also can sing for a long time. A humpback whale can sing for twenty minutes at a time.<sup>94</sup>

## Do Animals Talk?



Dogs can show they are friendly by wagging their tails and by sitting close to people.



## Dogs

A bark is a sound a dog makes to communicate something to people or other animals. A bark can be a friendly way to<sup>25</sup> say “hi.” Sometimes dogs bark to tell their owners that they see people they do not know. Sometimes dogs bark to scare other dogs.

Dogs<sup>50</sup> also communicate by moving their bodies. Dogs show their teeth when they are upset. They wag their tails when they are happy. They wag their<sup>75</sup> tails when their owners give them food. Dogs also wag their tails when their owners take them for walks.<sup>94</sup>

## Do Animals Talk?



Danger signals help prairie dogs stay safe.

## Danger Signals

People have danger signals to tell others to be careful. Signs at a train crossing and stop signs keep us from danger. Animals<sup>25</sup> have danger signals to keep them safe, too.

Some animals make sounds that tell other animals to be careful. When prairie dogs think there is<sup>50</sup> danger, they call to each other in a certain way. The danger might be bigger animals that want to catch the prairie dogs. The prairie<sup>75</sup> dog's call tells other prairie dogs that a big animal is coming. This call says, "Be careful!"<sup>92</sup>

**REVIEW**

**Do Animals Talk?**

Write words that will help you remember what you learned.

**How Animals Communicate**

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**The Honeybee Dance**

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**Whales**

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**Dogs**

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**Danger Signals**

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### How Animals Communicate

1. "How Animals Communicate" is MAINLY about \_\_\_\_
  - Ⓐ words animals can learn.
  - Ⓑ how animals use sounds and signals to communicate.
  - Ⓒ how animals use language to communicate.
  - Ⓓ how people communicate with animals.
2. How do animals communicate?

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### The Honeybee Dance

1. Why do honeybees dance?
  - Ⓐ to find honeycombs
  - Ⓑ to find the other bees
  - Ⓒ to fly home
  - Ⓓ to communicate with one another
2. How do honeybees dance?

---

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**REVIEW** Do Animals Talk?

**Whales**

1. Another good name for "Whales" is \_\_\_\_\_

- Ⓐ "How Whales Communicate."
- Ⓑ "Different Kinds of Whales."
- Ⓒ "Humpback Whales."
- Ⓓ "Songs You Can't Hear."

2. Retell two important facts you learned in "Whales."

---



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**Dogs**

1. Why do dogs bark?

- Ⓐ to communicate with people or other animals
- Ⓑ to find food
- Ⓒ to find other dogs
- Ⓓ to tell where they are

2. What are two ways dogs communicate?

---



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### Danger Signals

1. The main idea of "Danger Signals" is that \_\_\_\_
  - Ⓐ signs at train crossings keep people safe.
  - Ⓑ animals need humans to keep them safe.
  - Ⓒ people and animals use danger signals to keep them safe.
  - Ⓓ all animals use the same sounds to keep them safe.

2. Why do prairie dogs use danger signals?

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### Connect Your Ideas

1. Name two ways animals use to communicate with one another.

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2. Why do animals communicate with each other?

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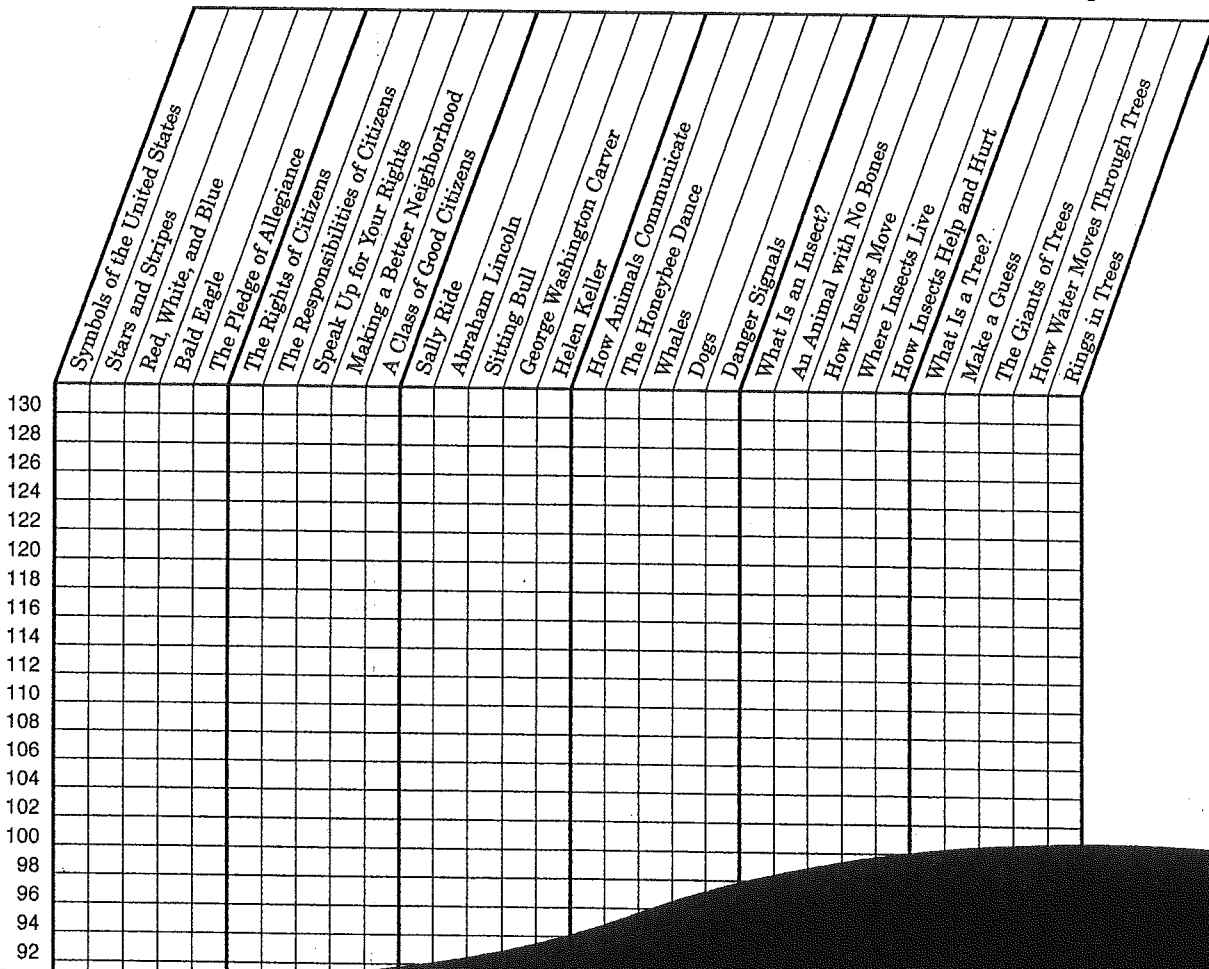
**Reading Log • Level B • Book 1**

	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
<b>Do Animals Talk?</b>				
How Animals Communicate				
The Honeybee Dance				
Whales				
Dogs				
Danger Signals				
<b>Insects</b>				
What Is an Insect?				
An Animal with No Bones				
How Insects Move				
Where Insects Live				
How Insects Help and Hurt				
<b>Trees</b>				
What is a Tree?				

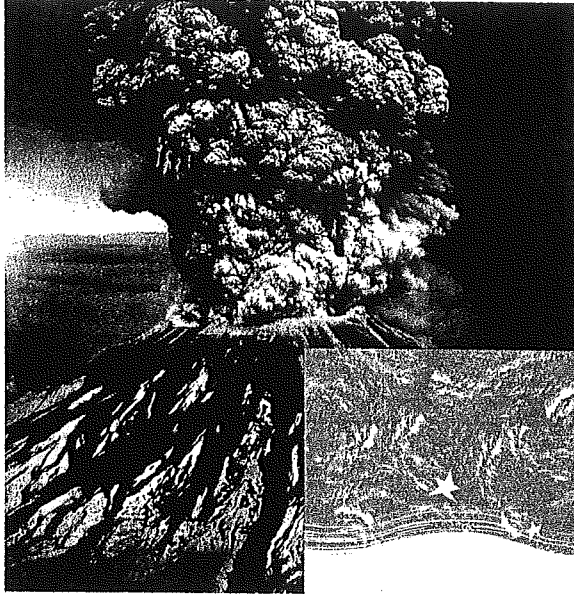
Ma  
Th  
Ho  
Ri

**Self-Check Graph**

Mark your reading rate here.



## Volcanoes



Erupting volcanoes can hurt trees.

56

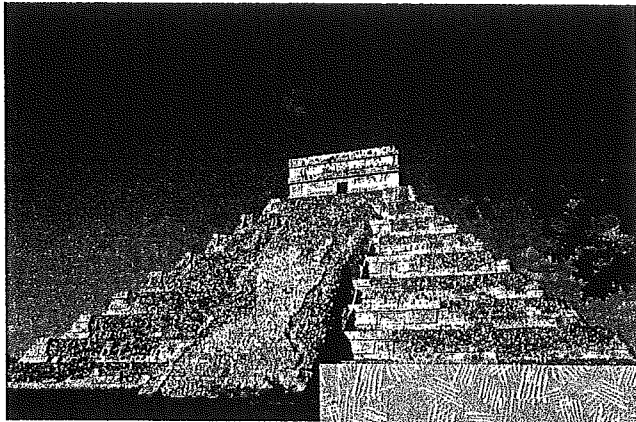
### When Volcanoes Erupt

A volcanic eruption happens when magma is forced up through a volcano. The magma that erupts from volcanoes is called lava. Lava<sup>25</sup> can reach a temperature of 2,000 degrees Fahrenheit. A temperature of 2,000 degrees Fahrenheit is almost four times hotter than the hottest setting on an<sup>50</sup> oven. As lava flows, it burns the plants and trees in its path. Even trees that are miles away can die because the heat from<sup>75</sup> the eruption dries out their sap.

Clouds of hot, poisonous gases from inside Earth also escape when a volcano erupts. These poisonous gases are dangerous<sup>100</sup> to breathe. An eruption's blast shatters cooled lava into tiny bits of ash. Volcanic ash can fall like snow for miles around.<sup>122</sup>

57

## Ancient Civilizations of the Americas



This Mayan pyramid, which was built  
of years ago, is still standing.

84

### The Mayas

The Mayan civilization, which lasted from about 1500 B.C. to about A.D. 1500, reached from present-day Mexico into Central America. Although Egypt<sup>25</sup> was far away, the Mayan and Egyptian civilizations were similar in some ways.

Like the Egyptians, the Mayas built pyramids. These pyramids were built by<sup>50</sup> fitting stones together tightly. Some Mayan pyramids are still standing today. In fact, until 1902, the tallest building in North America was a Mayan pyramid.<sup>75</sup>

The Mayas used a writing system with pictures and signs called hieroglyphics. Ancient Egyptians also wrote with hieroglyphics. Archaeologists have learned about both civilizations by<sup>100</sup> reading their hieroglyphics.

The Mayas had a vast knowledge of science and mathematics. By studying the stars and Sun, Mayan scientists observed that a year<sup>125</sup> has 365 days. The Mayas were also among the first to use the idea of zero in mathematics.<sup>143</sup>

85

## **Reading Milestones**

Publisher: Riverdeep, Inc.

Copyright: 2006

Price: \$250 per kit

Contact: (888) 242-6747

Subject: Reading

Ages: Grades PK-4

Website: [www.riverdeep.net](http://www.riverdeep.net)

### **Learning Objectives:**

To learn sight words, as well as to become familiarized with basic phonics.

### **Program Description:**

Reading Milestones is an alternative language-controlled reading program that is designed to take students to approximately a fifth grade level in reading. Many students with hearing and language delays do not have basic oral/aural (speech/hearing) knowledge and therefore develop reading difficulties. This causes an enormous gap between the language base of these students and the language materials that they are given to read in school. These students must not only work on learning to read, but must also work on learning language. Reading Milestones was designed to minimize this gap. The program consists of Reading Booklets and Workbooks. A Teacher's Guide provides the instructor with step-by-step suggestions for teaching each story, including sample lessons, pre-reading activities, comprehension questions, post-reading activities, and extension activities. Placement Tests are also included, to help determine the starting point for students.

All stories in the program are presented in the same systematic way. Each story contains a title page and a glossary for the new words. For example, the Red Level/Story 1 is called, "The Boy". This story uses only the words *The*, *boy*, and *runs* as vocabulary. The glossary visually introduces the new words with pictures. The story is then read. After the student has read the story repeatedly and is able to answer simple comprehension questions outlined in the teacher's manual, the student completes the corresponding workbook activities. Each subsequent story includes the vocabulary words taught in the preceding lessons.

See the attached worksheet sample.

**Target Population:**

This program is particularly effective when used with students who have learning difficulties, language delays, hearing impairments, and those who are speakers of other languages.

**Discussion:**

- This program is meant to be implemented in one-on-one situations or in small group settings. The following Reading Milestone levels coincide with these grade levels:

<b>Grade Level</b>	<b>Reading Milestone Level</b>
PK-K	1
1	2
1-2	3
2	4
3	5
3-4	6

New Words

# Where?



log



pond



The bug walks.

Where?  
Words

Circle the correct picture.

log

frog

pond

branch

Where?  
Words

Write in the missing letters.

\_\_og

\_\_ \_\_ anch

fr\_\_

gi\_\_

po\_\_

d\_\_s



## **Reading Rocks**

Publisher: Duffy's Educational Resources, Inc.

Copyright: 2001

Subject: Reading

Price: \$299.95

Ages: All

Contact: (877) 730-9676

Website: [www.readingreallyrocks.com](http://www.readingreallyrocks.com)

### **Learning Objectives:**

To learn high frequency sight words using a multisensory approach.

To assess and teach reading comprehension to a child who is nonverbal or otherwise language impaired.

### **Program Description:**

This sight word reading curriculum puts FUN back into reading! The program is designed to meet the needs of visual & kinesthetic learners who have previously had little success in acquiring reading skills, especially in the area of phonics. Reading Rocks teaches sight reading, fluency, and comprehension through the use of colorful magnetic pictures, flashcards, fun games, and activity sheets. The workbook that accompanies this program offers storybooks that correspond with the sight words taught. This provides students with experience with "real" books, fostering the development of true literacy skills. Students actively participate in pointing, touching, cutting, and "doing" in order to learn to read high frequency words. Cut-and-paste puzzles, stories, and worksheet activities enable teachers and parents to assess comprehension without requiring oral responses from the child. These activity sheets follow daily teacher-lead instruction. For each word in this program, at least two activity sheets have been created. This allows for practice and review. Even children who are unable to name the letters of the alphabet have found success with Reading Rocks. Reading Rocks was developed to ensure correct responses and to engage emergent readers.

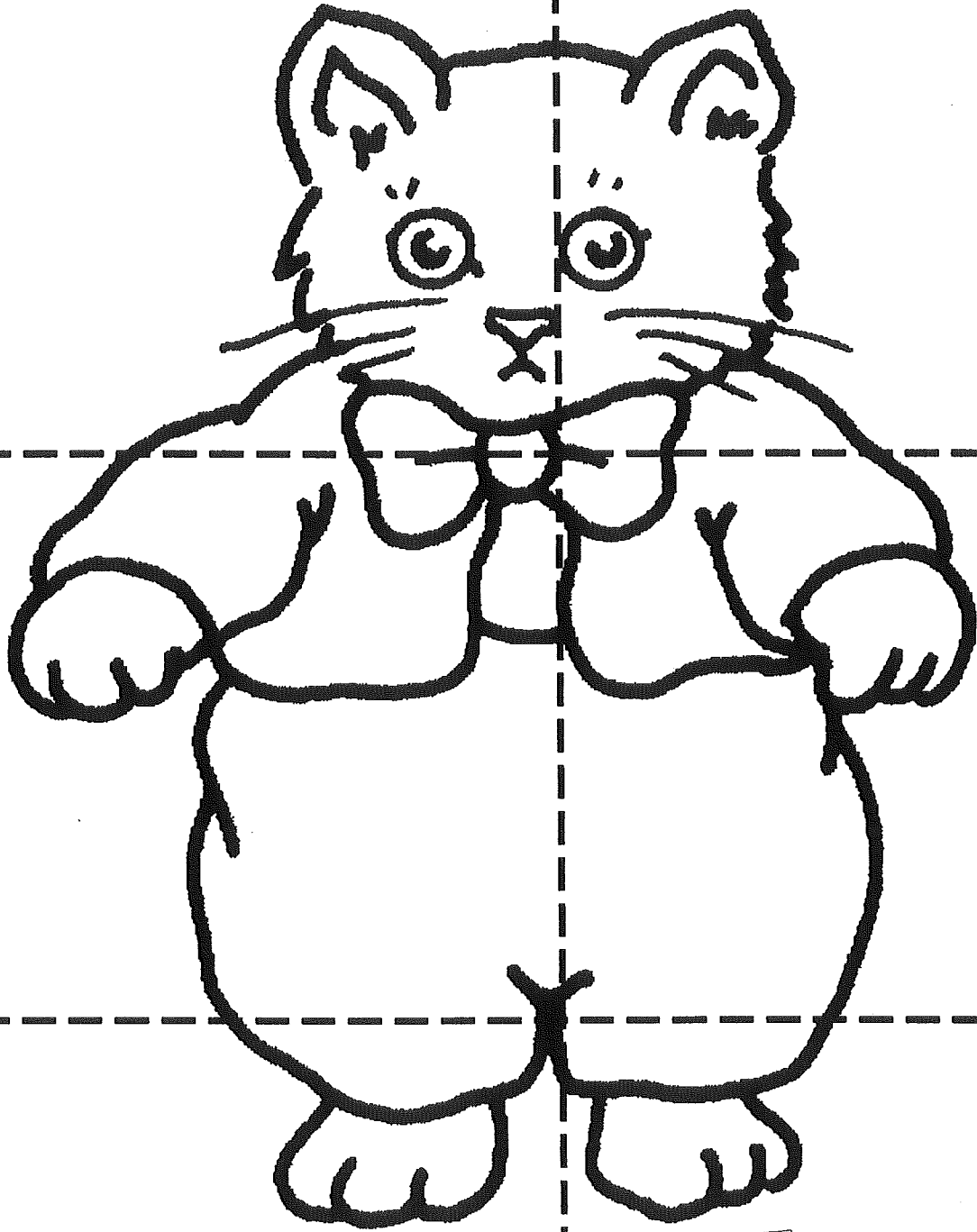
See the website for a 30 second video of group instruction and see the attached workbook samples.

### **Target Population:**

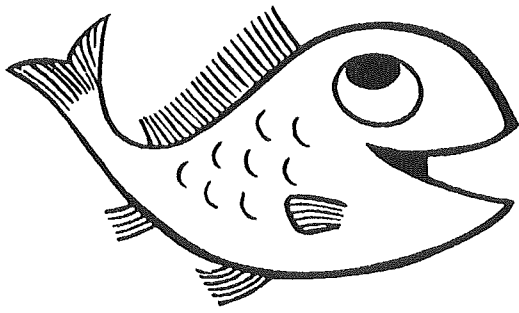
This curriculum was created to benefit children who tend to be visual and kinesthetic learners. Children who have autism, specific learning disabilities, hearing impairments, developmental delays, auditory processing difficulties, ADD / ADHD, and language delays can learn successfully with this program. As well, bilingual speakers (ESL) can benefit from Reading Rocks.

**Discussion:**

- This program is simple to implement and does not require specialized training.
- All program materials are of high interest and are made from extremely durable materials.
- Both group and individual instruction is possible using Reading Rocks.
- *Teachers can find Reading Rocks in the Florida School Book Depository Catalog.*
- *A Parent Bundle, at a substantial discount, is available for parents who want to use the program in their home. Contact the company directly.*

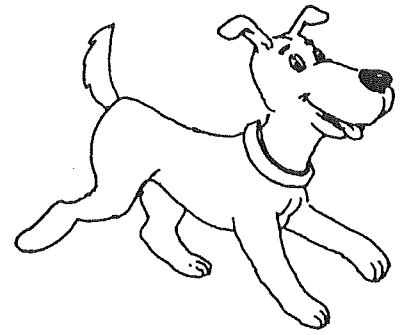


cat



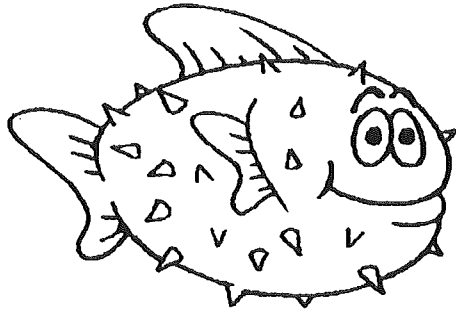
The fish is yellow

1



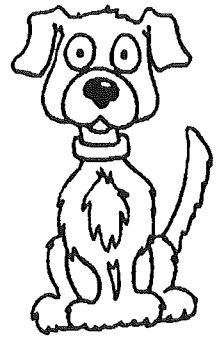
and the dog is yellow.

2



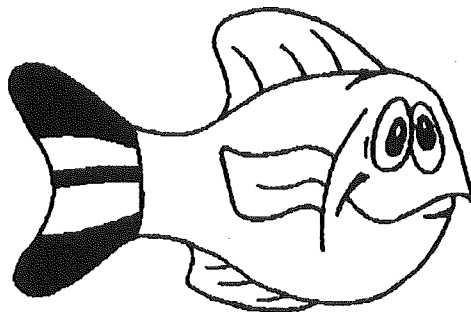
The fish is green

3



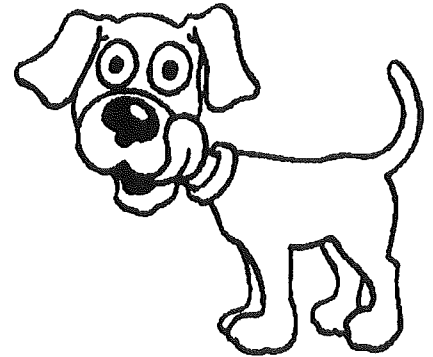
and the dog is green.

4



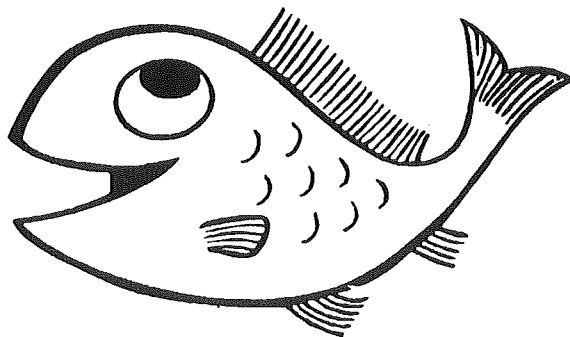
The fish is blue

5



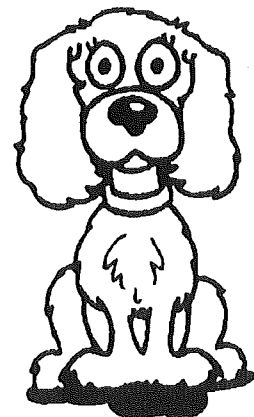
and the dog is blue.

6



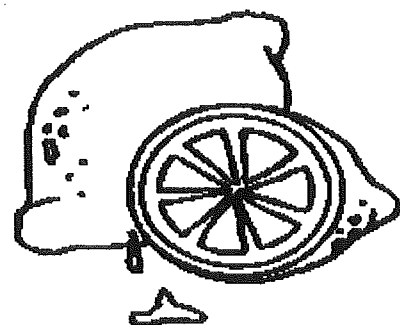
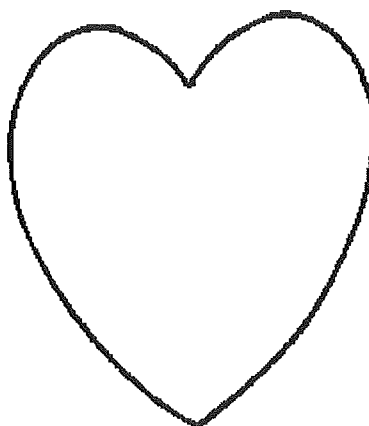
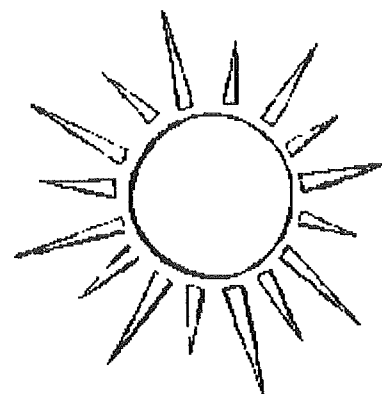
The fish is purple

7



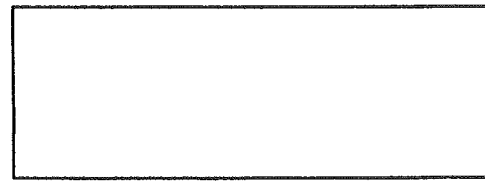
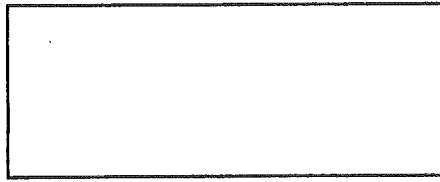
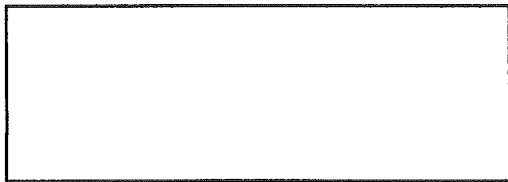
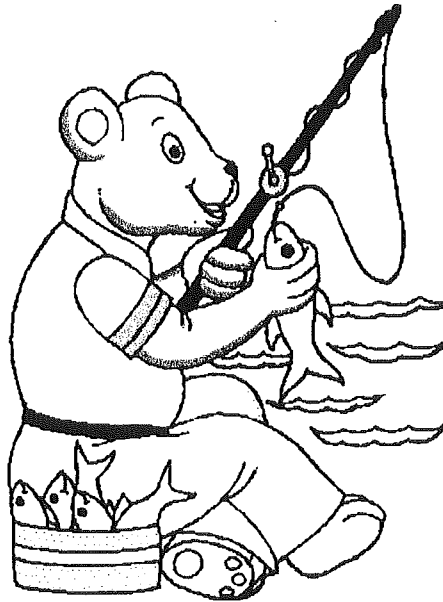
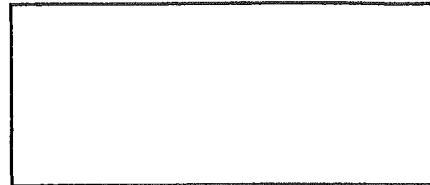
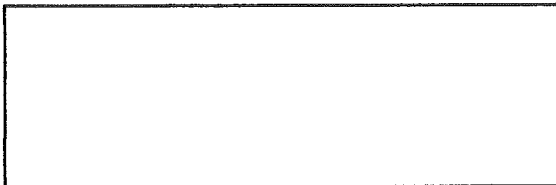
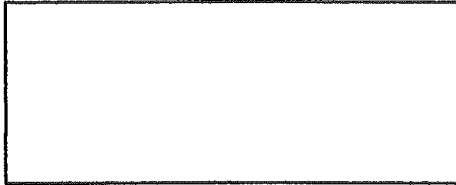
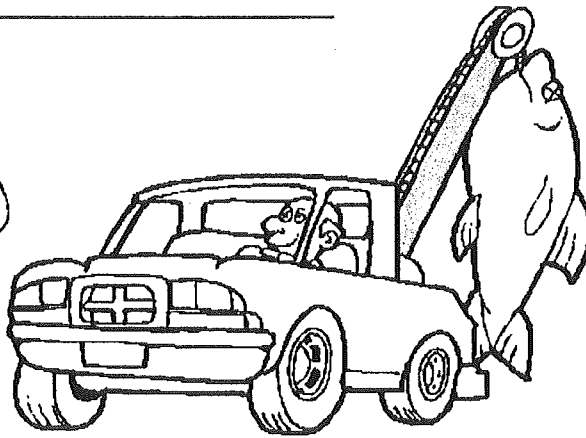
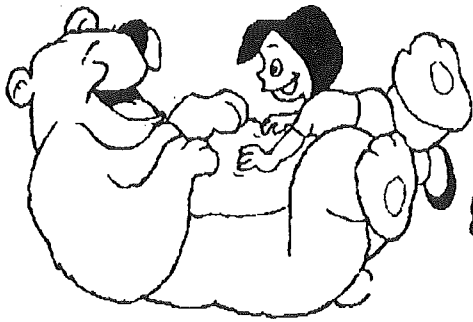
and the dog is purple.

8



<b>yellow</b>	<b>yellow</b>	<b>yellow</b>
<b>red</b>	<b>yellow</b>	<b>red</b>

Name: \_\_\_\_\_



The boy can look at the girl.

Look at the car with the big fish.

See the girl and bear play.

Look at the kangaroo play.

Mother Bear can look at Little Bear.

The bear can look at the fish

# Reading Rocks

## 50 Word Order List

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1. Red
2. yellow
3. green
4. blue
5. fish
6. the
7. is
8. dog
9. purple
10. and
11. see
12. orange
13. cat
14. a
15. brown
16. I
17. go
18. kangaroo
19. to
20. car
21. black
22. in
23. have
24. girl
25. can
26. boy
27. you
28. come
29. with
30. am
31. here
32. said
33. mother
34. put
35. Father
36. book
37. for
38. my
39. he
40. little
41. big
42. she
43. it
44. are
45. play
46. bear
47. look
48. at
49. me
50. will

## **Reading Upgrade**

Publisher: Learning Upgrade LLC

Copyright: 2000-2006

Price: \$99.95

Contact: (800) 998-8864

Subject: Reading

Ages: 3-Adult

Website: [www.readingupgrade.com](http://www.readingupgrade.com)

### **Learning Objectives:**

To improve reading skills by 1-2 grade levels.

### **Program Description:**

This online course can be an effective supplement to any curriculum during or after school. To participate in this self-paced course, students use internet-connected computers (at home or at school) to complete lessons featuring pop music, colorful and large graphics, video, and games. The visuals are very fast and vivid. The text, including rhymes, e-mails, paragraphs, letters, instructions, and stories, is very interesting to read and keeps students highly motivated. The sessions are 30-60 minutes daily. The 50 step-by-step lessons were designed using research-based content, addressing phonics, phonemic awareness, comprehension, and word decoding. Teachers can track student progress and students receive a certificate upon completion of the course.

Visit the website for course samples.

### **Target Population:**

This course was designed for students who read significantly below grade level, who might have learning disabilities, reading disabilities including dyslexia, or who might be learning in a special education classroom.

### **Discussion:**

- This course correlates to state standards and is based on the results of the National Panel Report of April 2000 on recommended reading skills.



## **Read Well K**

Publisher: Sopris West

Copyright: 2005

Price: See attached pricelist

Contact: (800) 547-6747

Subject: Reading

Ages: K-1

Website: [www.readwell.net](http://www.readwell.net)

### **Learning Objectives:**

To read fluently by the end of first grade.

To establish a good literacy foundation to enable students to become lifelong readers.

### **Program Description:**

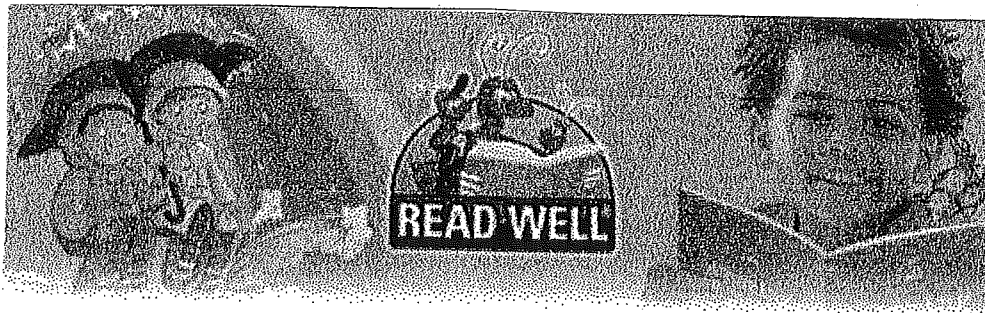
Read Well, an explicit and systematic reading program, includes instruction in the areas of oral language, concepts of print, phonemic awareness, knowledge of phonics and the alphabet, comprehension, and vocabulary. Activities involve multisensory participation and offer a variety of themes and engaging content. Lessons are scripted, are delivered daily for about 30 minutes, and each unit includes an assessment. Activities include daily alphabet routines, teacher-read literature, songs, art projects, games, pocket chart activities, journal writing, independent work activities, and dictation. Instruction can be delivered in a small or large group setting. Small group instruction includes lessons on developing letter-sound associations, blending, pattern word recognition, high frequency irregular words, oral language, accuracy and fluency building, and story reading. During small group instruction, the teacher guides the students through a decoding folder using explicit instructional strategies. Then skills that have been previously mastered by the student are practiced using connected texts. Students then participate in a comprehension activity and an assessment. Lessons are flexible and can be modified based on student performance and needs.

### **Target Population:**

This program was designed for students in Kindergarten, but can be effective with students who are struggling in the primary grades and reading below grade level.

**Discussion:**

- Read Well also offers *Read Well 1* and *Read Well Plus* for older children.



### Instructor Package

W132927	Read Well K Instructor Package - Plain Text	\$999.95
W132935	Read Well K Instructor Package - Slanted Text	\$999.95

### Student Package for 24

W132951	Read Well K Student Package for 24 - Plain Text	\$1,499.95
W132960	Read Well K Student Package for 24 - Slanted Text	\$1,499.95

### Student Package for 6

W132978	Read Well K Student Package for 6 - Plain Text	\$369.95
W132986	Read Well K Student Package for 6 - Slanted Text	\$369.95

### Teacher Materials Available for Individual Purchase

W44661	Read Well K Lap Book	\$19.95
W44679	Read Well K Lap Book	\$19.95
W44687	Read Well K Lap Book	\$19.95
W44695	Read Well K Lap Book	\$19.95
W44708	Read Well K Lap Book	\$19.95
W44716	Read Well K Lap Book	\$19.95
W44724	Read Well K Lap Book	\$19.95
W44732	Read Well K Lap Book	\$19.95
W44741	Read Well K Lap Book	\$19.95
W54383	Read Well K ABC Wall Cards—Slanted Text	\$34.95
W54391	Read Well K ABC Wall Cards—Plain Text	\$34.95
W54439	Read Well K ABC Poem Posters	\$44.49
W54789	Read Well K Program Guide	\$42.95
W54842	Read Well K CD of Songs	\$16.95
W54851	Read Well K Whole Class Blending Cards	\$49.95
W54869	Read Well K Pocket Chart Cards	\$64.95
W54877	Read Well K Assessment Manual	\$19.95
W55407	Read Well K Sound and Word Cards	\$16.95
W55618	Read Well K Blackline Masters—Plain Text	\$69.95
W58528	Read Well K Handwriting Posters—Plain Text	\$43.49
W58536	Read Well K Handwriting Posters—Slanted Text	\$43.49
W60249	Read Well K Blackline Masters - Slanted Text	\$69.95
W60311	Read Well K Small-Group Blending Cards	\$41.49
W60337	Read Well K Complete Set of Lap Books	\$164.95
W63765	Read Well K Teacher Storybooks, Units 1 and 2 (Enlarged Student Storybooks)	\$24.95
W70375	Pocket Chart	\$44.95

### Student Materials Available for Individual Purchase

W60257	Read Well K Magazine, Preludes A-F—Plain Text (6 of each)	\$32.95
W60265	Read Well K Magazine, Preludes A-F - Slanted Text (6 of each)	\$32.95
W60273	Read Well K Magazine, Units 1-20—Plain Text (6 of each)	\$99.95
W60281	Read Well K Magazine, Units 1-20—Slanted Text (6 of each)	\$99.95
W60775	Read Well K Student Storybooks, Units 1-10 (6 of each)	\$124.95
W60927	Read Well K Student Storybooks, Units 11-20 (6 of each)	\$124.95
W61647	Read Well K Magazine, Units 1-10—Plain Text (6 of each)	\$52.95
W61655	Read Well K Magazine, Units 1-10—Slanted Text (6 of each)	\$52.95
W61663	Read Well K Magazine, Units 11-20—Slanted Text (6 of each)	\$52.95
W61671	Read Well K Magazine, Units 11-20—Plain Text (6 of each)	\$52.95
W64080	Read Well K Workbooks 1-3 (Units 1-26)—Plain Text	\$16.95
W64098	Read Well K Workbooks 1-3 (Units 1-26)—Slanted Text	\$16.95

### The Children's Literature Set

W60329	Read Well K Children's Literature Set	\$249.00
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## **Road to the Code**

Publisher: Paul H. Brookes Publishing Co.

Copyright: 2000

Subject: Reading

Price: \$49.95

Ages: Grades K-1

Contact: (800) 638-3775

Website: [www.brookespublishing.com](http://www.brookespublishing.com)

### **Learning Objectives:**

To develop an awareness that spoken words are made up of segments called phonemes and that these sounds can be represented by the letters of the alphabet.

### **Program Description:**

Each of the 44 lessons in Road to the Code has three parts:

1. *Say-It-and-Move-It*: Phoneme segmentation activity.
2. *Letter Name and Sound Instruction*: Game-like activities to teach the correspondence between sound segments in words and the letters that represent the sounds.
3. *Phonological Awareness Practice*: Activity to reinforce phonological awareness.

Each lesson lasts approximately 15-20 minutes and is taught to groups of 4-5 students, 4 times per week for approximately 11 weeks. Each lesson includes instructions, explanations, and suggestions for the teacher. Some material preparation will be required as outlined in each lesson. Each lesson offers a script for the teacher.

See the attached samples.

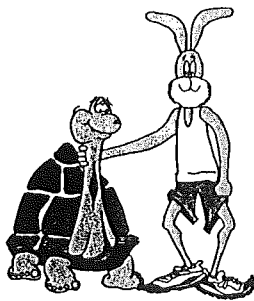
### **Target Population:**

Students who have difficulty identifying letter sounds and who cannot read or spell can benefit from this program. This program can also be used with Kindergarten and first grade students in general education classrooms, to prevent reading problems from developing.

### **Discussion:**

- This program can be modified based on the needs of the students.
- Road to the Code is meant to augment a reading curriculum used by a school.

# Teacher Notes for Lesson 1



Proper pacing is crucial!

## Say-It-and-Move-It

*Say-It-and-Move-It* is an activity designed to heighten an awareness of the phonemes in spoken words. It is intended to take approximately 5–7 minutes of each lesson and can be conducted with a group or with individual children. Children are taught to segment words by first repeating a target word and then moving one disk (or other small object, e.g., tile, block, button) for each sound that they say in the word. Finally, after the word is segmented, it is blended (spoken normally).

*Say-It-and-Move-It* sheets are used in each lesson. These are in the **Materials Section** of the manual and should be photocopied. (The words **Materials Section** are in bold to alert you that the materials you need to prepare [e.g., photocopy, color, cut] for the specific activity being described are provided in the manual.) For variety, you can use sheets with different pictures or shapes on different days. For the first few lessons, you might give each child a *Say-It-and-Move-It* sheet with a clown face on it. The following week, you might want to use a different *Say-It-and-Move-It* sheet for each lesson. The picture or shape is simply a place for the children to store their disks.

You should begin by modeling the correct way to segment the target word. (It is easier to model this task if your *Say-It-and-Move-It* sheet is facing the children.) First the target word is spoken; then each sound is spoken in an elongated fashion as a disk is moved for each sound. Pause only if there is a ^ sign to represent a pause. Stop sounds (sounds that cannot be held without distortion, e.g., /b/, /d/, /p/, /t/) are spoken quickly and are not elongated.

All vowels used in these activities have their short sounds. If you are unfamiliar with the short vowel sounds, you might use these key words to help you remember them:

- a** as in apple, animal
- i** as in igloo, itch
- o** as in octopus, olive
- u** as in umbrella, ugly
- e** as in edge, Ed

Because the *Say-It-and-Move-It* activity utilizes a lot of stimulating materials (e.g., blocks, disks, pictures), it is important to teach your students

# Teacher Notes for Lesson 1

specific behaviors to use during the segmentation part of each lesson. If you follow these suggestions, the *Say-It-and-Move-It* activity will be more successful.

First, the children need to be sitting still on their chairs and watching you model the activity. This is an activity that requires focused attention. Remember, however, that this portion of the lesson takes only 5–7 minutes, so the expectation for focused attention is developmentally appropriate for most kindergarten children.

Next, it should be stressed to the children that only one finger of one hand should be used for moving the manipulative objects (e.g., disks, tiles, blocks). It is helpful to encourage the students to have their “moving finger” ready. You might want to have the children hold up their index (pointing) finger to show that it’s ready. Some teachers sing a song or play a little game (“show me your ready finger”) to encourage the children to use just one finger. If the children use two or more fingers or both hands to move the disks, it is helpful for you to say, “Watch me. I’m using only one hand and one finger of that hand. Now, you try it.”

In addition, the children should always store the manipulative objects on the picture portion of their *Say-It-and-Move-It* sheets. You can be creative in your instructions depending on the particular picture you are using. For example, if the clown face is being used, you might say, “Let’s give our clowns earrings or teeth with our disks today.” This type of instruction may reduce the amount of fiddling or excess playing with the objects as the lesson begins. Finally, teach the children to “sweep” the objects back to the picture after completing each segmenting task.

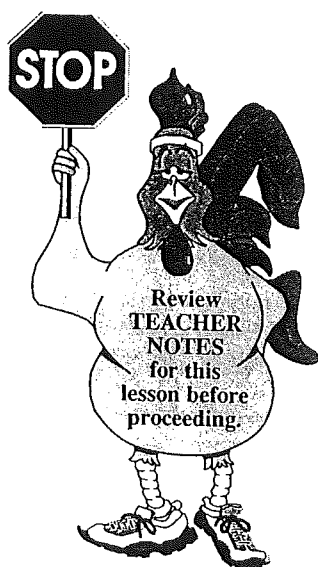
It is important to remember that this is a listening (oral language) and sound counting activity. It is not a letter recognition activity or an activity in which the letters must be associated with sounds. Therefore, any sounds could actually be used. Because the children will learn the short sounds of the vowels during the letter sound portion of this program, we have chosen to include only short vowel sounds during the *Say-It-and-Move-It* activities in this manual. **Remember, when you see a letter inside these slanted lines / /, use the letter sound. When the letter is underlined, use the letter name.**

You will also see sentences or phrases in **bold**. This is suggested dialogue to use with your children. The script that is *not* in bold is not meant to be read aloud.

# LESSON 1

## Say-It-and-Move-It

Materials: 1 *Say-It-and-Move-It* sheet per child  
2 disks or tiles per child



Today you will work on single sounds and single sounds repeated:

/a/

/s/

/t/

/t/ ^ /t/

(^ indicates a slight pause)

To begin the lesson, each child has one *Say-It-and-Move-It* sheet and one disk. You should also have a *Say-It-and-Move-It* sheet facing the children, so it is actually upside down for you.

For this first lesson, when you give directions or ask questions, it is expected that the children will respond as a group.

Teacher (T) says:

**We are going to play a game called *Say-It-and-Move-It*. What's the name of the game?**

Wait for the students to respond with "*Say-It-and-Move-It*."

T: **Watch me and listen. I'm going to say a sound. /a/.**  
Remember to use the short sound of a as in *apple*.

T: **Now I'm going to say it and move it.**  
Demonstrate for the children by placing your finger on a

disk, drawing out (holding) the /aaa/ sound, and simultaneously moving the disk below the thick black line to the black dot at the left hand side of the arrow at the bottom of the *Say-It-and-Move-It* sheet. Then point to the disk and say,

T: **/a/, one sound.**

T: **Now I'm going to sweep the disk back to the \_\_\_\_\_ (clown, boat, or whatever object is pictured).**  
Move the disk back to the pictured object.

T: **Now it's your turn. Listen first.**

T: **Say /a/.**

T: **What sound?**  
Wait for a response from the children.

T: **Now, say it and move it.**  
If the children have difficulty, this is a good time for you to model the correct response again. Say, **Watch me**, and then demonstrate *Say-It-and-Move-It*, just as you did earlier. The children should then repeat the activity with /a/, as described above.

T: **Let's try some different sounds.**  
Use the same procedure as above for introducing /s/ and /t/. *Hiss* with the /s/, and be careful with the /t/. Don't elongate the /t/ when you say it and move it. Say it quickly. Sometimes it is helpful to refer to these stop sounds as "hot sounds" so that the children "get off" of these sounds quickly.

T: **Now we're going to try something even harder.**  
Take a second disk.



T: **Are you ready? Listen and watch me.**  
**I'm going to say a sound, but I may say it more than once.**

T: /t/ ^ /t/

T: **Now I'm going to say it and move it.**  
**/t/ ^ /t/.**

Move one disk below the line as you quickly say the first /t/, and move the second disk as you say the second /t/.

Move your finger from left to right under the two disks and say,

T: **Two sounds.**  
Sweep the disks back to the picture.

Give each child a second disk.

T: **Now I want you to try it.**

T: **Ready? Listen.**

**Say, /t/ ^ /t/.**

Wait for the children to respond.

T: **Now, say it and move it.**

Again, wait for the children to respond and then say,

T: **How many sounds?**

If the children don't respond correctly, you should say,

**Two sounds.**

Have the group or individual children try various combinations of /a/, /t/, and /s/, presented as single sounds or sounds repeated.

# Teacher Notes for Lesson 1

## Letter Name and Sound Instruction

Like the *Say-It-and-Move-It* component of this program, *Letter Name and Sound Instruction* is a part of each lesson. It has been determined that instruction in phoneme awareness is more effective when it is combined with instruction in letter sound correspondences. If this is the first time that you are working on letter names and sounds with your children, it will help the children if you explain that **all letters have both a name and a sound**. This is an abstract concept, and many children don't understand this idea until it has been presented many times and with many examples.

Throughout the program we will be introducing several games to provide students with additional practice opportunities for mastery of letter sound correspondences. This component of the lesson will vary in length, depending on whether a game is introduced. In general, you will spend about 5–10 minutes on this portion of the lesson.

In this manual, we have chosen to introduce only eight letters. This does not mean that we think these are the only letter sounds the children need to learn. The eight sounds we have chosen include two short vowels and six consonants. Numerous phonetically regular consonant-vowel-consonant words can be made using these letters. Thus, knowledge of these sounds will be particularly useful when children start to read words at the end of this program.

## Letter Name and Sound Instruction

### *Introducing the Letter a*

**Materials:** Large alphabet picture card of a

Introduce the large alphabet picture card of the letter a (both large and small alphabet picture cards are in the **Materials Section** of the manual). It will add interest if you have colored this card before you show it to the children. If you do color the card, make sure that you retain a black and white copy of the picture card that can be photocopied for the children to color in later lessons.

You might tell the children that **one sound that this letter makes is /a/ (as in *apple, ant, and ask*)**. Talk about what you see in the alphabet picture card. Point to various parts of the picture and isolate the /a/ sound in *ant* and *apple* (e.g., **"Apple, do you hear the /a/ in apple?"**). Help the children think of other words that start with the /a/ sound.

Take turns asking children the letter's name. Take turns asking children the letter's sound. Then mix the two (letter name and sound).

# Teacher Notes for Lesson 1

## Phonological Awareness Practice

The activities suggested in this component of each lesson provide practice in a range of simple phonological awareness tasks.

### *Sound Categorization by Rhyme*

The first activity to be introduced is Sound Categorization by Rhyme (adapted from Bradley & Bryant, 1983). That is, the children are going to practice grouping together words that rhyme. The same materials and the game description that appear in Lesson 1 will be used later in the program for Sound Categorization by Initial Sound.

To play the game, there are some things you need to prepare ahead of time. You might want to photocopy and laminate the Sound Categorization by Rhyme and Initial Sound cards from the **Materials Section** in this manual. Each page can be cut into four separate picture cards, grouped into the recommended sets, and filed by set in a recipe box. Index tabs can be used to identify each set and to separate the rhyming sets from the sets based on initial sounds. The list of recommended sets can be found on each page of cards. We have included duplicates of some pictures because some of the picture cards will be used for grouping words by rhyme and by initial sound.

You will notice in this lesson and throughout the manual that the words **Teacher Notes** are in bold. This is to draw your attention to the special instructions included in these notes.

## Phonological Awareness Practice

### *Sound Categorization by Rhyme*

**Materials:** 3–5 sets of Sound Categorization by Rhyme cards  
Recipe box (optional, see **Teacher Notes**)  
Index tabs (optional, see **Teacher Notes**)

**To Play:** Select a set of Sound Categorization by Rhyme cards. The players must determine which one of four pictures does not belong in a set. Place the four pictures on the table in front of the children while singing or saying the following verse:

**One of these things is not like the others.  
One of these things does not belong.  
One of these things is not like the others.  
Which of these things does not belong?**

After the cards have been placed on the table and the song has been sung, ask the children to name each picture. You may need to name the pictures along with the children. Then ask the question, **“Which one does not belong?”**

Have the children tell which card doesn't belong and have them tell why (or supply the rule). For example, if the objects pictured were *hat*, *cat*, *fish*, and *bat*, the children might say, “*Hat*, *cat*, and *bat* all rhyme or end the same, but *fish* doesn't.”

In developing categorization by rhyme, the children may attempt to classify by some other principle, for example, by color or semantic category (e.g., farm animals). Acknowledge the correctness of their observations, and continue with a statement such as, **“Yes, that's right, but I'm thinking of a different rule. Can you think of my rule?”**

## **Route 66 Literacy**

Publisher: Benetech

Copyright: 2007

Subject: Reading

THIS PROGRAM IS CURRENTLY ONLY AVAILABLE IN A DEMO FORMAT

Price: Demo is free (Following publication, cost will be a low monthly subscription)

Ages: Adolescent-Adult

Website: [www.route66literacy.org](http://www.route66literacy.org)

### **Learning Objectives:**

To learn basic reading comprehension, phonics, fluency, and writing skills.

### **Program Description:**

Route 66 is a research-based internet service that provides literacy instruction for adolescents and adults with developmental disabilities and/or who are learning to speak, read, and write English. The program meets the needs of individuals who are beginning readers and writers. Route 66 was developed in partnership by literacy experts at University of North Carolina at Chapel Hill and Benetech.

The essential elements of reading instruction are addressed by the program – reading comprehension, word study, fluency, and writing. The content is written at the first and second grade levels. The content of instruction, including stories about popular culture, current events, and community participation, is of high interest and is age-appropriate, so adolescents and young adults are engaged. Because the service is delivered online, the materials can be updated as necessary, as popular culture and current events change. Web-based books have been written so that the lowest possible readability level was achieved without sacrificing the meaning. If difficult vocabulary is used, it is supported by pictures on the page.

Each unit in Route 66 uses the same instructional sequence:

- Guided reading of books written at the primer and primer level.
- Repeated readings of those books.
- Word study lessons, including making words and compare-contrast.
- Writing lessons, including writing a postcard and a book review.

Route 66 not only teaches literacy skills related to speaking, reading, and writing, but also helps to improve students' self-esteem.

The program also offers a “Teacher Tutor” feature that helps to prepare the instructors, who are often parents and volunteers, who are working with the student. The Teacher Tutor is in the form of a picture of a teacher and a script of what the parent, teacher, tutor, or volunteer should say when working with the student on the program. This support is offered literally each step of the way. So, while the student is gaining reading and writing skills, the instructor is gaining teaching skills.

See the website to access the Route 66 Demo.

### **Target Population:**

Route 66 was created for adolescents and adults who have a developmental disability and/or who are learning to speak, read, and write English. The program is for individuals who are not able to read and write at the beginning, conventional level (pre-primer or first grade).

### **Ask these questions:**

- Does the learner know that print (all the black squiggles on a page) is a medium that people use to read and write and from which they make meaning?
- Does the learner know that print is read from left to right and from top to bottom?
- Does the learner understand that readers use their eyes to track print across the page?
- Does the learner know that reading and writing are important in our print filled world?
- Does the learner understand that reading and writing allow people to make connections with each other and with the larger world?
- Does the learner understand that reading and writing are valuable endeavors and that it’s worth the effort it takes to learn to read and write?
- Does the learner understand the relationship between symbols and sounds?
- Can the learner label at least some of the more common letters and their sounds?
- Can the learner read even a few sight words?

If the answer is YES to most of these questions, the student is probably working at the beginning conventional level and can begin to use Route 66.

### **Discussion:**

- Importantly, Route 66 offers truly universal accessibility. The web-based program can interface with Braille translators, screen reading tools, and alternative input devices. External hardware or software is not necessary, even for individuals with the most significant disabilities because of the built-in access features of Route 66.

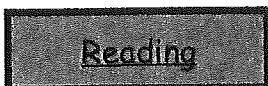


### User Guide

Route 66 offers literacy materials to adolescents and young adults who have a variety of physical, cognitive, communicative, linguistic, and sensory impairments. In addition, Route 66 Literacy offers instructional strategies for teachers. Currently, the site is intended for adolescents and young adults who are reading and writing at beginning levels. Because it is based on an instructional approach that includes a range of activities and experiences that are required to teach any student to learn to read with comprehension and to write meaningful texts, Route 66 has broader applications and can support students of any age who read like beginners.

#### Learn about Route 66

- Reading
- Word Study
- Writing



#### What is included in the Reading section?

When you click on the Reading button (RED button), it will take you to the Reading Home Page. Here, the student will be asked to choose a theme. All of the themes within Route 66 Literacy have been chosen because of their respective popularity with adolescent and young adult readers. Within each theme, there are 4 units. Once the student chooses a unit, there are 4 reading options:

- Let's read this new book together,
- Let's reread this book,
- Let me read by myself, and
- I want to read other books about this choice.

#### What reading strategies should I be encouraging?

When asked this question, most people will respond that the first and best strategy for reading an unfamiliar word is to sound it out. It's definitely a good start and a good strategy, particularly if your student has a strong sense of phonemic awareness (which means the ability to recognize that words are made up of discrete sets of sounds). But there are other strategies that are just as important and just as helpful, yet are often overlooked. Like Reading Recovery teachers, we encourage learners to employ meaning, sound, and sight cues as they endeavor to understand printed language. As you navigate each guided reading activity, you will find yourself asking, "Can we say it that way?" and, "Does it sound right?" and, "Does it look right?" You'll find that you will be asking these three questions often, and in a variety of ways. These questions are important and by asking them, you will be modelling the kind of internal dialogue that needs to take place if the student (or anyone, for that matter) is going to read independently.

Notice that the prompts are different on different pages. Some prompts encourage students to take important clues from syntax, which means how a given sentence is structured. Other prompts encourage learners to employ knowledge of symbols and to look to the words themselves, and whether or not they look right. Still others ask learners to employ their knowledge of meaning, often from the context that the picture or the illustration provides. You'll notice that when a student has to choose from one of three choices and picks the wrong one, we don't make her pick until she gets the right one. We provide instructional feedback and go on.

#### Are there other things I can do to support my student as s/he learns to read and write?

Yes, consider the following three principles as major supports to your student's emerging reading and writing abilities:

##### 1. Know your student:

The first thing to do, if this hasn't happened already, would be to get to know your student as best you can. Reading, by its very nature, is a social act. As we read, we engage with others, both practically (here we are sharing this together), and theoretically, (I feel just like Harry Potter did when I started at a new school...) Consider the student's learning style and method(s) of communication. You will also want to become familiar with the student's work pace. Before you begin working with Route 66 Literacy, establish a signal between you and your student that will signify when you need to slow down, speed up, or clarify. Be responsive to the student's signals, both verbally and nonverbally. Note changes in posture or interest. It's definitely okay to go back over a tricky part or to bail out of an activity that seems ineffective or uninteresting to your student. Bear in mind that the purpose in designing these lessons is not to trick students or to continuously check their knowledge. Instead, we want to offer students the most informative context that we can, to all of their responses, even the ones that may seem obviously wrong. The best (and truly only) motivation for learning to read is to want to learn to read, so using your knowledge of this person as a learner will help guide you from activity to activity.

##### 2. Model good reading

This may seem obvious, but another good strategy is to model good reading behavior. Reading should sound like talking so when you read aloud, do it with fluency, normal articulation, and with appropriate phrasing and emphasis. Your student's exposure to your best reading voice is critical to her ability to develop her own inner voice, whether or not she uses speech to communicate.

##### 3. Support the role of inner speech

Additionally, the concept of inner speech is important to all readers, however, it is critical to readers who do not use speech as their primary means of communication. Have you ever noticed that when you read text that's too hard for you, you usually go back



and read it again more slowly? Then, if it's still too hard, you'll read it aloud? What you're doing here is employing your inner voice. Most often, you probably don't even notice that you have one. But as text gets more difficult, your comprehension is adversely impacted and that's when you fall back on this voice, most literally. As you read, your inner voice is running a constant check against those three important questions that were mentioned above (Does it make sense? Can we say it that way? Does it look right?). When one doesn't check, that's when you slow down, and then ultimately, read it aloud. You can't read silently without an inner voice so it's important to know that it's there. As a reading and writing teacher, it's also important to know that the inner voice exists and that our job is to help students to develop and gain familiarity with their own inner voice.

#### **Where should we begin reading?**

While this is not a basal activity and there is no specific order in which to proceed, we do suggest that reading a new book together is a good place to start. Why? By reading aloud and supporting your student's engagement with the text, you offer her an opportunity to make a connection with a written work that she probably could not make on her own. Your primary purpose as you sit beside this student is to be "the more knowing other," who can model the relationship between reading and meaning making. In addition, reading a book together offers you, the teacher, the opportunity to determine which reading strategies your student can employ, and which he or she is still in the process of developing.

On each page, your first job is to read the large, black text to the left of the picture (and we recommend using your finger to point to each word as you read it). The purpose of scripting the words onto the blackboard is to help you to provide instructional feedback to your student. Initially, it may feel awkward to read the words on the blackboard verbatim. That's understandable, and yet, in the beginning (and this will depend on your background knowledge and skill level in reading instruction), it may be more important that you follow these directions closely since they are designed to support your learning in teaching within the context of balanced literacy instruction. We also recognize that many of you will choose to ignore the teacher tutor and her blackboards. That is completely acceptable, particularly if you have experience in practical literacy instruction. We encourage you, however, to use the questions and other built-in opportunities for the student to respond to questions you pose.

#### **Who is the lady in the blue skirt?**

We call her the teacher. Whenever you see her image on the screen, this is a cue that we want to offer you some guidance and support in teaching this lesson. A blackboard will give you directions about what you can say and do to fill the intention of each activity. The sentences that appear in white are for you to read aloud. In the beginning, we suggest that you follow the teacher directions as closely as is comfortable for you. As you become familiar with the site, you may find that you come to rely on the teacher less and less. That's fine (and actually, that's the ideal!). Remember that in addition to helping your student read and write, we want to support you as you endeavor to become a more confident and proficient teacher within the context of balanced literacy instruction.

#### **Why do I need to read the blackboards aloud?**

Many of the directions that appear on the teacher's blackboard are what we call, "instructional feedback." By providing context and clarification your student's errors in a supportive and constructive manner, you help make mistakes as informative as correct responses. You'll note that the teacher directions don't ever tell the student that s/he is wrong. By responding along the lines of, "Well, it could be that..." you are valuing all of your student's responses. Your role as the teacher is not to test knowledge and correct mistakes, but to clarify misunderstandings and encourage risk-taking. If your student has no communication difficulties, you would want to ask, "Why do you think that is the answer?" Our intention in creating Route 66 Literacy was to provide alternative means through which we can help the student think about her response and why it is or is not accurate. Using the language provided in this context can feel uncomfortable at first, but we think you will find its benefits are measurable.

#### **What do I say when I see a letter between two hash marks (i.e. /j/) on the blackboard?**

Throughout your experience reading together on the site, you will see this notation frequently. When a letter appears between two hash marks, this is your cue to read this letter's sound, rather than its name. In our efforts to support a student's ability to read with comprehension, we ask them to attend to three kinds of cues: sight, meaning, and in this case, sound cues. It's important for your student to have exposure to and practice all three cueing systems if s/he is to problem-solve effectively around unknown letters, sounds, and words.

#### **We just read this book, why do we need to read it again?**

Reading, like any skill, requires lots and lots of successful practice. With practice, comes a sense of mastery. This sense of mastery is integral to your student's developing sense of himself as a reader. Rereading a book offers learners the opportunity to become more strategic in their reading by allowing them to think less about the forms of print and more about its function. By increasing the exposure to the same text and adding variety to the reading of it, students can then make new and different connections with the material. Repetition increases the opportunity for learners to make personal connections to their reading. It allows learners to begin to hear that they, too, can sound (in their heads) like good readers as they become more and more familiar with a given text.

Additionally, rereading a text is something that all good readers do, in order to increase comprehension, fluency with words, or simply for the pleasure of doing so. How many times have you reread a favorite book, poem, or story? In each rereading lesson, you'll notice that the teacher appears on the first and last pages. The aim here is to reread the story with fluency while increasing comprehension. As stated in the teacher directions, this is an important time to pay attention to the non-verbal and/or the verbal cues of your student. At the end of the story, the teacher will reappear so that together, you and your student can reflect on the reading when the story is complete.

#### **Why should we let the student read by her/himself? Isn't the whole point that we work together?**

Yes, working with a more knowing other (meaning you!) is a large part of this process. But so too, is self-directed reading. Both established and developing readers need to spend time interacting with books in a variety of ways. This includes time alone. Self-directed reading poses important challenges to your student, among them the chance to pick materials that are appropriate to her reading level, the chance to practice skill application, and the chance to understand why a person would want to read after she learns how to do so. Simply put, readers need to read for individual purposes. This time spent alone reading will not only increase his fluency and familiarity with reading, it will help your student to consider how reading can support her, not just as a student, but as a whole person.

#### **What is the significance of this stack of other books?**

**Behind the stack of books icon**

I want to read other books about ...

On the Reading A Books webpage, you'll see 3-4 books that serve as support stories to the new book. The majority of these books are written at reading levels lower than the level found in the first reading of the new book. The purpose is so that students can have success in reading independently. Often you'll find just one word on a page that matches the adjacent picture. In other books you'll find that the text is written in verse and offers your student the opportunity to use her knowledge of sound and rhythm to read and predict text. Though it is an activity that is ultimately designed for independent use, it's ok to offer support or help until your student gains the confidence and/or the skills s/he'll need to read on his/her own.

**Isn't this a reading activity? Why would my student write a review of the book?**

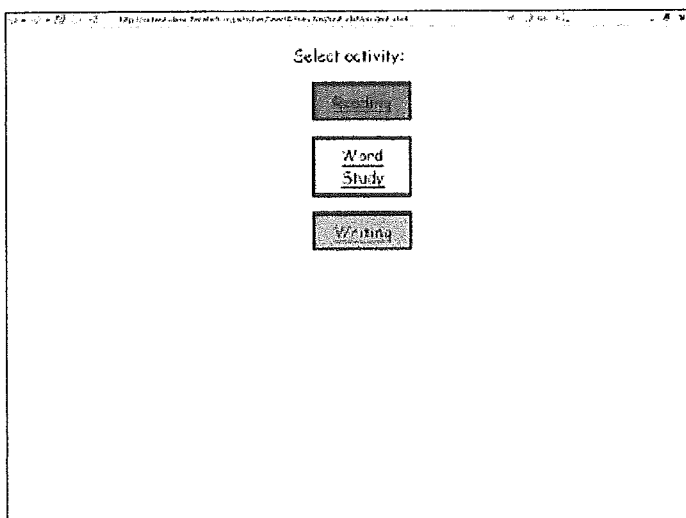
Yes, it is a reading activity and yes, the purpose is for your student to spend time and develop mastery with high-interest and readable text. But, one way your students will develop a deeper understanding of the books they read is by evaluating them, comparing them with other books they've read, and relating them to their own experiences and knowledge about the topic. The book reviews provide a structured means to do this. After reading a book, students can choose to write a review about the book. When writing a book review the student can begin by rereading the book, reading what others have written in their reviews, or moving directly into writing their own review. The site supports students in clarifying their evaluation, by offering a choice of positive, negative, and neutral responses. Furthermore, it supports students by offering a word bank and supporting letter-by-letter input using a standard or alternative keyboard input. The overall purpose of this activity is to provide students with a natural bridge between their reading and writing behaviors and to demonstrate that reading promotes thoughts, feelings, and opinions that can be expressed through writing.

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## Word Study

**What is included in the Word Study section?**

When you click on the yellow Word Study button,



it will take you to the Word Study Home Page. Here, the student will be asked to choose a theme. We have chosen specific theme areas based on research on what adolescents are most interested in. Within each theme, there are 4 units. Once you have selected a unit, you can choose from a variety of word study activities, including **Making Words**, **Compare/Contrast**, and **Other Word Activities**.

**Why study words?**

We've called it Word Study but really, it's as much about the opportunity to work with words as it is to study them. By working with words, learners can become more strategic in their abilities to read and write as they begin to see similarities, differences, and anomalies in the forms and functions of print. We have established our contention that practice is critical to literacy learning and development. The purpose of Word Study is to engage in this practice. But there's something else to it, too. Word Study offers learners the chance to play with words and begin to learn their internal structures. With the opportunity to play, learners make emotional connections between themselves and the material. This is when lasting learning takes place.

**Where should we start?**

There isn't any best place to start. Think about which activities s/he needs the most support in, which she'll exhibit the most mastery in, and which she'll enjoy the most. Don't forget that you can always bail out if an activity feels too hard, too time-consuming, or just plain inappropriate. And, as ever, self-direction might positively influence your student's ability to stick with an

activity and make it meaningful. So use your knowledge of your student and what she needs most to support her reading and writing as a guiding principle to determine the order in which you do each activity.

#### What's the point of making words?

When you click on the crane icon for making words, you'll receive directions about how to support your student in making words. The purpose of this activity is twofold:

- To help the student to see how to build or spell words by systematically adding, changing, or deleting letters and,
- To see the relationships between the spelling patterns in different words.

As your student navigates the activity, you'll find that the student is asked to make longer and longer words. As you explore this activity, feel free to encourage and support any observations your student might make about the relationships between words or his new understandings about how to construct them. ("Yes, pan and man are similar to each other, except for the first letter," or, "You're right, off and on both start with o.")

#### Why is the text on the blackboards written in a script font?

In this activity, we need to show you the words that the students need to spell, but we don't want the students to copy the words. Using a script font solves the problem because you can read script, but the beginning reader you're working with cannot. We know that the script is more difficult for you to read than the print we use on other blackboards on Route 66. Don't worry about slowing down a little. The payoff will come when the student you're teaching begins to understand how our spelling system works – something that will never happen from copying words.

#### What's the purpose of Word Sort?

At the end of each making words lesson, you will guide the student through a word sort activity using the words that were just made. The teacher prompts provided on the blackboards will direct you to ask the student to look to beginning, end, and spelling patterns of words and group them according to their similarities. Sorting the words in this way will motivate students to look once again at each of the letters in the words that were made. This will help them develop a memory for the individual letters and spelling patterns that appear.

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#### WRITE A BOOK REVIEW

One way your students will develop a deeper understanding of the books they read is by evaluating them, comparing them with other books they've read, and relating them to their own experiences and knowledge about the topic. The book reviews provide a structured means to do this. After reading a book, students can choose to write a review about the book. When writing a book review the student can begin by rereading the book, reading what others have written in their reviews, or moving directly into writing their own review. The site supports students in clarifying their evaluation, by offering a choice of positive, negative, and neutral responses. Furthermore, it supports students by offering a word bank and supporting letter-by-letter input using a standard or alternative keyboard input. The overall purpose of this activity is to provide students with a natural bridge between their reading and writing behaviors and to demonstrate that reading promotes thoughts, feelings, and opinions that can be expressed through writing.

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## **SMILE (Structured Methods in Language Education)**

Publisher: Alex Graham Bell Association for Deaf and Hard of Hearing

Copyright: 1994

Subject: Speech & Language,  
Reading

Price: \$250.00

Ages: All

Contact: (954) 978-1368

E-mail: [scheinej@aol.com](mailto:scheinej@aol.com)

### **Learning Objectives:**

To overcome language acquisition problems that prevent the development of reading skills.

### **Program Description:**

SMILE is a multisensory teaching strategy that develops a hierarchy of skills leading from phonology to morphology to syntax. SMILE starts with the smallest unit of language, the phoneme. The teacher immediately associates the phoneme with its written representation, the grapheme. As soon as the sound system and a number of words have been learned, syntax is taught through linguistic string formulas and sentence patterns. The teaching progresses from simple to complex at each level of the curriculum. Each increment of new material builds upon previously learned material and teaching follows a fixed sequence. Each step provides systematic sensory and motor associations, and practice on some aspect of visual, auditory, kinesthetic, or tactile associations. SMILE develops and associates all of the skills that must be integrated to understand and use speech and language. This program is successful because it is structured to provide as many cues as possible. At every turn, the student is prompted to give a correct response, is rewarded for that response, and engages in errorless learning.

SMILE includes 5 modules:

MODULE 1: Includes attention-getting activities (in which visual attending and tracking are addressed), beginning teaching of phonics and graphemes, and consonant-vowel combinations.

MODULE 2: Students learn 50 nouns by saying, reading, writing, and associating the words with pictures and objects.

MODULE 3: Students learn how to use verbs, color names, number concepts, and plurals.

MODULE 4: Students learn to read simple sentences, followed by

questions to elicit proper sentence forming.

MODULE 5: Teaches students to develop description stories, including answering related questions.

Stories are teacher-created and are based on individual student's needs and preferences.

**Target Population:**

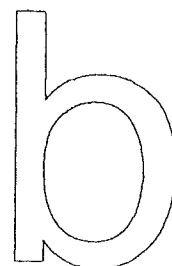
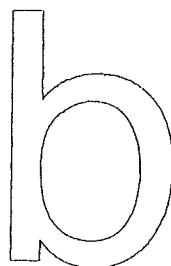
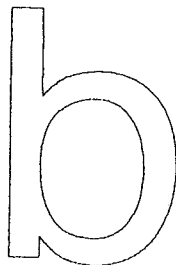
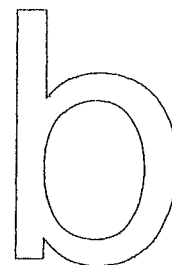
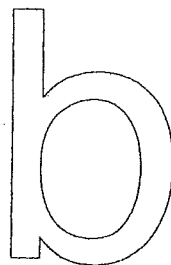
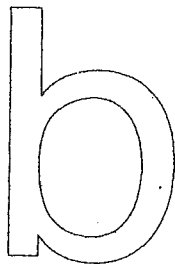
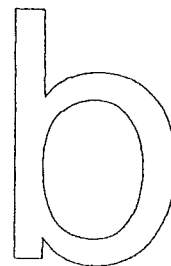
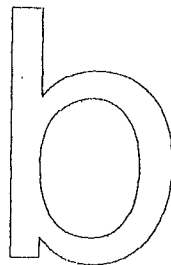
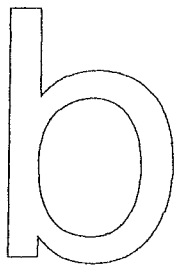
This program can help individuals who have difficulty in acquiring language in a reasonable amount of time, including those with autism, central auditory processing disorders, cochlear implants, impaired hearing, low vision, reading disorders/dyslexia, and mental handicaps. As well, any students who are learning to read, including children in Head-Start programs, Kindergarten, and first grade can benefit from this program.

**Discussion:**

- This program can be taught by a general education or special education teacher, speech and language pathologist, reading specialist, or any person trained to work with children.
- The SMILE kit includes a Teacher's Manual, 5 Teacher's Guides (including worksheets), sound, word, and picture cards, and a CD to print worksheets.

Name \_\_\_\_\_

Use a different color to trace each letter. Say the sound (b) each time the letter is traced.



Name \_\_\_\_\_

Use one color to trace the first letter. Another color to trace the second letter.  
Say the sounds (p — i-e) each time the letters are traced.

pi-e

pi-e

pi-e

Fill in the missing letter:

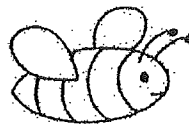
m \_ \_ p



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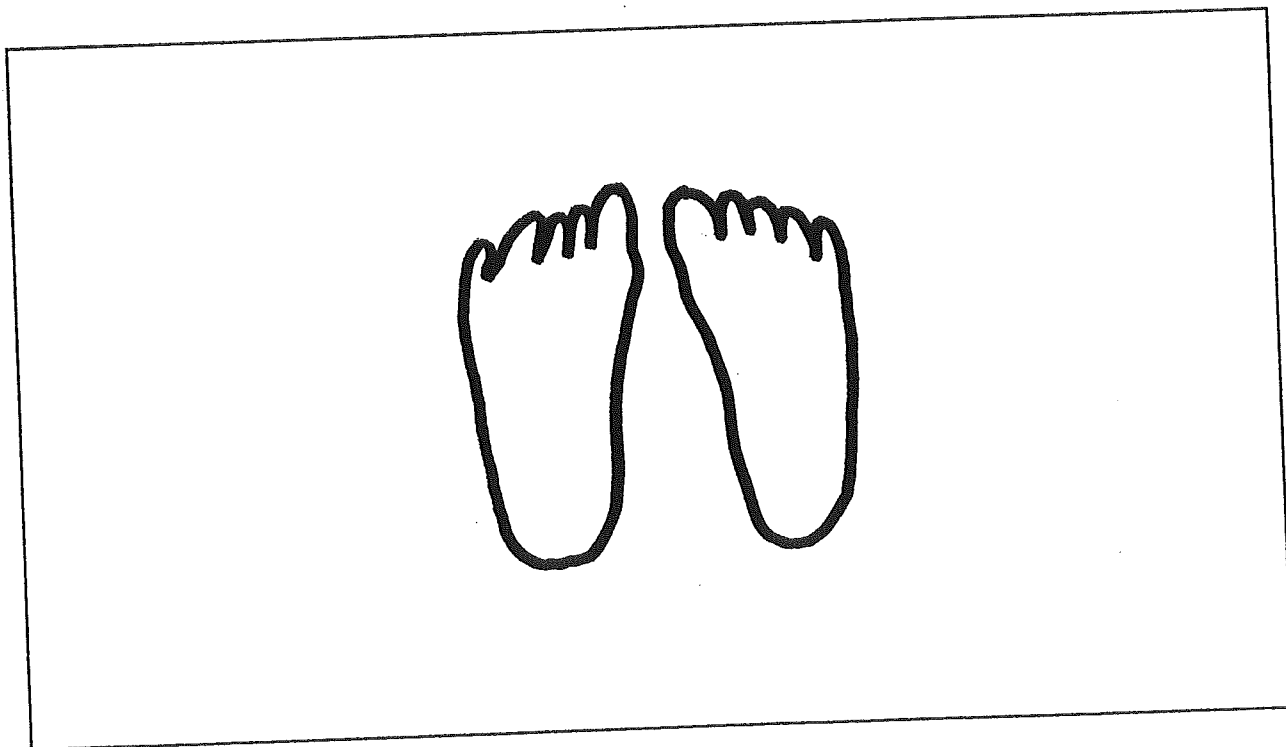
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feet

## **Spell Read P.A.T. (Phonological Auditory Training)**

Publisher: Spell Read P.A.T.

Copyright: 2002

Subject: Reading, spelling, writing

Price: Evaluation \$300

Lessons \$70/hr (individual)

\$50/hr (group)

Recommended 80-100 hours of lessons

*See Provider below*

Ages: 5 - adults

Contact: (888) KAPLAN8

Website: [www.spellread.com](http://www.spellread.com)

### **Learning Objectives:**

To use phonemic awareness skills efficiently so that fluency and comprehension are achieved.

### **Program Description:**

This program focuses on teaching phonemic awareness. It is based on the premise that language processing takes place when phonemic awareness skills are automatic. The program integrates concepts of phonemics, phonetics, and instruction in language-based reading and writing. Multisensory activities are integrated into the lessons. The program includes 140 lessons that are taught in 3 phases:

- Phase A: introduces the 44 sounds of the English language and teaches students to use them fluently. Pseudowords are taught in this phase. (60 lessons)
- Phase B: teaches secondary spellings, consonant blends, and syllabication & auditory-visual automaticity for 2 syllable words. Real words are taught in this phase. (40 lessons)
- Phase C: teaches concepts at the multi-syllable level and introduces common clusters, syllabication, pronunciation, and spelling of verb forms. Real words are taught in this phase. (40 lessons)

All lessons are structured similarly, including the same basic, systematic activities:

- Learning the “sound system”: involves acquiring phonemic (single sounds and combinations of sounds) and phonetic skills (sound-symbol relationships).
- Shared Reading: This involves “shadow reading”, when students read aloud and follow the print as other students read too, which helps them to generalize the phonemic and phonetic skills that have

been learned.

- Free Writing: This requires students to use the *sounds* they have learned, not the words they know how to spell.

Students are required to first build accuracy and then to build their speed, which is important for the development of automaticity and fluency.

### **Target Population:**

This program is meant for individuals who –

- Might read age and grade-level material, but do so inefficiently due to limited decoding skills and comprehension.
- Have difficulty expressing themselves through writing.
- Read with poor fluency and comprehension.
- Are not aware of the spoken/written word relationship.

### **Discussion:**

- This program can only be delivered by Spell Read certified teachers who have received the necessary training. The program cannot be ordered by individuals for implementation unless 24 week certification training has been completed.
- See the attached research article.
- Provider in South Florida:  
*Child Psychology Associates*  
*7301 SW 57<sup>th</sup> Court, Suite 555*  
*South Miami, Florida 33143*  
*(305) 668-7999*

## THE EFFECTIVENESS OF A GROUP READING INSTRUCTION PROGRAM WITH POOR READERS IN MULTIPLE GRADES

Carol A. Rashotte, Kay MacPhee, and Joseph K. Torgesen

*Abstract.* The effectiveness of a phonologically based reading program delivered to first- through sixth-grade impaired readers in small groups (3-5) was examined. The 115 students from a predominantly low socioeconomic school were selected based on poor phonetic decoding and word-level reading skills, then matched and randomly assigned to one of two groups. The treatment group received the Spell Read program for eight weeks while the no-treatment control received only regular classroom reading instruction. At posttest-1 the treatment group performed significantly better than the controls on phonological awareness and decoding, reading accuracy, comprehension and spelling. Except for fluency, effect sizes were strong for most measures across all grades. Improved reading skills as a result of the phonological program were evident regardless of level of deficiency prior to instruction, and were not limited to specific grades. Outcome scores at posttest-2 after the control group was also given the Spell Read program indicated similar growth in reading. Results provide supportive evidence for small-group instruction as an effective remedial alternative for deficient readers.

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*KA Y MACPHEE is director of Spell Read P.A.T.®, Charlottetown, Prince Edward Island, Canada.*

*JOSEPH K. TORGESEN, Ph.D., is distinguished research professor in psychology and education, Florida State University.*

Increasing pressure has been placed on schools to improve the reading scores of their students. Pressure has come in varying forms, ranging from societal demands and government mandates to parent expectations that every child should be able to read. Government response to the demand for better readers has accelerated. For example, the National Academy of Science, acting on a request from the U.S. Departments of Education and Health and Human Services, established a committee to examine the prevention of reading difficulties (Snow, Burns, & Griffin, 1998). Further, the America Reads

Challenge Act of 1997 (ARC) was passed making a national commitment to have every child read independently by the end of third grade (Wasik, 1998). Even at state and local levels, officials have been actively developing standards to specify the reading skills that must be achieved at different grade levels.

For many schools, however, the question is not whether to implement programs to improve reading, but what program to use that will be effective yet economically feasible with large numbers of deficient readers. To address this question we begin by reviewing

some of the issues that are involved in selecting effective reading interventions. We then examine one school's implementation of a group-delivered, multiple-grade reading program within a research framework designed to contribute to both the school's and the reading community's knowledge base.

One of the first issues in selecting an effective reading intervention program for children with reading problems is to decide what components it should include. In the past this issue often polarized into a choice between whole word, meaning-based instruction and one stressing phonics (Adams, 1990; Chall, 1989). While controversy still exists about the exact mix of reading components, the work of many reading researchers over the past two decades (e.g., Bradley & Bryant, 1985; Brown & Felton, 1990; Bryne & Fielding-Barnsley, 1993; Foorman, Francis, Fletcher, Schatschneider & Mehta, 1998; Torgesen, Wagner, Rashotte, Rose, et al., 1999; Vellutino et al., 1996), and the distillation of this accumulated research by a number of authors (Adams, 1990; Snow et al., 1998; Torgesen, 1998a; Wasik, 1998; Wasik & Slavin, 1993) have provided a better understanding of reading problems and a more thorough evaluation of alternative remedial choices. For example, it is increasingly recognized that a major cause of reading disabilities is weaknesses in the ability to process the phonological features of the language (Liberman, Shankweiler, & Liberman, 1989) that make it difficult for poor readers to recognize words by sight and to easily sound out new words (Ehri, 1998; Share & Stanovich, 1995). These students typically experience difficulty making the connection between the sounds in words and the letters that represent these sounds in print. If these students come from impoverished backgrounds, they may also have weak oral language skills, which compounds their problem with successful reading (Whitehurst & Lonigan, 1998). However, because reading comprehension (the ultimate goal of reading instruction) depends on relatively fluent, effortless identification of words in text, many treatment-outcome studies have focused on ways to improve the skills that hamper efficient word recognition (O'Shaughnessy & Swanson, 2000; Torgesen, 1998b).

Results have been encouraging, particularly of programs that feature systematic, explicit instruction in phonemic awareness and phonetic decoding skills with children who have phonological weaknesses (Brown & Felton, 1990; Felton, 1993; Foorman et al., 1998; Hatcher, Hulme, & Ellis, 1994; Lovett, Borden, Lacerenza, Benson, & Brackstone, 1994; Torgesen, Wagner, & Rashotte, 1997; Torgesen, Wagner, Rashotte, Rose et al., 1999). A recent report by Snow et al. (1998) suggests a growing consensus on key ingredients of effective programs in the development of

early reading skills. These ingredients include teaching the alphabetic principle (that written spellings systematically represent the phonemes in spoken words); promoting phonological awareness (awareness that spoken words are made up of individual sounds); and integrating these components with activities that develop comprehension and fluency skills. However, as Torgesen (2000) cautions, we must continue to refine our knowledge about specific instructional techniques and examine the intensity and duration of instruction required to eliminate reading failure, particularly with those who have the most severe phonological disabilities and the most disabling environmental backgrounds.

In addition to knowledge about the ingredients that are important for a program, schools need to know how best to deliver these program components. Can a program be effective with disabled readers if it is presented to students in small groups or must the delivery format be one-on-one tutoring? This question is particularly salient for schools where the majority of students have low reading achievement. In a review of five one-on-one tutoring programs, Wasik and Slavin (1993) pointed to the strong positive effect of well-designed tutoring models, but suggested that more empirical testing would be useful to determine whether small-group instruction could be an effective alternative. According to Slavin (1998), this is still a continuing need.

Historically, Chapter 1 programs, which typically are delivered in groups, have provided a significant share of the preventive and remedial reading instruction in schools. However, as indicated in several reports (Kennedy, Birman, & Demaline, 1986; Slavin, 1998; Snow et al., 1998), these programs have produced minimal effects. In an effort to show that well-designed small-group instruction can be effective, Hiebert, Colt, Catto, and Gury (1992) carried out a study using a restructured Chapter 1 program with teachers and aides working with groups of three first-grade children for 30 minutes. Results indicated significantly better end-of-year performance for the restructured program students than for the regular program students as well as reading scores that were comparable to those of the average students in the classroom.

A study by Taylor, Short, Frye, and Shearer (1992), using the Early Intervention in Reading (EIR) program with low-achieving first graders in groups of five to seven, also found that the EIR students performed significantly better than a low-achieving control group on an end-of-year standardized reading test. However, actual gains were not as dramatic as those found in the one-to-one format of Reading Recovery.

A more recent study by Leslie and Allen (1999) of the effectiveness of an early literacy intervention program found that small-group (2 to 4) tutoring by teachers in

training helped at-risk beginning readers improve their literacy skills. They reported effect sizes ranging from .66 to .98 in contextual reading although their comparison group did not receive similar amounts of reading instruction.

Finally, in a study by Foorman et al. (1998) that examined approaches varying in explicitness of instruction, Title 1 first and second graders were instructed in groups that ranged in size from one to five across the course of the study. Although instructional group size was not a key variable, the fact that the authors found no effects of student-teacher ratio suggests that group size may be less of a factor when instructional components are optimal. Although there are some indications that instruction delivered in small groups can be effective in preventing and remediating reading problems in young children, at this point more research is needed to provide a clearer picture of effects that can typically be expected from this type of intervention.

Another issue for schools making decisions about reading instruction programs is whether the program can be applied effectively across a number of grades. Most reading intervention programs have focused on the early grades where instruction is considered preventive rather than remedial and where improvement is thought to be easier to achieve. Certainly, most would agree that the sooner students are able to acquire adequate word-level reading skills, the fewer difficulties they will experience at the higher grades (Allington & McGill-Franzen, 1989; Stanovich, 1986). However, the problem for many elementary schools is how to deal with students who are deficient in reading at all grade levels. Few studies have examined instructional effects for students beyond second or third grade and even fewer have examined small-group intervention at the higher grades.

Three recent exceptions are studies by Lovett and Steinbach (1997), Olson, Wise, Ring and Johnson (1997), and Leslie and Allen (1999). In the Olson et al. (1997) study, the second- through fifth-grade poor readers who were trained in phonological skills in groups of three showed significant gains in phonological awareness, phonological decoding, and untimed word recognition at the end of 25 hours of training. Sample size at each grade was too small to determine differential effectiveness across grades. However, in the Lovett and Steinbach (1997) study, the remedial programs delivered to severely reading disabled students in grades 2 through 6 with two or three to a group not only found significant gains after 35 hours of remediation but noted equivalent gains at each grade level. The most recent study (Leslie & Allen, 1999) provided small-group instruction to students in grades 1 to 4. They found that children who began the study reading

at primer or first-grade levels made more progress than children reading at lower or higher levels. However, because students were grouped by reading level rather than actual grade placement, it could not be determined whether grade was a factor in differential reading growth.

The present study represents the efforts of one school to deal with some of the practical issues cited above in selecting a reading intervention to help two-thirds of its student population. At the same time the study provides a research-based context for exploring the effectiveness of an instructional program delivered in small groups across multiple grades.

This study was born out of a school's serious concern that the amount of special education help available was insufficient to meet the needs of their students. With no other resources available, they approached a private company (Spell Read P.A.T.®) that had been successful with many nonreaders in the area using a phonologically based reading program called Spell Read P.A.T.®. The Spell Read personnel asked the teachers to draw up a list of students who might benefit from the program. When teachers kept adding names to the list, it was decided that every child in the school should be assessed and assistance offered to those who showed weak decoding and word-level skills. Because the Spell Read program is typically given in groups (one teacher to five or six students) and to students of all ages, it was felt that this offer of assistance might be feasible.

Both the school administration and the Spell Read personnel recognized the need to implement the reading program in a way that would allow them to evaluate the effectiveness of the instruction. The only constraint on implementation was to provide the Spell Read program some time during the last six months of the school year to all students who met the criteria of poor decoding and word-level skills in first through sixth grade. It was also agreed that it was necessary to have a matched control group for the treated students. Both of these conditions were accomplished by limiting the intervention program to eight weeks and by using an adaptation of a multiple-baseline design in which the children who served as the control group during the first phase of the experiment received the intervention immediately following completion of the first eight-week intervention phase (Cozby, 1997). This design feature also permitted a unique way of addressing replication of treatment effects within the same study. Thus, the present study was designed to determine the effectiveness of a phonologically based reading program (Spell Read) delivered to poor readers in small groups (3-5) from multiple grades over an eight-week period.

## **SRA Direct Instruction: Reading Mastery Plus**

Publisher: McGraw-Hill Companies

Copyright: 2002

Subject: Reading

Price: Refer to the website for a detailed price list

Ages: PK- Middle School

Contact: (800) 843-8855

Website: [www.sra-4kids.com](http://www.sra-4kids.com)

### **Learning Objectives:**

To learn basic skills needed for successful decoding, encoding, and comprehension of text.

To build critical thinking and reasoning skills.

To improve creative writing skills.

### **Program Description:**

Direct Instruction teaches concepts in a very prescribed manner. First, all concepts are task-analyzed and broken into smaller subskills. Each subskill is taught – one-by-one, using repetitive scripted lesson plans. Then each skill is practiced until mastery is achieved. These strategies promote generalization. Lessons are interactive and require verbal responses from students. The programs promote errorless learning, as teachers correct student mistakes immediately and prompt to encourage successful performance. Instruction is delivered to small groups of students, based on individual needs. Student performance is monitored frequently. Reading Mastery Plus is comprised of 7 levels:

- **Level K:** Teaches basic language concepts and instructional words, letter identification and letter sounds, and phonemic awareness activities.
- **Level 1 and 2:** Begins with letter sounds, word-analysis strategies, comprehension skills, building a more extensive vocabulary, reading fluency, and writing skills.
- **Level 3 and 4:** Focuses on further expanding vocabulary, decoding skills, world knowledge, comprehension skills, critical thinking, basic research skills, and writing skills.
- **Level 5 and 6:** Emphasizes critical thinking and reasoning skills, advanced language skills, and writing skills.

See the attached sample.

### **Target Population:**

This program benefits students who need reading remediation in the areas of phonemic awareness, decoding, comprehension, fluency, and writing.

**Discussion:**

- All SRA Direct Instruction Programs have undergone extensive research.
- SRA offers numerous Reading, Language Arts, and Math programs.
- SRA offers *Corrective Reading* for the high school level.



## READING VOCABULARY

Do not touch any small letters. As soon as you read all the words on this page without making a mistake, we'll go on to the next page.

**TASK 8** Children sound out the word and say it fast

- Touch the first ball of the arrow for *sée*. Sound it out. Get ready. Move quickly under each sound. *Ssseeé*.
- Return to the first ball. Again, sound it out. Get ready. Move quickly under each sound. *Ssseeé*.
- Repeat *b* until firm.
- Return to the first ball. Say it fast. Slash. See. Yes, what word? See.

**TASK 9** Children sound out the word and say it fast

- Touch the first ball of the arrow for *mè*. Sound it out. Get ready. Move quickly under each sound. *Mmmèèè*.
- Return to the first ball. Again, sound it out. Get ready. Move quickly under each sound. *Mmmèèè*.
- Repeat *b* until firm.
- Return to the first ball. Say it fast. Slash. Me. Yes, what word? Me.

**TASK 10** Children sound out the word and say it fast

- Touch the first ball of the arrow for *an*. Sound it out. Get ready. Move quickly under each sound. *Aaannn*.
- Return to the first ball. Again, sound it out. Get ready. Move quickly under each sound. *Aaannn*.
- Repeat *b* until firm.
- Return to the first ball. Say it fast. Slash. An. Yes, what word? An.

**TASK 10** Children sound out the word and say it fast

- Touch the first ball of the arrow for *rock*. Sound it out. Get ready. Move quickly under each sound. *Rrrroooc*.
- Return to the first ball. Again, sound it out. Get ready. Move quickly under each sound. *Rrrroooc*.
- Repeat *b* until firm.
- Return to the first ball. Say it fast. Slash. Rock. Yes, what word? Rock. Don't throw a (pause) rock.

**TASK 12** Children sound out the word and say it fast

- Touch the first ball of the arrow for *rat*. Sound it out. Get ready. Move quickly under each sound. *Rrrraaat*.
- Return to the first ball. Again, sound it out. Get ready. Move quickly under each sound. *Rrrraaat*.
- Repeat *b* until firm.
- Return to the first ball. Say it fast. Slash. Rat. Yes, what word? Rat.

## CRITERION

If the children read the words in tasks 8, 9, 10, 11, and 12 without making any mistakes, present individual turns. If the children made mistakes, say: That was pretty good. Let's read the words again. See if you can read the without making a mistake.

**TASK 13** Individual test

Call on different children. Each child is to do task 8, 9, 10, 11, or 12.

## **Starfall**

Publisher: Blue Mountain Arts, Inc.

Copyright: 2003

Subject: Reading

Price: \$1.95 - \$18.95 (Print Materials)

FREE Web access

Ages: Grades K-3

Contact: (888) 857-8990

Website: [www.starfall.com](http://www.starfall.com)

### **Learning Objectives:**

- To teach letter-sound relationships and phonemic awareness
- To develop vocabulary and language comprehension

### **Program Description:**

This computer based program (print materials are available as well) is based on findings from research completed by the National Institute of Child Health and Human development about how children learn to read. The Starfall Method combines explicit and systematic instruction in letter-sound relationships, word recognition skills, and reading comprehension strategies with opportunities to apply and practice these skills. This program weaves the reading-acquisition process together into a cohesive, fun, and entertaining program that kids love! Starfall.com is easy for children and educators to use and it **is accessible for free on any web-connected computer**. Stories were written with special attention towards maintaining a simple, coherent, and engaging story line. Word recognition skills are reinforced through word family Phonics Games that teach phonemic awareness, comprehension, vocabulary building and spelling skills. Concept Movies introduce general reading concepts and function as an incentive for reading. Workbook/Printed Materials are available from Starfall.

See the attached workbook samples.

### **Target Population:**

This program is for the emergent reader and can provide support to students who are in remedial reading programs.

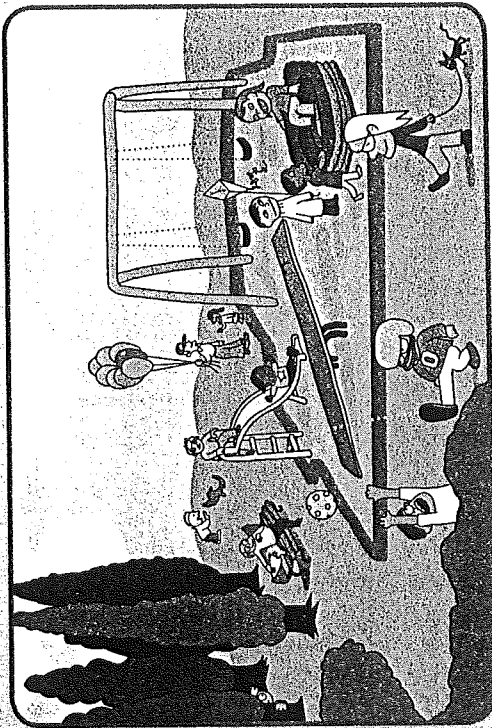
### **Discussion:**

- This program is an appropriate supplement to a classroom's reading curriculum.

Name: \_\_\_\_\_

# Hide and Seek!

Mike wants to play with YOU.  
"Ready or not, here I come!" says Mike.

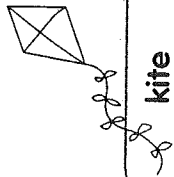


Write about where YOU are going to hide!

Handwriting practice area with multiple lines. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line.

# Naming Words

he



kite

I



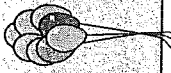
seesaw

she



slide

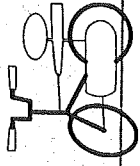
balloons



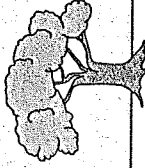
bench



bike



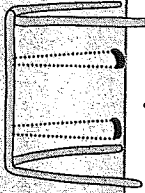
tree



tire

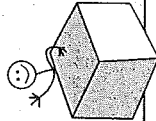


swings

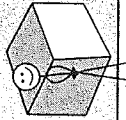


# Where Words

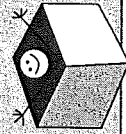
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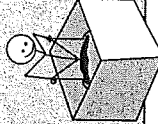
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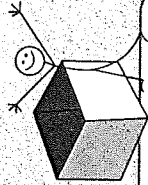
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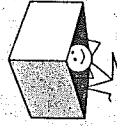
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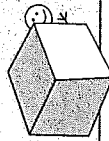


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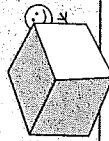


# Action Words

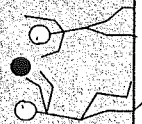
go



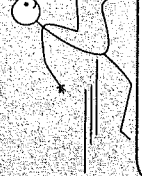
hide



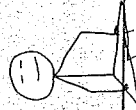
play



run



sit

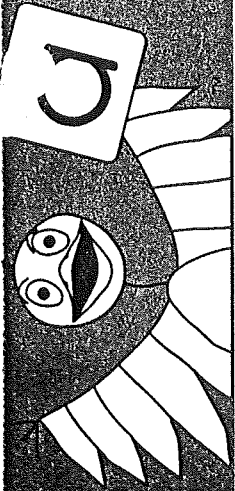


stand



# Jake's Tale

Remember me...  
the Silent E!



 Circle the words that have the Long A sound,  
then write each word in the blank to match the picture.

cat rake

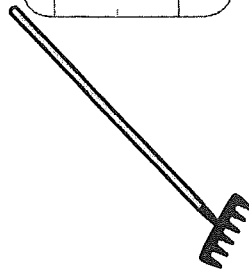
man

snake

whale

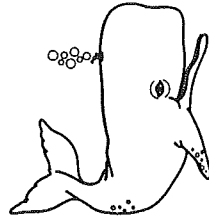
cake

1.

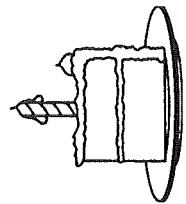


rake

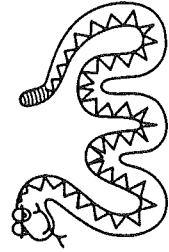
2.



3.



4.



## **The STAR Program**

### ***Strategies for Teaching based on Autism Research***

Publisher: Pro-Ed, Inc.

Copyright: 2004

Subject: Language, Academics,  
Social, Independent Functioning  
skills

Price: \$290 per level

Ages: Grades PK-5

Contact: (503) 297-2864

Website: [www.starautismprogram.com](http://www.starautismprogram.com)

### **Learning Objectives:**

To learn skills in the areas of Language, Pre-Academics, Reading, Math, Social Interaction, Play, and Independent Functioning.

### **Program Description:**

The STAR Program, *Strategies for Teaching based on Autism Research*, uses 3 research-based instructional strategies:

- **Discrete Trial Training:** Follows a 4 step sequence – 1. An instructional cue is presented, 2. The student responds, 3. A consequence occurs, 4. There is a pause.
- **Pivotal Response Training:** Also uses the above 4 step sequence, but applies instruction in a functional context. The child chooses the activity/object and the reinforcer is a natural consequence of the behavior.
- **Teaching Functional Routines:** Involves teaching predictable events that include a chain of behaviors. The routines are associated with a functional outcome and the outcome serves as a reinforcer.

The program's activities and materials are divided into 3 developmental levels:

- ❖ **Level 1:** This level is for learners who need to learn basic language concepts, verbal requesting, simple routines, and beginning play skills.
- ❖ **Level 2:** This level is for learners who need to expand their understanding of language and their use of spontaneous words, to learn pre-academic skills, and to learn to play with others.
- ❖ **Level 3:** This level is for learners who need to expand their language and academic concepts and who need to generalize skills into school routines.

Each level includes materials and corresponding photocards to deliver instruction. Color-coded program folders are also included, which consist of lesson objectives, teacher cues, desired student responses, reinforcement

techniques, and correction procedures.

The STAR Program includes:

- *A Program Manual*: This includes information needed to develop individualized comprehensive programs for each student using instructional strategies and information about applied behavior analysis, and how to put it all together.
- *A Blackline Masters Booklet*: This includes data sheets, behavior planning forms, academic worksheets, and parent communication systems.
- *Student Profile Booklets*

At the start of the program, a Student Learning Profile is completed to gather a baseline of skills. This information can be used to develop IEP goals and to drive instruction. Curricular goal in the following categories are included:

- ❖ Receptive Language
- ❖ Expressive Language
- ❖ Functional Routines
- ❖ Pre-Academic Skills
- ❖ Play & Social Interaction Skills
- ❖ Spontaneous Language (Level 2)

Skills that are taught in one-on-one discrete trial and pivotal response training sessions are practiced and generalized in daily functional routines as part of the program. Improvements in the areas of Communication, Social Interaction, Academics, and General Life Skills can be achieved with The STAR Program.

### **Target Population:**

This program was created to teach individuals with autism spectrum disorders and other developmental delays.

### **Discussion:**

- Contact the publisher to receive a free demo DVD.
- The FACTER Elementary Kit is also available for teaching Middle and High School students. *FACTER* addresses the ability to perform typical everyday "routines" while incorporating essential "related skills" for living.

## **STARS**

Publisher: Curriculum Associates, Inc.

Copyright: 2006

Subject: Reading

Price: \$278.00 (class collection)

Ages: Grades 1-8

\$6.95 (student books & teacher guides)

Contact: (800) 225-0248

Website: [www.curriculumassociates.com](http://www.curriculumassociates.com)

### **Learning Objectives:**

To learn effective reading strategies to develop decoding and comprehension skills.

### **Program Description:**

This standards-based program delivers:

- Focused instructional lessons targeting areas of weakness
- Learning about strategies through direct instruction
- A focus on and reinforcement of strategies
- A flexible format to support differentiated instruction
- Lessons that meet the needs of a diverse student population
- High-interest reading passages that expose students to a variety of nonfiction and fiction genres including science, and social studies articles, biographies, legends, myths, folktales, and web pages
- Multiple choice questions that resemble the format of standards-based tests

Each 8 page strategy is presented in four parts (see sample Student Book):

1. Learn about the strategy.
2. Check your understanding
3. Learn more about the strategy
4. Prepare for a test

A scaffolded step-by-step approach helps students focus on mastery of targeted strategies – one at a time. A review lesson is completed after every third strategy lesson.

See the attached samples.

### **Target Population:**

This program can be beneficial for all students who need additional support to learn effective decoding and comprehension strategies.

### **Discussion:**

- Student Books include lessons, each covering one strategy (see the



attached sample Student Book).

## Student Book 4

Each four-part strategy lesson takes students step by step through mastery of one targeted strategy:

### Strategy Foundation

Teacher-directed introduction of the strategy followed by a model passage.

### Walk Through

Guided practice with a longer, more complex reading passage and multiple-choice questions.

**PART TWO: CHECK YOUR UNDERSTANDING**

Remember: Sequence tells the order in which things happen.


- Look for clue words such as *first, next, then, last, finally, before, and after*. These clue words often tell the order in which things happen.
- Look for clues that tell about times of day, days of the week, months, or years.
- When there are no clue words, think about the beginning, the middle, and the ending of the reading passage. This will help you understand the order in which things happen.

Read this story about a Jewish celebration. As you read, ask yourself, "What happened first? What happened next? What happened after that?" Then answer the questions.

**Dreidel, Dreidel, Dreidel**

Tonight is the first night of Hanukkah, the Jewish Festival of Lights. Ari and his cousins were looking forward to one of the holiday's special traditions. They were going to play a game of dreidel.

Ari gave each player an equal number of nuts to use as tokens. Then each player put one token in the center of the table. Rachel spun the four-sided top first. It landed with the Hebrew letter *hay* facing up. So she took half the tokens. Sonja went next. When she spun the dreidel, it landed with the letter *shin* faceup. Thus, she added one token to the pile. Daniel was the third player. On his turn, the spinning dreidel landed with *nun* showing. This meant that Daniel got nothing. Last, Ari took his turn. The dreidel landed with *gimel* faceup, and he won all the tokens. But the game didn't end. Each cousin put another token in the center of the table, and they continued to play.




3. After Sonja took her turn,

- each player put a token in the center of the table.
- Daniel took his turn.
- Ari spun the dreidel.
- Rachel added a token to the pile.

Discussions of why answers are incorrect help students learn to clarify how they approach a strategy.

**PART ONE: LEARN ABOUT SEQUENCE**

Read this story about how Tatiana prepared for a speech. As you read, think about the order in which things happened in the story.



**Speak Up!**

Tatiana was nervous about presenting a speech to her entire class. She made sure she was well prepared. On Monday, Tatiana chose a topic for her speech. On Tuesday, she gathered information about her topic. On Wednesday, she wrote the speech. She gave it an introduction, a body, and a conclusion. On Thursday, Tatiana copied her speech onto note cards. Finally, on Friday, she practiced her speech until she felt ready to present it.

Read this story about how Tatiana prepared for a speech. As you read, think about the order in which things happened in the story.

1. Tatiana chose a topic for her speech.

2. Tatiana gathered information about her topic.

3. Tatiana wrote the speech.

4. Tatiana copied her speech onto note cards.

5. Tatiana practiced her speech until she felt ready to present it.

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. After Sonja took her turn,

- each player put a token in the center of the table.  
*This answer is not correct because each player put a token in the center of the table before any of the players took a turn.*
- Daniel took his turn.  
*This answer is correct because the story states that Rachel spun the top first, Sonja went next, and Daniel was the third player. Thus, he had to be the player after Sonja.*
- Ari spun the dreidel.  
*This answer is not correct because the story states that Ari was the last of the four players and that Daniel was the third player. Ari couldn't go right after Sonja, because Daniel's turn was before his.*
- Rachel added a token to the pile.  
*This answer is not correct because the second paragraph states that Sonja, not Rachel, added a token to the pile.*

4. Which clue word tells who went second?

- before  
*This answer is not correct because this clue word is not used in the selection.*
- then  
*This answer is not correct because the word then is used in the second paragraph to tell what the players did after Ari gave them their tokens. No one had yet taken a turn.*
- next  
*This answer is correct because this clue word tells who played after Rachel, the first player. The next player, Sonja, must then be the second player.*
- last  
*This answer is not correct because this clue word tells when Ari took his turn, and he was the fourth player.*

Lesson continues . . . page 8

**PART THREE: LEARN MORE ABOUT SEQUENCE**

Many reading passages tell details and events in the order in which they happened. Look for sequence in these kinds of reading passages:

- \* directions
- \* journal entries
- \* history articles
- \* newspaper stories
- \* stories, fables, and folktales
- \* autobiographies and biographies

Read this fable by Aesop. Then answer the questions.



**The Fox and the Crow**

A crow was sitting on a branch of a tree. She held a piece of cheese in her beak. A fox caught sight of the crow and began thinking of a way to get the cheese. He went and stood under the tree and looked up. "What a noble bird I see above me!" he said. "Her beauty is without equal. The colors of her feathers are so pleasing. If only her voice is as sweet as her looks are fair. She ought, without doubt, to be queen of the birds."

Now, the crow was greatly flattered by this praise. Just to show the fox that she could sing, she gave a loud caw. Down she came the cheese, of course.

The fox snatched up the voice, madam, I see. But wh

5. Which of these happened first?
- Ⓐ The fox stood under a tree.
  - Ⓑ The fox began thinking of a way to get the crow's cheese.
  - Ⓒ A fox saw a crow in a tree.
  - Ⓓ The fox praised the crow's beauty.
6. Right after the crow gave a loud caw,
- Ⓐ the cheese came down.
  - Ⓑ the fox praised the crow's voice.
  - Ⓒ the fox snatched up the cheese.
  - Ⓓ the fox told the crow she needed wits.

7. Which did I
- Ⓐ a
  - Ⓑ 1
  - Ⓒ 1
  - Ⓓ T
8. Wha
- Ⓐ the 4
  - Ⓑ 1
  - Ⓒ 1
  - Ⓓ c
  - Ⓔ J
  - Ⓕ 1

**PART FOUR: PREPARE FOR A TEST**

- \* A test question about sequence may ask you when certain things happened in a reading passage.
- \* A test question about sequence may ask you to put events from a reading passage in order.
- \* A test question about sequence may contain words such as *first*, *second*, *last*, *before*, or *after*.

Here are directions for making a flip book. Read the directions. Then do Numbers 13 and 14.

Have you ever wondered how cartoons are made? Special artists called animators create cartoons. To make a short cartoon, they must draw thousands of pictures. In each picture, the characters are drawn in a slightly different position. When the drawings pass very quickly before the viewers' eyes, the characters seem to move.

You can see how this works by making a flip book. To begin, cut a sheet of stiff paper into 25 or 30 small rectangles, all the same size. Next, choose a simple movement to draw, such as running, kicking, or jumping. Ask a friend to model the movement for you. Have your friend hold different poses while you draw a quick sketch on each rectangle. Keep the drawings simple by using stick figures to show the movement. Also, make sure that you draw each sketch in the same spot on the left-hand side to staple the pictures back of each drawing. Arrange the pictures in the correct order and hold the book in your left hand. Flip the book with your right hand as fast as you can. As you do it, the pictures seem to move.

**Understanding Sequence**

14. The boxes tell about some of the steps in making a flip book.

1	2	3
Number the back of each drawing.	Arrange the pictures in order.	

- draw. Which of these belongs in box 1?
- Ⓐ Flip the pages quickly.
  - Ⓑ Draw simple sketches.
  - Ⓒ Hold the book in one hand.
  - Ⓓ Staple the pictures together.

**Test Prep**  
Clues about the language of tests build student confidence for standards-based tests.

**KNOW YOUR STRATEGIES**

**Identifying Author's Purpose**

All authors write for a reason. The reason an author writes something is called the author's purpose. When you figure out why a reading passage was written, you are identifying the author's purpose. Authors write for one of four reasons—to describe, to entertain, to explain, or to persuade.

- \* Some reading passages mainly describe something, such as a person, place, or thing. The author's purpose is to describe.
- \* Some reading passages mainly tell a personal story, tell something funny, or use a story to teach a lesson. The author's purpose is to entertain.
- \* Some reading passages mainly tell how to do something, or contain lots of information about a person, place, or thing. The author's purpose is to explain.
- \* Some reading passages are mainly written to try to get readers to do something, buy something, or believe something. The author's purpose is to persuade.

**Interpreting Figurative Language**

Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind. When you understand the meaning of a simile, a metaphor, or an idiom, you are interpreting figurative language.

- \* Look for things that are compared in a reading passage. Try to find examples of similes or metaphors.
- \* Look for phrases whose words have a meaning different from their usual meaning. Try to find examples of idioms.
- \* Figurative language usually brings a picture to a reader's mind. Use that picture to help you understand the meaning of the figurative language.

**Distinguishing Between Real and Make-believe**

Things you read that could happen in real life are real. Things you read that could not happen in real life are make-believe. When you figure out which parts of a reading passage are real and which parts are make-believe, you are distinguishing between real and make-believe.

- \* Real stories are about events that could really happen.
- \* Make-believe stories are about events that could not really happen. Clues that signal a story is make-believe are unlikely or magical events, imaginary places, talking animals, and characters who do impossible things.
- \* Often, some parts of a story are real, and other parts are make-believe.

The *Know Your Strategies* Teacher Guide reproducibles offer students a ready reference for how to answer strategy-based questions.

For ordering information please see center insert.

Order Online: CAorders.com • By Fax: 800-366-1158 • Phone: 800-225-0248  
Strategic Steps to Reading Success Brochure—CURRICULUM ASSOCIATES®, Inc.—www.curriculumassociates.com

## **Start-to-Finish Literacy Starters**

Publisher: Don Johnston Inc.

Copyright: 2006

Price: See Price List

Subject: Reading

Ability Level: Grades PK-1

Interest Level: Grades 5-12

Contact: (800) 999-4660

Website: <http://donjohnston.com/catalog/stflsfrm.htm>

### **Learning Objectives:**

To participate in reading activities and instruction using modified material of varying levels.

To learn literacy skills that will help students learn to read and write.

### **Program Description:**

Start-to-Finish Literacy Starters, a supplemental reading program, is written with a research-based framework so that ALL students can become successful readers. The program can be used for reading across the curriculum, reading assignments, or as part of independent reading experiences. The materials and activities provide authentic literacy experiences that help students gain the skills necessary for decoding and comprehension development. Most importantly, the materials are supported so that even students with significant disabilities can participate in the literacy activities as well. Three text types are included to meet the needs of various learners:

- *Enrichment Text: Intended to be read to beginning readers to develop oral language and background knowledge.*
- *Transitional Text: Intended to be read WITH beginning readers to support simple word-reading strategies.*
- *Conventional Text: Intended to be read independently by beginning readers so they can decode and understand unfamiliar text written at their level.*

Two readability ranges are supported by Start-to-Finish books: GOLD for 2<sup>nd</sup> to 3<sup>rd</sup> grade readability and BLUE for 4<sup>th</sup> to 5<sup>th</sup> grade readability.

Each Start-to-Finish series includes computer-based books, paperback books, audio books on CD, and reference guides. Literacy Starter Titles include Sports, Plants, Early Settlers, Life Skills, Deserts, Mark Twain, Continents & Countries, and Insects. For a complete list of titles see the above website. Vocabulary Cards for each book are available to provide additional support practice. Text and graphics from the stories can be installed into

Write:OutLoud e Text (Don Johnston product), Pictures folders, and BuildAbility Images folders for use in follow-up activities. This allows for the format of the text to be altered to better meet the needs of specific students. For example, font can be enlarged, background colors can be changed, or text can be broken down into smaller segments.

Book Talk is a component of Start-to-Finish that allows communication displays to be created so that readers can actively communicate about the book they are reading, before, during, and after they read. In this way, even students with significant disabilities can participate in literacy activities with their peers.

A Teacher's Guide and a Teacher's Materials CD include technical information on using the computer books and supplemental teacher material, blackline masters, and instructional ideas. Additional teacher resources and support material is available online. The Intervention Planning Tool allows teachers to assess students' reading skills in the areas of concepts of print, alphabetic principle, oral language, and phonological awareness, so that intervention can be planned accordingly.

### **Target Population:**

Beginning readers of all ages and abilities can benefit from Start-to-Finish, including adults, English Learners of Other Languages, and Title 1 students.

### **Discussion:**

- Often students with moderate to severe disabilities are not included in literacy experiences or are only exposed to experiences that are limited and different from those to which their typical peers are exposed. Start-to-Finish gives parents and teachers the tools to create supports for their students who learn and communicate differently so that they, too, can engage in emergent and conventional reading.
- An ELL Version of this program is available, specifically designed to meet the needs of adolescent students who are just beginning to learn English language skills.
- An LD Version of this program is available, specifically designed to meet the needs of adolescent students who are acquiring beginning reading skills.

## Buying Options

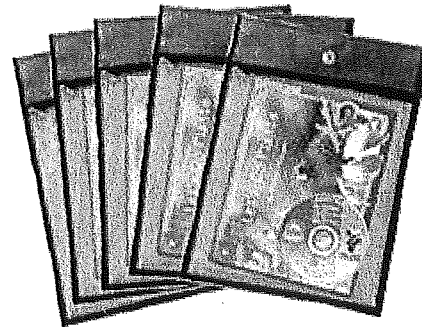
### Single Set \$139.00

- 1 Computer Book CD ROM  
(3 different books - Enrichment, Transitional and Conventional books with read to me, read with me and read by myself versions)
- 3 Paperback Books  
(3 different books - Enrichment, Transitional, Conventional)
- 3 Vocabulary Cards  
(3 different cards - Enrichment, Transitional, Conventional)
- 1 Teacher Materials CD ROM & Guide
- 1 9"x12" Hanging Media Pouch



### Licensing

Purchase five or more single sets, in any combination, at the same time to start your license and begin saving right away! Subsequently, all future purchases will be based on the number of sets you own — so you can keep saving every time you add to your Start-to-Finish Literacy Starters library. See [Single Set](#) components listed above.

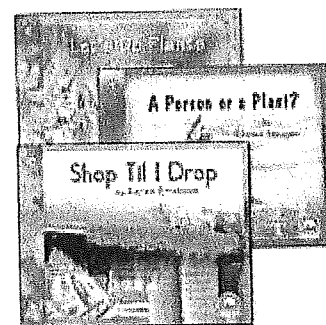


# of Sets	Cost/per set
5-9	\$99.30
10-19	\$95.13
20-49	\$90.96
50-99	\$85.40
100-249	\$78.45
250-499	\$64.55
500-999	\$50.65
1000+	\$36.75

### Single-set Paperback Book Package

**\$35.00 package**

Each package includes 3 paperback books  
(1 copy of each book from a set)



**5-Pack Paperback Books**

**\$50.00 pack**

Add extra books to any Start-to-Finish Literacy Starters set to reach more students in the classroom or send books home to make the home/school connection.

Includes: 5 paperback books (5 copies, same title)

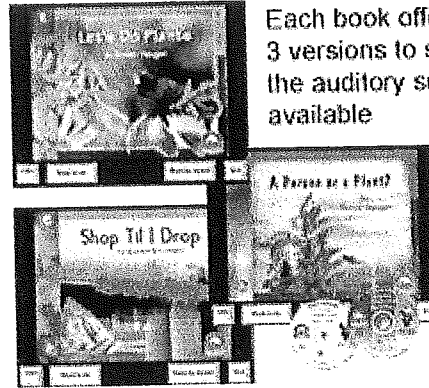


**Single-set CD-ROM**

**Book Package \$110.00 package**

Includes:

- 1 Computer book CD-ROM (3 different books from a topic-specific set, 1 Enrichment book, 1 Transitional book and 1 Conventional book *with read to me, read with me and read by myself* versions)
- 1 Set-specific teacher materials CD-ROM



Each book offers 2 or 3 versions to scaffold the auditory support available

**Single-set Vocabulary Card Package**

**\$15.00 package**

Includes: 15 vocabulary cards

(5 Enrichment cards, 5 Transitional cards, 5 Conventional cards for a specific Start-to-Finish Literacy Starters set)

## **Stevenson Reading**

Publisher: Stevenson Learning Skills, Inc.

Copyright: 2002

Subject: Reading

Price: See attached price list

Ages: Grades K-12

Contact: (800) 343-1211

Website: [www.StevensonLearning.com](http://www.StevensonLearning.com)

### **Learning Objectives:**

To improve decoding, encoding, and comprehension skills.

### **Program Description:**

This reading program integrates mnemonic instruction and creative teaching strategies to help students improve their decoding, encoding, and comprehension skills. Using visual clues to facilitate memory is a trademark of the program in order to make abstract linguistic concepts increasingly concrete for learners. Sound-symbol correspondence and linguistic structures are taught using a multisensory approach. Because each student possesses an individualized learning style, a multitude of teaching strategies are implemented to meet the various learning modes. Mental imagery is used to facilitate comprehension of printed material, as well as to answer comprehension questions.

See the attached samples of mnemonic devices and mental imagery.

### **Target Population:**

This program has been successful with high-risk, remedial, and/or learning disabled students. The program can also meet the needs of individuals who have attention deficits, phonological processing problems, memory weakness, sequencing confusion, blending difficulty, and organizational problems. Many teachers have found the program to be effective as a basal series even for students who are on grade level and who do not demonstrate reading difficulties.

### **Discussion:**

- Stevenson employs a mastery approach. Instructors should not move to the next lesson until students have achieved mastery on the previous lesson.
- The program promotes a *conscious* awareness of skills, rather than rote memorization.



❖ These Prices Are Effective May 1, 2006 ❖



**Stevenson Learning Skills, Inc.**  
 451 Elm Street, Unit 2  
 North Attleboro, MA 02760-3313  
 Tel: 800-343-1211 Fax: 508-699-4279  
 www.StevensonLearning.com

Date \_\_\_\_\_  
 Purchase Order No. \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 Visa/M-Card/Disc # \_\_\_\_\_  
 Expiration Date \_\_\_\_\_

SEND BILL TO:

SHIP TO:

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

QUANTITY	ITEM CODE	TITLE	PRICE EACH	AMOUNT
<b>The Stevenson Program</b>				
	BEG 101	Beginning Green Teacher's Manual	<i><b>New Beginning Green Level is available for purchase on September 1, 2006</b></i>	\$ 31.95
	BEG 102B1	Beginning Green Reading Book 1		5.50
	BEG 102B2	Beginning Green Reading Book 2		5.50
	BEG 103A	Beginning Green Workbook A		5.50
	BEG 103B	Beginning Green Workbook B		5.50
	BGN 101	Beginning I Teacher-Student Manual	<i><b>Original Beginning Level books are still available at a reduced cost.</b></i>	\$ 19.95
	BGN 102B1	Beginning I Reading Book 1		3.75
	BGN 102B2	Beginning I Reading Book 2		3.75
	BGN 103A	Beginning I Workbook A		3.75
	BGN 103B	Beginning I Workbook B		3.75
	BLU 101	Basic Blue Core Manual		\$ 31.95
	BLU 102B1	Basic Blue Reading Book 1		4.75
	BLU 102B2	Basic Blue Reading Book 2		4.75
	BLU 102B3	Basic Blue Reading Book 3		4.75
	BLU 103A	Basic Blue Workbook A		5.50
	BLU 103B	Basic Blue Workbook B		5.50
	BLU 103C	Basic Blue Workbook C		5.50
	INT 101	Intermediate (Part 1) Teacher-Student Manual		\$ 17.95
	INT 102	Intermediate (Part 1) Student Book		6.50
	INT 103	Intermediate (Part 1) Workbook		5.50
	FDM 101	Frostings, Doilies and More Teacher's Manual		17.95
	FDM 102	Frostings, Doilies and More Student Book		6.95
<b>Supplements to the Stevenson Program</b>				
	STL 101	Stevenson's Letters Teacher's Manual		\$ 22.95
	STL 103	Stevenson's Letters Printing Workbook		5.50
	LON 101	The Lonely Vowels Manual		22.95
	LON 102	The Lonely Vowels Reading Book		4.95
	LON 103	The Lonely Vowels Workbook		5.50
	PLA 101	10 Plays for the Stevenson Program - Teacher's Manual		12.95
	PLA 102	10 Plays for the Stevenson Program - Student Book		6.50
	SPL 101	Beginning Level Spelling Manual/Resource Book		18.95
	SPL 201	Basic Blue Spelling Manual		20.95
	BGN TC	Beginning Level Teaching Cards		21.95
	BLU TC	Basic Blue Level Teaching Cards		25.95
	SBG 112	Supplementary Reader Set (20 books for Beginning Level)		27.95

03-06

❖ More Materials on Other Side ❖

Sub Total \$ \_\_\_\_\_

QUANTITY	ITEM CODE	TITLE	PRICE EACH	AMOUNT
		<b>Supplements (Cont.)</b>	<b>Sub Total From Other Side</b>	\$
	TBG 101	Bgn Level Mastery/Management Test Manual	\$ 6.95	
	TBG 102	Bgn Level Mastery/Management Test Booklets (One dozen)	16.95	
	TBG SNG	Bgn Level Mastery/Management Test Booklet (Single)	3.00	
	TBL 201	Basic Blue Mastery/Management Test Manual	6.95	
	TBL 202	Basic Blue Mastery/Management Test Booklets (One dozen)	16.95	
	TBL SNG	Basic Blue Mastery/Management Test Booklet (Single)	3.00	
	VL1	Video-Overview of The Stevenson Program	75.00	
		<b>The Cursive</b>		
	SCW 101	Stevenson's Cursive Writing Manual	\$ 18.95	
	SCW 103	Stevenson's Cursive Writing Workbook	5.50	
		<b>The Grammar</b>		
	SEG 101	Stevenson's Essential Grammar Teacher's Manual	\$ 19.95	
	SEG 103	Stevenson's Essential Grammar Workbook	5.50	
	SEG 111	Stevenson's Essential Grammar Answer Key	10.95	
		<b>Contractions</b>		
	CON 101	Stevenson's Contraction Skills	\$ 10.95	
		<b>Special Sets</b>		
	BEGSS	Beginning Green Starter Set (New)	\$ 72.95	
	OVSS	Overlapping Strategy Set	125.95	
	ESS	Beginning Level Starter Set (Original)	54.95	

### Ordering Information

- Add 10% Shipping & Handling in the U.S. or **\$3.50 minimum**. If a single order is over \$1,000, it is eligible for reduced S&H, depending on destination. In such cases, call us for S&H rate.
- Sales tax required for Massachusetts purchases only.
- For **International orders**, please call for S&H information.

Sub Total	\$
5% Sales Tax (MA Only)	
Shipping & Handling	
TOTAL	\$

### Volume Discounts

- Customers with more than \$1,000 on a single purchase order (before S&H is figured) may take a **5%** discount.
- Customers with more than \$10,000 on a single purchase order (before S&H is figured) may take a **10%** discount.

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451 Elm Street, Unit 2  
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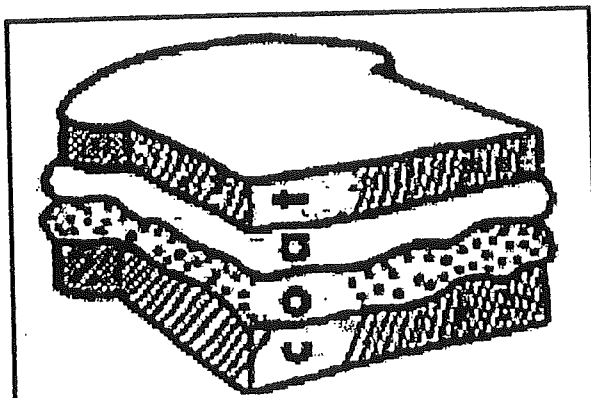
Draft Materials	PAL Materials
In addition to the items on this sheet, we have supplementary materials available in unfinished (draft) form. They are only appropriate if you are also using the regular books. For more information on these items, request the "List of Draft Materials".	Partners in Associational Learning (PAL) produces their own materials specifically designed to supplement Stevenson. These items include some manipulatives, as well as written materials. <b>You must order these materials directly from PAL.</b> Visit <a href="http://www.homestead/quesst">www.homestead/quesst</a> or call us for a PAL order form.

# Stevenson Scope and Sequence

Level	BEGINNING	BASIC BLUE	INTERMEDIATE
<b>Materials</b> (See catalogue for details)	<p>Beginning 1 Teacher-Student Manual Beginning 1 Reading Book One Beginning 1 Reading Book Two Beginning 1 Workbook A Beginning 1 Workbook B</p> <p>Beginning Level Spelling Manual</p> <p>Supplementary materials also available</p>	<p>Basic Blue Core Manual Basic Blue Reading Book One Basic Blue Reading Book Two Basic Blue Reading Book Three Basic Blue Workbook A Basic Blue Workbook B Basic Blue Workbook C</p> <p>Basic Blue Spelling Manual</p> <p>Supplementary materials also available</p>	<p>Intermediate 1 Teacher-Student Manual Intermediate 1 Student Book Intermediate 1 Workbook</p> <p>Frostings, Doilies and More Teacher's Manual Frostings, Doilies and More Student Book</p> <p>Intermediate II Teacher's Manual (Draft Version) Intermediate II Student's Book (Draft Version)</p> <p>Stevenson's Essential Grammar (See Catalogue)</p>
<b>Skills</b>	<p>READING - In every lesson. Begins as soon as first five letters are learned.</p> <p>SPELLING - In every lesson. Students trained to discriminate vowel sounds. Teacher feeds clues.</p> <p>VOCABULARY - In every lesson. Unfamiliar words are introduced early for language development exercise.</p> <p>TYPING - Optional. Important for special students with hand/eye problems.</p> <p>PRINTING - In most lessons. Important clues for preventing and remediating reversals.</p> <p>COMPREHENSION - Foundation exercises. Fill-ins. Following directions. Answering questions with yes or no in complete sentences.</p> <p>GRAMMAR - Categorizing nouns, verbs and adjectives with special concrete techniques.</p> <p>DEFINITION - Defining verbs in simple sentences.</p>	<p>READING - In every lesson.</p> <p>SPELLING - In every lesson. Student is weaned from clues and masters encoding procedure.</p> <p>COMPREHENSION - Structured sequence of exercises becomes increasingly extensive as level progresses. Students learn to answer <b>who, what, where, when</b> and naming questions in complete sentences in writing.</p> <p>VOCABULARY - Continued language development activities throughout.</p> <p>PENMANSHIP - Cursive writing available.</p> <p>GRAMMAR - Prepositions added to continued work with nouns, verbs, adjectives.</p>	<p>READING - In every lesson. Focus on multisyllable words.</p> <p>SPELLING - In every lesson. Multisyllable words including special procedure for prefixes (doilies) and suffixes (frostings).</p> <p>VOCABULARY - Meanings of more sophisticated words. Changing of meanings of words by addition of prefixes and suffixes.</p> <p>COMPREHENSION - Answering more complicated questions requiring inference.</p> <p>DICTATION - Sentences with more complex vocabulary.</p> <p>GRAMMAR - All parts of speech and all functions of parts of speech in simple sentences (Stevenson's Essential Grammar).</p>
<b>Sequence</b>	<p>INTEGRALS 1-102 (See Integral List for details)</p> <p>500 to 600 word reading and spelling vocabulary mastered</p>	<p>INTEGRALS 103-155 (See Integral List)</p> <p>Previous Integrals form building blocks for increased vocabulary development</p> <p>Approximately 2000 words</p> <p>Most common sound patterns of English mastered</p>	<p>Integrals compound words re, ex, in, de, con, pro, pre, etc. ei vs. ie, short ea cle, dle, ble, etc. tion, ion, ti=sh -es, -ify, -ity, -ic, -ous, -al, etc. -ly, ness, -less, -ment, etc.</p>

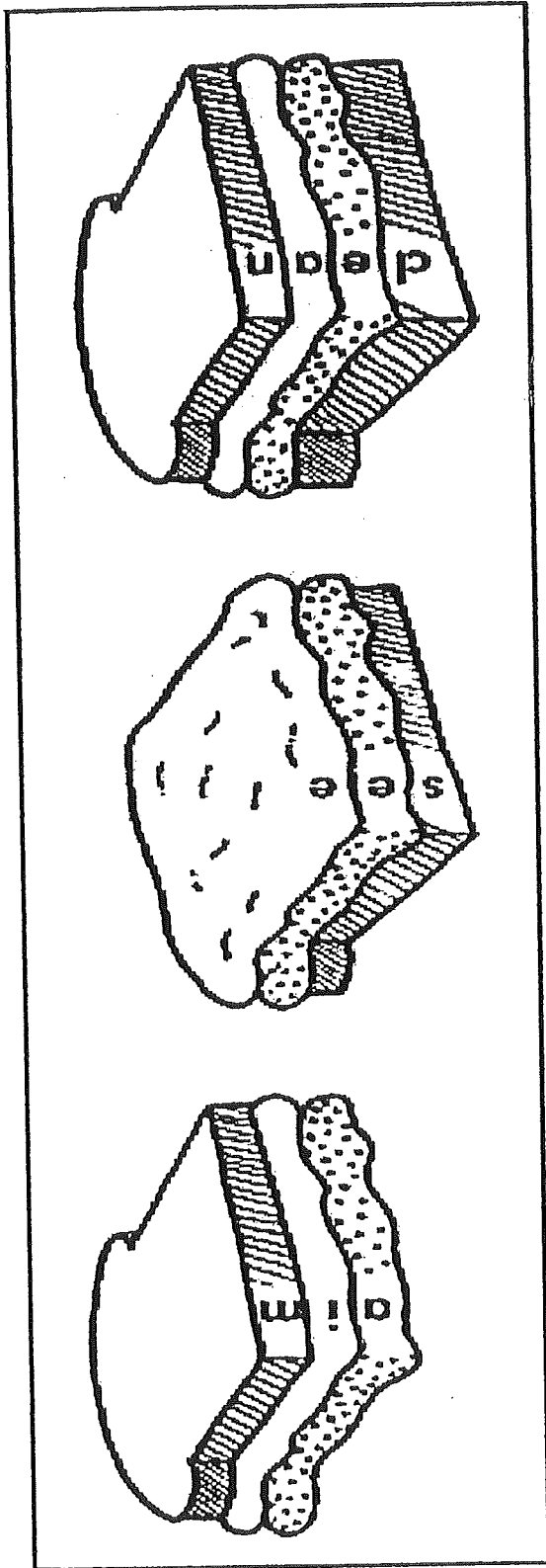


After mastering only five letter sounds, students are ready to read two words and decode their first vowel pattern. The program personifies the letters o and a and presents a brief, mnemonic story that depicts these letters as friends. Through the story, students draw on their own personal experience to determine which letter makes a sound and which is quiet. Pupils then combine the oa friends with consonants to make words. A special decoding strategy is taught to help students resolve crucial blending difficulties. Students continue to learn new letters using mnemonic pictures, and each time they do, they also use the letters **in context** with the oa friends to make new words.

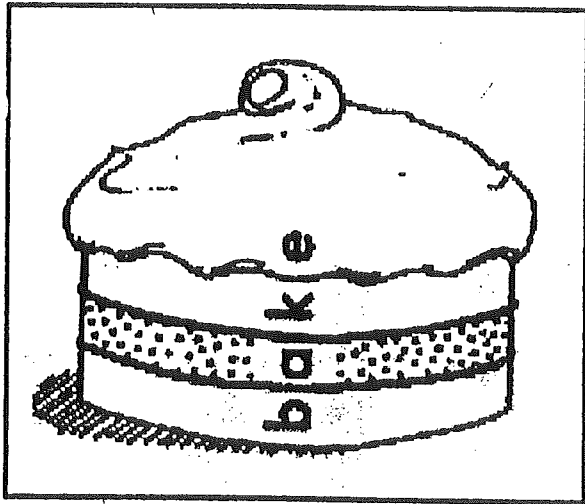


After a few lessons, students are ready to generalize. More than one hundred words fit into a structure that is illustrated by a single mnemonic - the crunchy peanut butter and jelly sandwich pictured

at the left. Here the vowels are sandwiched between the consonants. You can hear the crunchy peanut butter (the letter that is sounded out) as you chew, not the smooth jelly (the silent vowel). In addition to words that contain oa, words like rain, feed and heat also fall into this category. Other reading programs call such words "long vowel CVVC" words and then expect students to memorize and apply rules in order to decode the words accurately. The sandwich is a mnemonic image of a concrete reality that is already stored in the student's long-term memory. It is easy to retrieve and easy to understand. It also lends itself to an easy - and tasty - multi-sensory lesson.

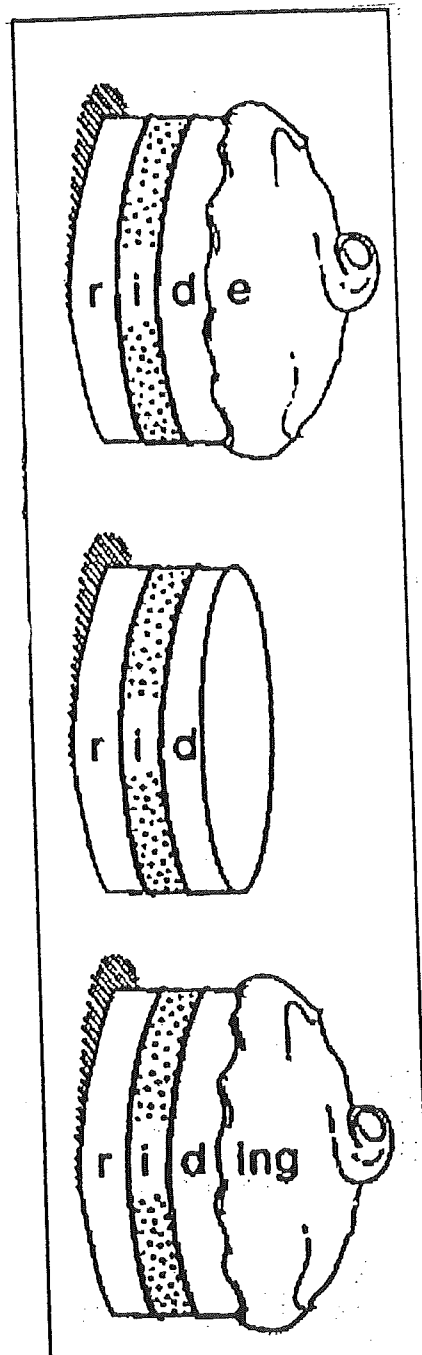


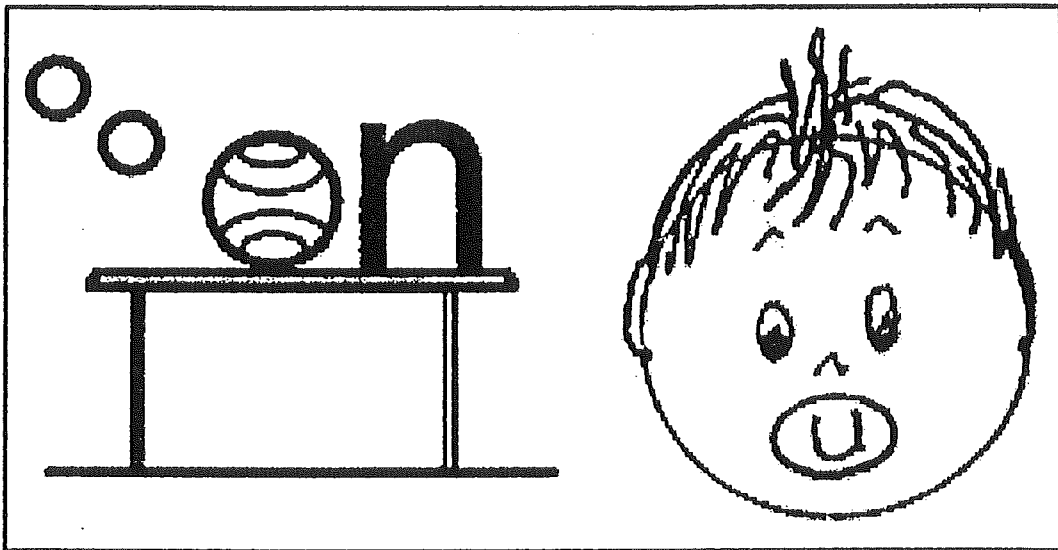
The peanut butter and jelly sandwich is a mnemonic designed to facilitate memory. Just as importantly, however, it is a clear model that illustrates an important linguistic structure. By removing one slice of bread, you can create words like eat, oak or aim. By removing the other slice of bread, you can make words like see or tea. By using a thicker slice of bread you can create words like brain, float or clean. As a model, the sandwich allows students to picture the alphabetic code and manipulate it comfortably and effectively. The sandwich makes abstract elements concrete.



The second major model that the Stevenson Program introduces is the layer cake. Here, vowels are layered with consonants (and only at this point does the program begin to use abstract terms like "consonant" and "vowel"). The first consonant is the first layer of cake. Then comes a layer of filling which contains jam and chips that you can hear as you chew. The next layer of cake is a consonant and the last layer of frosting is creamy, smooth - and silent - letter e. Words like late, pole, bite and cute all fit this model, and the cake creates possibilities similar to the sandwich. You can remove the first layer of cake to make ate, or add a thicker layer of cake (angel food) to make drive, stone, etc. One of the most interesting possibilities of this mnemonic, however, comes when you work with the frosting. The cake is an excellent vehicle for teaching students about suffixes - without even having to use that abstract term.

For example, consider adding an ing suffix to the layer cake word ride. Many LD students will try to spell the word as rideing (which certainly makes sense when you think about it). And when they see riding they will often try to read it as if it were a short vowel word (i.e., ridding). In the Stevenson Program, students learn about suffixes as different kinds of frosting. Rather than making a mess by trying to put one frosting on top of another, pupils learn to scrape off the creamy (and silent) e frosting and put on a different one (that makes a sound). Of course, if you were adding frosting (or, marshmallow fluff, if you prefer) to a peanut butter and jelly sandwich word, you would not have to scrape anything off. You could put it right on top. In addition to frostings, the program has other suffixes called "decorations" and prefixes called "doilies."





Thorough comprehension is the ultimate goal of reading instruction.

Recent research has indicated that explicit phonics instruction plays a key role in helping students overcome reading problems, so this description has focused on the unique approach that Stevenson brings to phonics. The Program, however, includes a variety of strategies for teaching a variety of skills, and comprehension is key amongst these.

The most important prerequisite for effective reading comprehension is mental imagery. Students must make a picture in their minds of what they are reading while they are reading it. Sometimes students struggle so hard to

decode words, they do not also visualize the meanings of the words. Even some students who decode well do not make a mental image of the content of the reading material. Therefore, the first step in building comprehension skill is building the habit of visualizing information. The Stevenson Program works on this process by introducing Imaging as the first of several vocabulary building steps. Other meaning-based exercises (illustrating, demonstrating, defining, categorizing and more) are also applied. As the program proceeds, it also develops the student's ability to answer comprehension questions. Students not only learn to read with comprehension, they learn to answer questions about passages in complete sentences in writing.

## **Touchphonics**

Publisher: Educators Publishing Service

Copyright: 1997-2006      Subject: Reading

Price: See attached price list      Ages: Grades K-6

Contact: (800) 928-6824      Website: [www.epsbooks.com](http://www.epsbooks.com)

### **Learning Objectives:**

To learn phonics in order to become a more proficient reader and writer through visual, auditory, tactile, and kinesthetic means.

### **Program Description:**

This system offers concrete, manipulative, and multisensory phonics practice that addresses phonemic awareness, sound-to-symbol correspondence, and sound substitution, segmentation, and blending. It uses 200 color-coded letters, letter combinations called “touch-units,” and four 17” x 13” trays. Drills are NOT part of the teaching strategies. Teaching sessions include 5 steps:

1. Build the word
2. Touch and sound the units
3. Blend the sounds into a word
4. Cover and spell the word
5. Cover and write the word

See the attached samples.

### **Target Population:**

Students who need a more multisensory approach to master phonics are prime candidates for this program. At-risk students, ESOL students, and students with learning disabilities can benefit. It can also be used as a supplement for all students to practice phonics skills.

### **Discussion:**

- The program can be used in conjunction with other classroom reading programs.





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QUANTITY	ITEM #	ITEM	1-5	6+	PRICE
	8800-ZZ6	The Touchphonics Kit *			299.00
	8901-ZZ6	Touchphonics Mega Kit *			1,225.00
AVAILABLE SEPARATELY					
	8809-ZZ6	Teacher's Guide and Resource Book			50.00
	8810-ZZ6	Student Workbook	9.95	6.65	
	8849-ZZ6	Blackline Decodable Readers (59 titles)			195.00
	8811-ZZ6	Single Touch-Unit Set			49.95
	8801-ZZ6	Magtile Kit			299.00
	8851-ZZ6	Decodable Readers Volume 1 (33 titles, 5 copies of each title)			200.00
	8853-ZZ6	Decodable Readers Volume 2 (26 titles, 5 copies of each title)			200.00
	700510-ZZ6	Small Whiteboard (11"x 7¾") 5-pack			25.00
	8863-ZZ6	Large Whiteboard (15¾"x 11") single-unit	8.00	5.60	
CORRELATED ITEMS					
	1555-ZZ6	Primary Phonics Storybook Starter Set (1 each of 70 titles)			135.00
	8508-ZZ6	Alphabet Series Storybook Starter Set (1 each of 39 titles)			110.00
		*See page 5 for Kit components			

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The Touchphonics kit contains everything you need to teach phonics successfully. *It is easy to learn.*

Tray 1

b	c	f	g	ch	k	m	j
d	j	m	k	sh	t	e	e
h	n	ou	th	n	o		
t	v	s	y	th		o	t
z	ix	w	wh				n
b c d e f g h j k l m							
n p r s s t v w x y z							

Single Consants with  
 -Sound at Beginning  
 -Sound at end  
 -Sound Unrelated  
 Consonant Digraphs  
 Silent Letters

Tray 2

a	o	o	a	o
o	ow	ow	ou	aw
u	ew	ew	oi	oy
e	ey	ey	ea	ea
i	ei	ei	ea	ou
ee	oa		ou	ou
le	ui	uy	ou	ou
			air	ear

Single Vowels  
 Vowel units with:  
 -Same Look-different Sound  
 -Same Sound-Different Look  
 -Consistent Sound  
 -Multiple Sound  
 "R" Controlled Vowels  
 Final "e"  
 Special Case "u" & "y"

Tray 3

bl	sc	st	br	spr	cr	gh
gl	sw	sn	tr	str	gr	ph
cl	sm	sp	dr	thr	fr	ci
pl	spl	sk	pr	tw		si
fl	lp	lm	ld	lf	ct	ft
sl	lt	pt	st	nd	nk	ng
	nt	nch	sk	sp	mp	..

Initial Consonant Blends:  
 -"L" Blends  
 -"S" Blends  
 -"R" Blends  
 Final Consonant Blends  
 Borrowed Sounds

en	dis	s	ed	ent	ish
de	pre	i	ed	est	age
un	per	v	ed	ary	ous
im	pro	y	es	ing	tion
re	con	al	er	ive	able
a	com	ly	il	ful	sure
in	ex	ic	le	en	ness

Prefixes  
 Suffixes

The four stackable trays are 19" long and 14" wide.

Using the letter "s" as an example, letter sizes are approximately 1-1/16" tall, 7/8" wide, and 3/16" thick.

Here is an example of how each of the procedures might be used in presenting a specific pattern.

## TOUCHPHONICS READING SYSTEMS PROCEDURES FOR TEACHING THE CVC PATTERN

*Note: All letters written with quotation marks are to be read as the name of the letter. (Example: "a" as in ate). All letters written with a slash before and after the letter are to be read as the sound of the letter. (Example: /a/ as in and).*

Place the following Touchphonics™ Manipulative Letter touch-units® along the top of the whiteboard so the student can see all of them: red "a" and "i"; yellow "t", "p", "m", "r", "r", "c", "n".

1. Model segmentation by building the word (tap) using single letters. The student watches as you choose: the yellow "t", the red "a", and the yellow "p" and place each letter spaced slightly apart in the word building box in the middle of the whiteboard.
2. Model sound to symbol correspondence by saying the sound of each letter as each one is placed on the whiteboard, then reinforce this concept by touching the "t", saying /t/, then touching the "a", saying /a/, then touching the "p" and saying /p/.
3. Model blending the letters together by moving the "t" and "a" letters slowly together until they touch. As you are saying /ta/, say and draw out both sounds as you move them together. Then slowly move the "p" toward the "ta", voicing again the /ta/ and then the /p/ as you blend them into the word /tap/. Speak the word again slowly as you draw out the /ta/ and blend it with the /p/ at the end of the word. Repeat again if necessary and blend the sounds a little more rapidly until the student recognizes and says the word /tap/. Be careful not to pronounce the "p" as /puh/.
4. Hand the three letters to the student and ask him/her to:
  1. build the word (tap).
  2. touch and sound each letter unit.
  3. blend the sounds together, and then
  4. read the whole word.
5. Cover the word (tap) with your hand and ask the student to spell the word aloud. Be sure that the student is successful. Do not allow failure. If the student is hesitant, lift your hand to allow the student to peek at the word. You can also prompt by saying the isolated sound that the student is struggling to get. Have the student self-check as you lift your hand. Ask "Were you right?" Affirm the student with specific verbal commendation. "Good spelling", or "I think you are a good speller".
6. Cover the word again and ask the student to write the word on the whiteboard writing space. The student self-checks as you lift your hand. Be sure to give affirmations again.
7. Model substitution by exchanging the "m" for the "t" to change (tap) into (map). Then hand the student a yellow "n" and ask him/her to make (map) say (nap). If the student is successful ask for him/her to make the word (cap). Then model substituting the "n" for the "p" in (cap) to make the word (can); then use the "p" to build the word (pan), then substitute the "i" for the "a" and make the word (pin). You may want to have the student do this a few more times using the other letters at the top of the whiteboard to make sure that this CVC pattern is understood. Other words you might build are: rat; pat; mat; man; fan; fat; fit; pit; rat; ran; cat; can; etc. Do not build nonsense words.
8. Help the student read words from the CVC pattern in context.
9. Give the student opportunities to use this knowledge in personal writing.



# The Touchphonics Philosophy

Our Touchphonics is a *Tool* to use in your language arts program.

## Multisensory

Visual - Our units are color-coded and function segmented.

Tactile - They're bumpy ... but soft!

Kinesthetic - You build and manipulate the touch units.

Auditory - The lessons plans have auditory discrimination strategies.

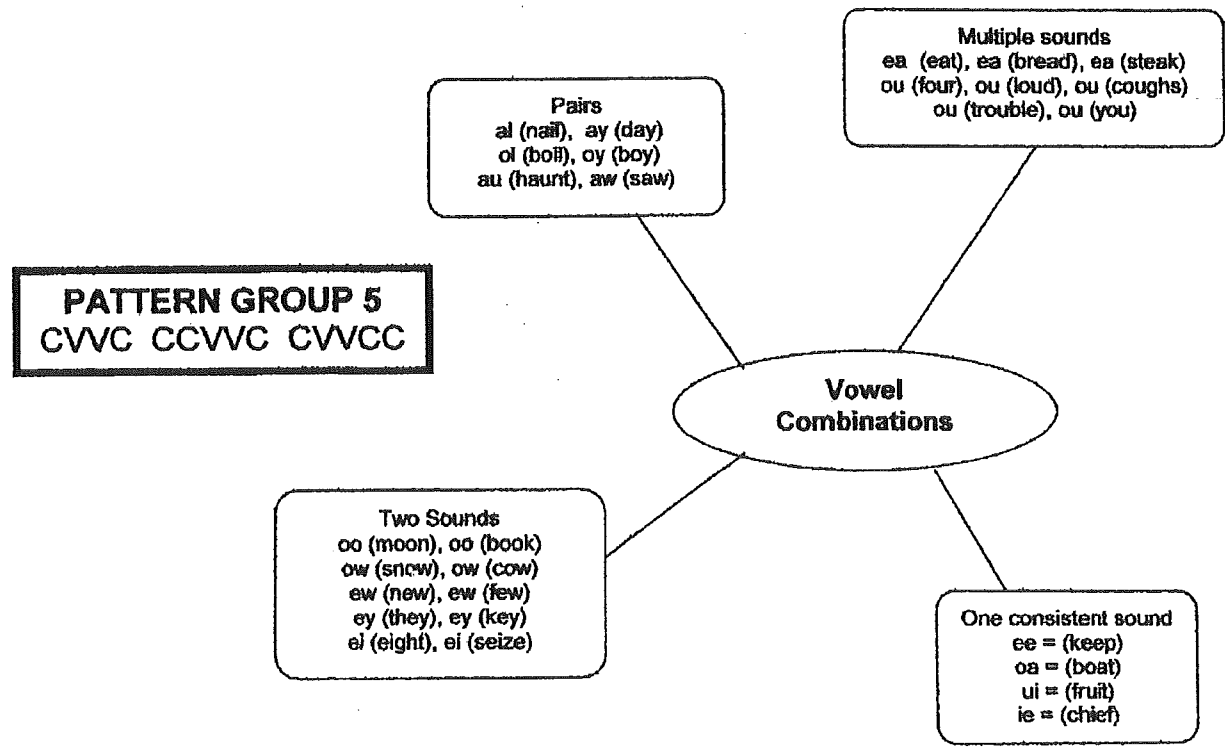
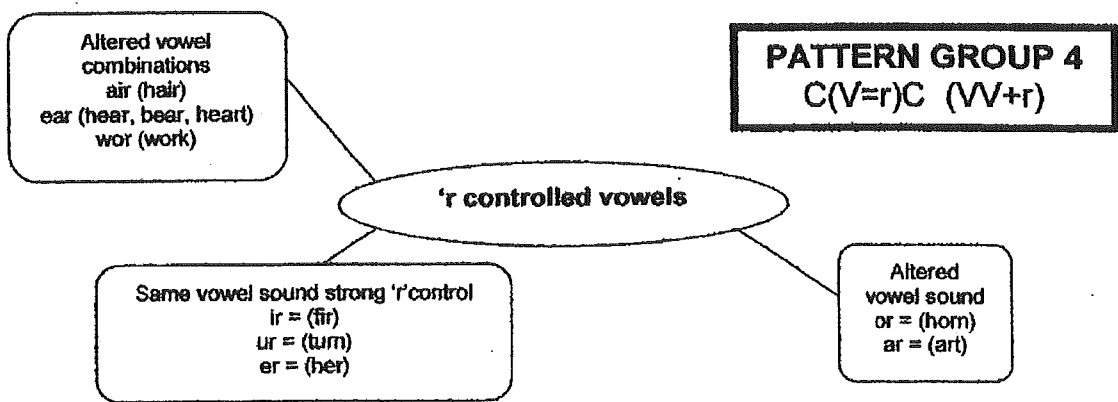
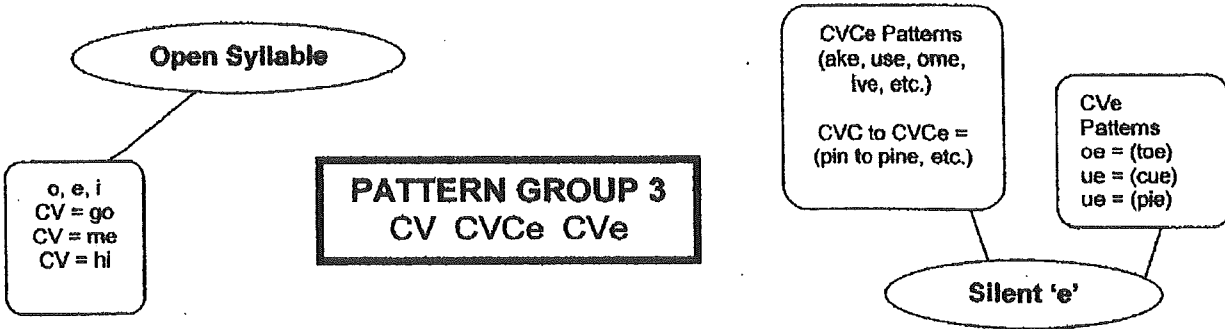
## Five Patterns

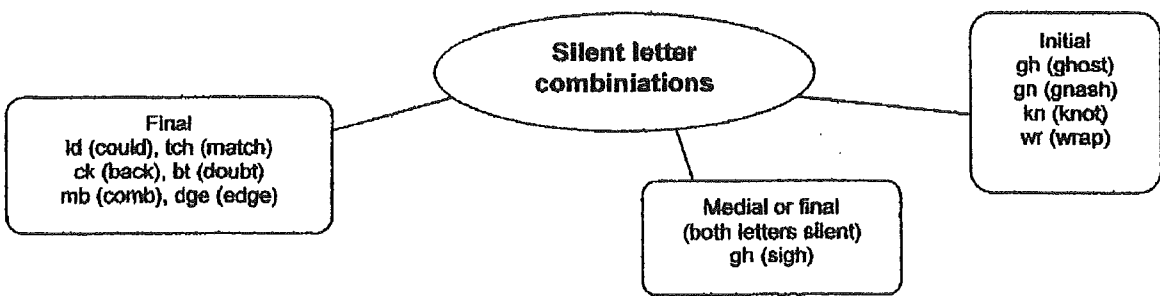
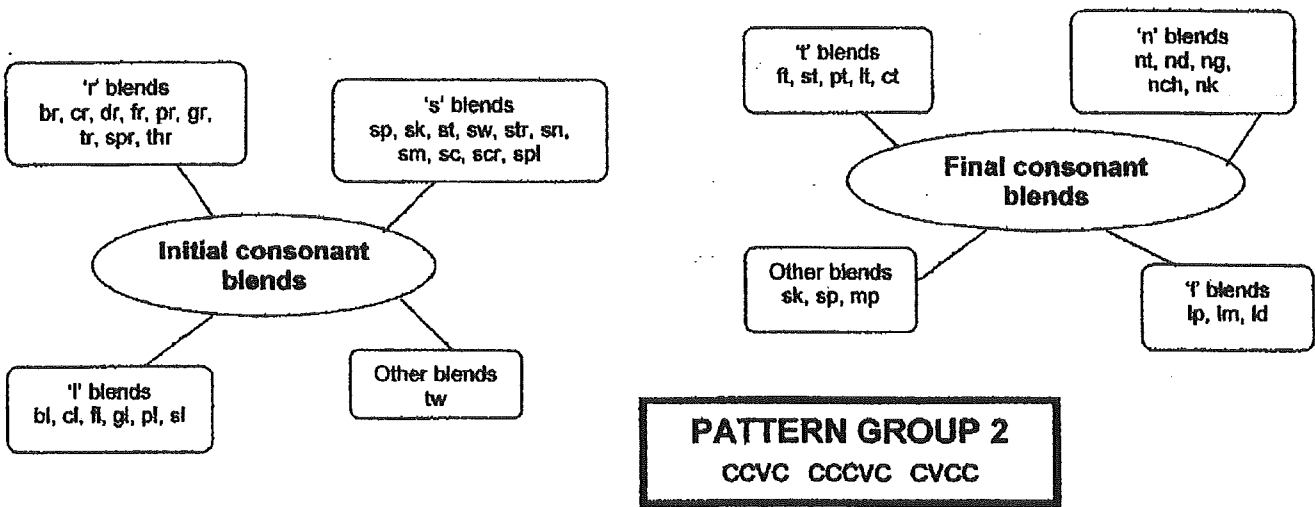
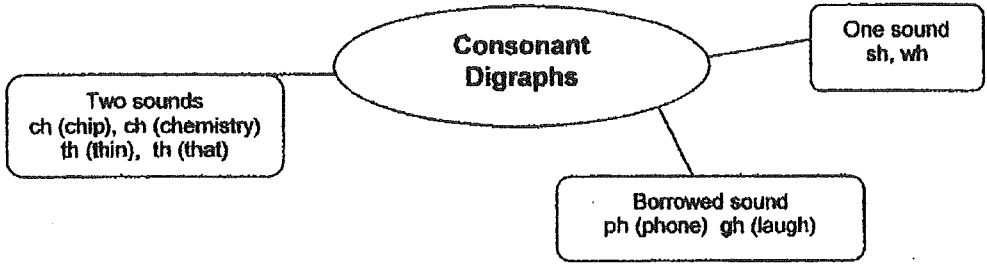
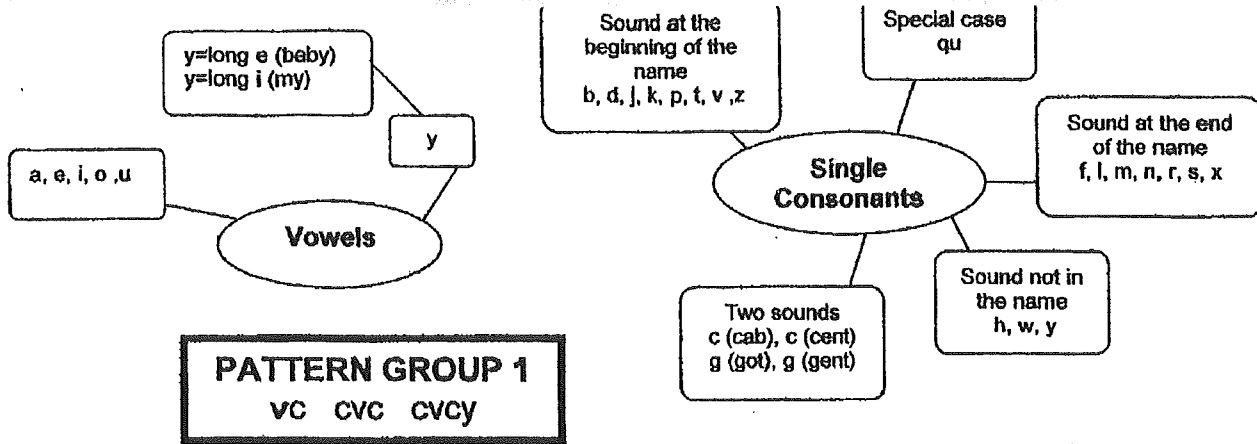
Holistic - We believe our program should be part of balanced literacy program - no isolated skills

Patterns - Our program is pattern-based - not rule-based.

## Structure in Language

Systematic - The patterns are built upon each other.





## Lesson 4: Short u

Remind students that they have learned the sounds for short *a*, *i*, and *o*. Tell them that today they will learn the sound for short *u*.

### Learning Short u

**Phonemic Awareness** Say the word *uncle*, emphasizing the short *u* sound at the beginning.

Then say the following words, and have students listen for the short *u* sound at the beginning of each one: *under*, *umbrella*, *upon*, *upside-down*.

Tell students to listen for short *u* in the middle of some words you will say. Slowly say *cut*, *luck*, *gum*, *hug*, emphasizing the short *u* sound.

**Link Sound to Letter** Write the following word on the board: *hum*.

Say the word, emphasizing the short *u* sound. Then underline the *u* in the word.

Tell students that the *u* makes the short *u* sound. Isolate the sound for students, and then have them repeat it after you.

Write the following words on the board: *run*, *sub*, *bud*, *dug*. Say each word for students. Then have them take turns underlining the *u* in each one, saying the short *u* sound, and saying the word.

**Blend Sounds** Tell students that you are going to write some words. Use the chalkboard, Touch-units, or Magtiles to demonstrate the following procedure.

Write or form the word *jug*. Point to the letters one at a time as you say the sound each one makes. Repeat the procedure, saying the sounds more fluently. Finally, blend the sounds together to read the word.

Then write or form the following words: *pup*, *tug*, *mud*, *fun*. Call on students to blend the sounds and read the words. Give help as necessary.

**Independent Practice** Workbook page 10.

For the first set of items, ask students to print the letter that stands for the short vowel sound they hear in each picture. For the second set, ask them to circle the word that names the picture at the beginning of each row. When students complete the page, have them check their work with you or a partner.

### Making Short u Words

**Model** Tell students that they can use what they know about short *u* to build words.

Say the word *up*. Tell students you are going to build *up* using the Touch-units.

Pick up the letter *u*, and say its sound as you place it in the word work space. Repeat the procedure with the letter *p*, and place it about an inch to the right of the letter *u*.

Touch *u*, and say its sound. Touch *p*, and say its sound.

Move *u* and *p* closer together, and say their sounds, blending them slightly.

Move the letters next to each other and blend the sounds to say *up*. (You may choose to do this in several steps, moving the letters closer together to demonstrate how to blend.)

Now cover the word with your hand and write it. Have students compare the word you have written with the Touch-units.

**Build Words** Call on students to use what they know about letter sounds to build words.

Say the word *us*. Then call on a student to build it using the Touch-units. Give help as necessary. After making the word, have students blend the sounds with you to read the word. Students can then read the word independently and add it to the Build Words page of their Workbook (p. 11).

Then use the same procedure to build the following words using three letters: *cub*, *tub*, *tug*, *dug*, *dud*, *mud*. Help students understand that you can change words by substituting letters.

	yellow	red
cub	c, b	u
tub	t	
tug	g	
dug	d	
dud	d	
mud	m	

**Independent Practice** Have students pair up and read all of the words they have written on Workbook page 11 aloud to their partner. Then dictate the following sentence, and have students write it at the bottom of the page:  
*Pup dug up the mug.*

### Reading Short *u* Words in *The Cub and the Bug*

Tell students that they are now going to use what they know about short *u* words to read a story.

**Review Pattern Words** Use the Touch-units to build the following words. Tell students that the words you will make together will help them read the story.

Start with the word *bud*.

Substitute letters to build the following words: *bug, bum, buzz, but, cut, cub, rub, rubs, run, rug, hug, hut, hum, sum, sub, sun.*

**Learn Sight Words** Tell students that they will learn a new word to help them read the story.

Display this sight word: *was*. Read the word as you point to it.



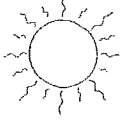


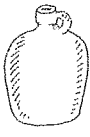
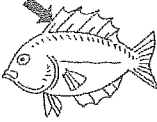
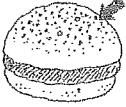
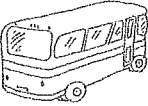

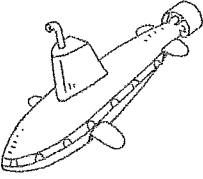

Call on students to find the word in the reader and read it aloud.

**Read the Story** Have students read *The Cub and the Bug* independently or with a partner. If necessary, you can support students as they read the story by identifying sight words or helping them to blend sounds to read words.

**Respond to the Story** After students read *The Cub and the Bug*, have them complete Workbook page 12. Have students share their work with others.



Name \_\_\_\_\_

u	o	i	a
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	
	<p>rug</p>	<p>rig</p>	
	<p>sob</p>	<p>sub</p>	
	<p>cub</p>	<p>cab</p>	

Name \_\_\_\_\_

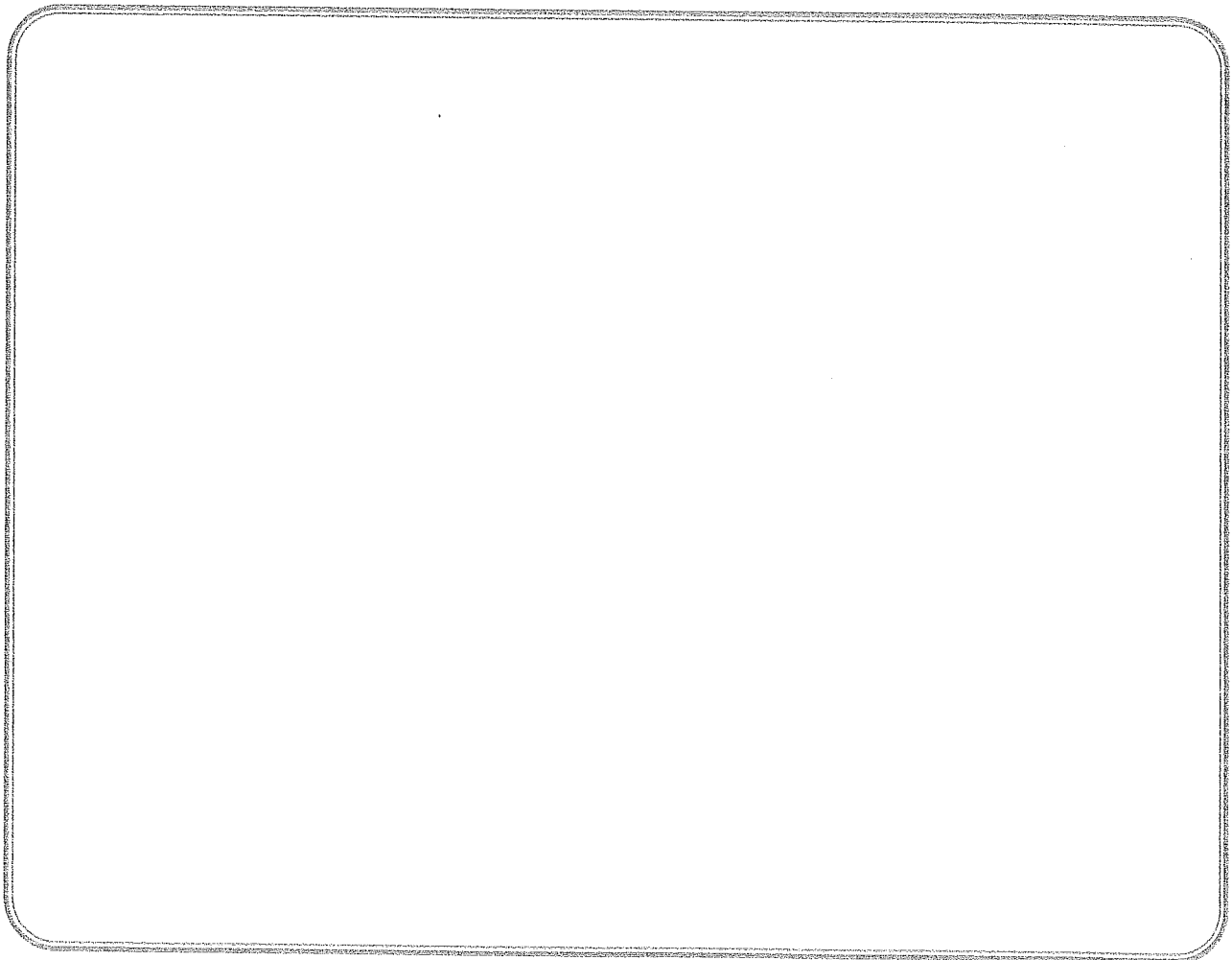
**\* The Cub and the Bug**

Write about why the cub is mad at Big Bug.

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Draw a picture of what you think happens next in the story. Tell a friend about your picture.



# The Cub and the Bug

## Short Vowel "U"

Lesson 4

Pattern Target Words: Short Vowel "U"

New Sight Words: was

Total Story Words

Different Words

Pattern Target Words

New Words

61

23

7

13

bud	P	n
bug	P	n
buzz	P	n
cub	P	n
hum	P	n
rub	P	n
sun	P	n
was	S	n
a	S	o
of	S	o
the	S	o
by	A3	n
at		n
bit		n
it		n
mad		n
and		o
big		o
in		o
is		o
off		o
on		o
top		o

www.epsbooks.com



# The Cub and the Bug

Short Vowels

Short U

A = Advanced (word from an advanced pattern group including group numbers)  
 P = Pattern Word  
 S = Sight Word  
 n = New Word (not used in a prior story)  
 o = Old Word (used in a prior story)  
 m/o = New form of word used in a prior story

# The Cub and the Bug Touchphonics™ Readers

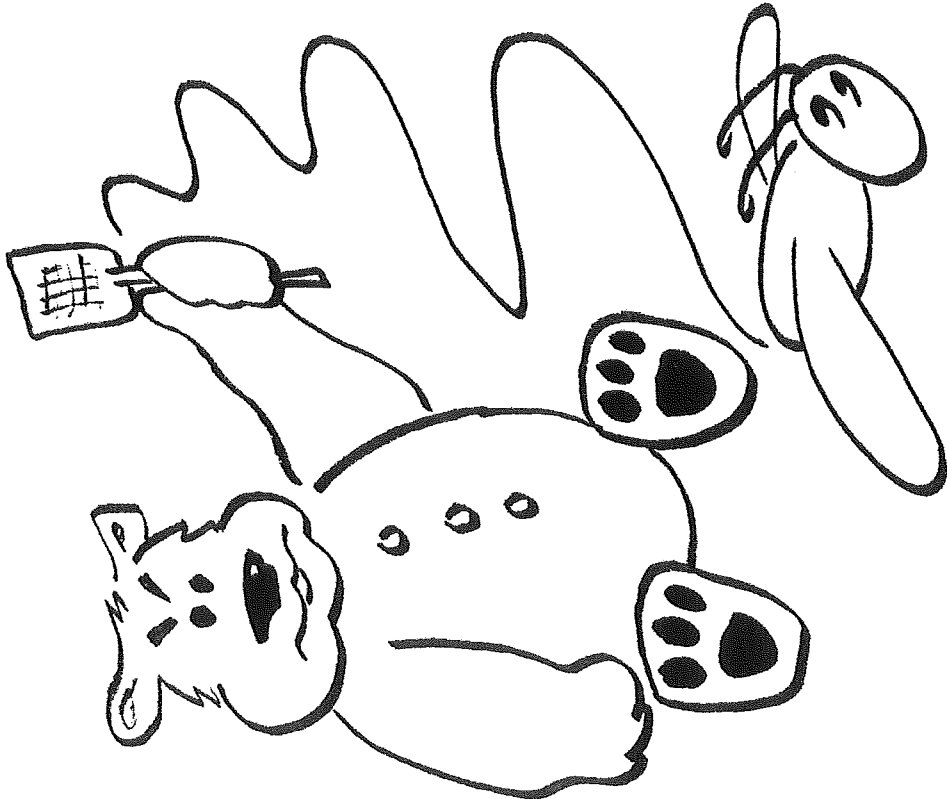
The Cub and the Bug

Written by  
**Helen Tross**  
and  
**Juli Lloyd**

Illustrations by  
**Dennis Lloyd**



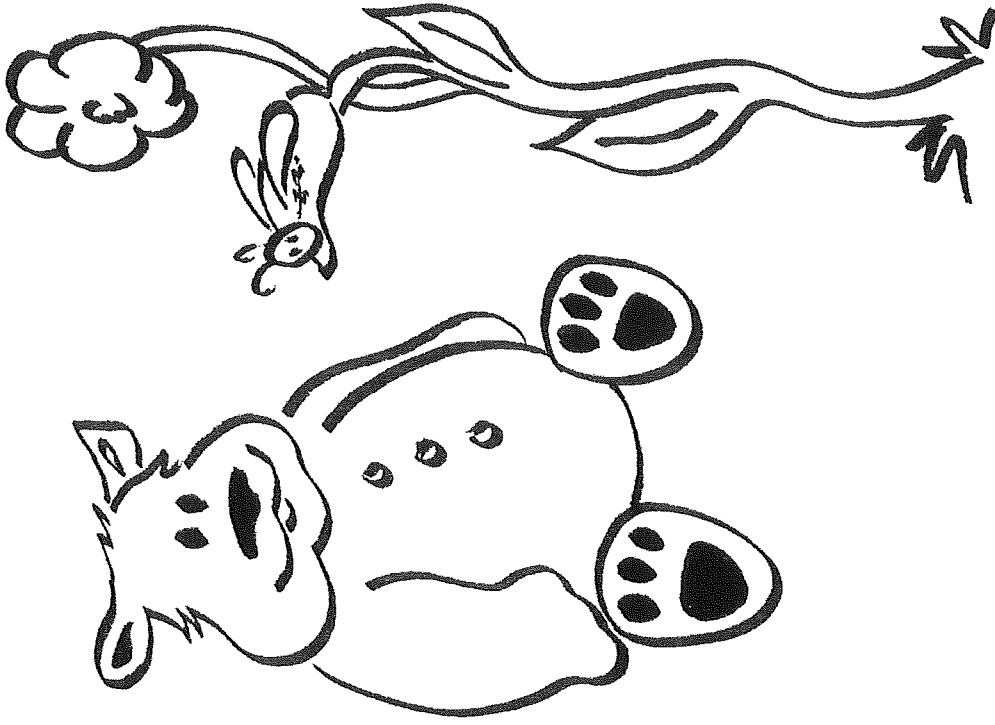
**Buzz, buzz.  
The hum of a bug.  
It is Big Bug!**



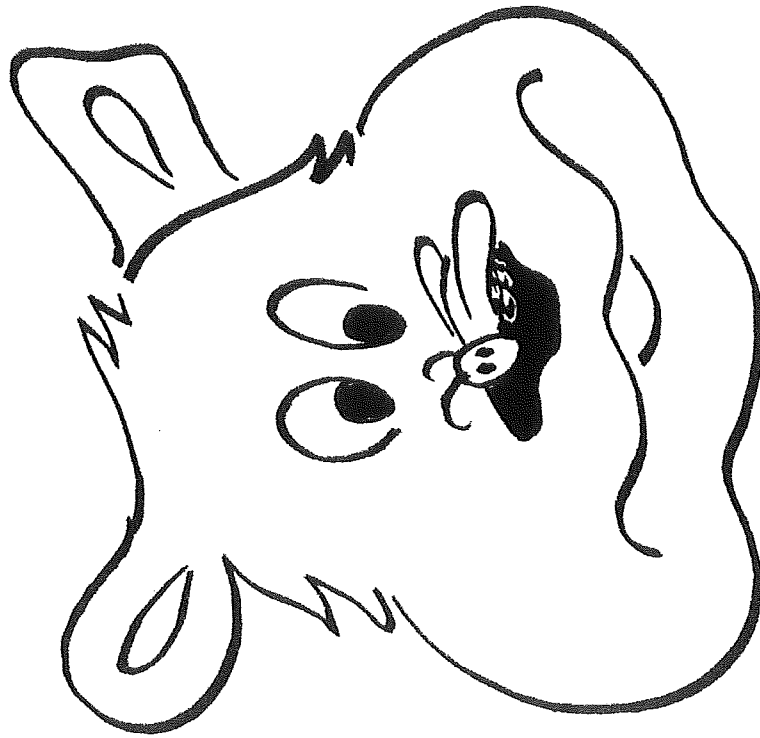
**Buzz off, Big Bug, buzz off!**



**The cub was mad  
at the bug.**



**The cub was in the sun  
by Big Bug.**



**Big Bug is on the cub.**



**Big Bug bit the cub!**

## **Wilson Foundations**

Publisher: Wilson Language Training

Copyright: 2005

Subject: Reading

Price: See attached price list

Ages: Grades K-3

Contact: (800) 899-8454

Website: [www.foundations.com](http://www.foundations.com)

### **Learning Objectives:**

To improve phonemic awareness, phonics skills, and spelling skills.

### **Program Description:**

This *supplemental* program is based upon the Wilson Reading System principles. It is meant to be implemented for preventative intervention, or immediate, intensive intervention use. Teachers incorporate a 30-minute daily Foundations lesson into their planned classroom lesson. Skills taught are: print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, comprehension, speaking and listening skills are practiced during Storytime activities.

The following description details the skill content of each level:

Level K: Letter formation using “sky writing”, letter names, letter sounds, alphabetic principle, phonemic awareness, reading CVC words, and the fundamentals of early reading and writing.

Level 1: Digraphs, long vowel sounds, two syllable words with short vowels, Base words and suffixes, vocabulary, fluency, comprehension, and continued writing instruction.

Level 2: Review of levels K and 1, more difficult text, spelling words with optional spelling patterns, fluent decoding.

Level 3: Exceptions to the 6 syllables, the “schwa” sound, contractions, homophones, and cursive handwriting.

Instruction can be delivered to a large group or to a small group for those students who perform in the lowest 30<sup>th</sup> percentile. Instruction is explicit, systematic, cumulative, and scaffolds all previously learned skills. Lessons require 30-60 minutes per day. Student progress is monitored regularly.

Materials are very teacher-friendly and include a CD-ROM that models teaching strategies used in the program. A Home Support Package is available



to encourage parental involvement.

See the attached samples.

**Target Population:**

This program can benefit whole class instruction in general education classrooms, for students who perform in the lowest 30<sup>th</sup> percentile, and for students with language based learning disabilities.

**Discussion:**

- The system is organized, sequential, and structured. It allows students to learn using a multisensory approach that allows for repetition of concepts and of learning strategies.

<b>FUNDATIONS K</b> · Instructional Kits	ITEM #	QTY	PRICE	TOTAL
Teacher's Kit K	FTKK		309.00	
Basic Kit K	FONBK		89.00	
Student Kit K	FSFK		36.00	
Student Durables K (10-Pak)	FSDTPK		269.00	
Student Consumables K (10-Pak)	STCTPK		51.00	

#### **FUNDATIONS K** · Instructional Materials

Teacher's Manual K-1	TMANK1		59.00	
Teacher's CD K-1	CDTMK1		49.00	
Home Support Pak K	HMAPK		21.00	
Home Support Pak K (Spanish Edition)	SHMAPK		21.00	
Echo the Snowy Owl Puppet	PUPSNW		39.00	
Baby Echo Owl Finger Puppet	PUPFNG		8.00	
Standard Sound Cards K	SCSTDK		19.00	
Large Sound Cards K	SCLRGK		25.00	
Magnetic Strips (5 Feet)	MAGTAPE		5.00	
Sentence & Syllable Frames	SSFSK1		29.00	
Wilson Grid Scroll	WILGS		5.00	
Keyword Puzzles	PFWPK		29.00	
Alphabet Wall Strip	ALWSTR		19.00	
Classroom Poster Set K (2 Posters)	PSTCSK		9.00	
Basic Keyword Poster K	PSTKYK		5.00	
Letter Formation Poster K-1	PSTLK1		5.00	

#### **FUNDATIONS K** · Student Durables

Student Durables K (1-Pak)	SDUPK		30.00	
Student Durables K (10-Pak)	FSDTPK		269.00	
Building/Letter Board (1 Board)	MAMAK3		6.00	
Magnetic Letter Tiles K	MAFTLK		10.00	
Alphabet Overlay	MMOCK1		2.50	
Dry Erase Writing Tablet K	MSDEBK		12.00	

#### **FUNDATIONS K** · Student Consumables

Student Consumables K (1-Pak)	STCOPK		8.00	
Student Consumables K (10-Pak)	STCTPK		51.00	
Student Notebook K	STNBKK		7.00	
Student Notebook K (10-Pak)	DSTNBK		48.00	
Desk Strip	MDESTK1		2.00	
Desk Strip (10-Pak)	DESTK1		9.00	

#### **FUNDATIONS 1** · Instructional Kits

Teacher's Kit 1	FTK1		409.00	
Basic Kit 1	FONB1		90.00	
Student Kit 1	FSFP1		46.00	
Student Durables 1 (10-Pak)	FSDTP1		339.00	
Student Consumables 1 (10-Pak)	STCTP1		79.00	

<b>FUNDATIONS 1</b> · Instructional Materials	ITEM #	QTY	PRICE	TOTAL
Teacher's Manual K-1	TMANK1		59.00	
Teacher's CD K-1	CDTMK1		49.00	
Home Support Pak 1	HMAP1		23.00	
Home Support Pak 1 (Spanish Edition)	SHMAP1		23.00	
Fluency Pak 1	FLNB1		69.00	
Books to Remember Set 1 (All 4 Books)	FLYBK4		35.00	
The Sunset Pond	FLYB11		9.00	
Jen's Best Gift Ever	FLYB12		9.00	
Meg and Jim's Sled Trip	FLYB13		9.00	
It is Halloween!	FLYB14		9.00	
Echo the Snowy Owl Puppet	PUPSNW		39.00	
Baby Echo Owl Finger Puppet	PUPFNG		8.00	
Standard Sound Cards 1	SCSTD1		19.00	
Large Sound Cards 1	SCLRG1		26.00	
Trick Word Flashcards 1	TWFC1		24.00	
Magnetic Strips (5 Feet)	MAGTAPE		5.00	
Sentence & Syllable Frames	SSFSK1		29.00	
Wilson Grid Scroll	WILGS		5.00	
Alphabet Wall Strip	ALWSTR		19.00	
Classroom Poster Set 1 (All 5 Posters)	PSTCS1		23.00	
Welded Sounds Poster 1	PSTGS1		5.00	
Mark My Words Poster 1	PSTKS1		5.00	
Basic Keyword Poster 1	PSTKY1		5.00	
Letter Formation Poster 1	PSTLK1		5.00	
Vowel Sounds Poster 1	PSTVW1		5.00	

#### **FUNDATIONS 1** · Student Durables

Student Durables 1 (1-Pak)	SDUP1		38.00	
Student Durables 1 (10-Pak)	FSDTP1		339.00	
Building/Letter Board (1 Board)	MAMAK3		6.00	
Magnetic Letter Tiles 1	MAFTL1		12.00	
Alphabet Overlay	MMOCK1		2.50	
Syllable Overlay	SYLOV1		2.00	
Dry Erase Writing Tablet 1	MSDEB1		12.00	

→ Subtotal Page 2

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<b>FUNDATIONS 1</b> · Student Consumables	ITEM #	QTY	PRICE	TOTAL
Student Consumables 1 (1-Pak)	STCOP1		12.00	
Student Consumables 1 (10-Pak)	STCTP1		79.00	
Student Notebook 1	STNBK1		6.00	
Student Notebook 1 (10-Pak)	DSTNB1		39.00	
Student Composition Book 1	STCBK1		7.00	
Student Composition Book 1 (10-Pak)	DSTCB1		48.00	
Desk Strip	MDESTK1		2.00	
Desk Strip (10-Pak)	DESTK1		9.00	

#### **FUNDATIONS 2** · Instructional Kits

Teacher's Kit 2	FTK2		439.00	
Basic Kit 2	FONB2		109.00	
Student Kit 2	FSFP2		48.00	
Student Durables 2 (10-Pak)	FSDTP2		349.00	
Student Consumables 2 (10-Pak)	STCTP2		85.00	

#### **FUNDATIONS 2** · Instructional Materials

Teacher's Manual 2	TMAN2		59.00	
Teacher's CD 2-3	CDTM23		49.00	
Home Support Pak 2	HMAP2		25.00	
Home Support Pak 2 (Spanish Edition)	SHMAP2		25.00	
Fluency Pak 2	FLNB2		89.00	
Books to Remember Set 2 (All 5 Books)	FLYBK5		44.00	
Frank the Fish Gets His Wish	FLYB21		9.00	
A Sled Dog Morning	FLYB22		9.00	
Snail Hits the Trail	FLYB23		9.00	
Pearl Learns a Lesson	FLYB24		9.00	
Shep the Sheep of Caladeen	FLYB25		9.00	
Echo the Snowy Owl Puppet	PUPSNW		39.00	
Baby Echo Owl Finger Puppet	PUPFNG		8.00	
Standard Sound Cards 2	SCSTD2		19.00	
Large Sound Cards 2	SCLRG2		27.00	
Trick Word Flashcards 2	TWFC2		19.00	
Magnetic Strips (5 Feet)	MAGTAPE		5.00	
Suffix & Syllable Frames	SSFS23		43.00	
Wilson Grid Scroll	WLGS		5.00	
Alphabet Wall Strip	ALWSTR		19.00	
Classroom Poster Set 2 (All 6 Posters)	PSTCS2		27.00	
Spelling Options Poster 2	PSTSO2		5.00	
Syllable Types Poster 2	PSTST2		5.00	
Vowel Teams Poster 2	PSTVT2		5.00	
Vowel Sounds Poster 2	PSTW2		5.00	
Mark My Words Poster 1	PSTK1		5.00	
Basic Keyword Poster 1	PSTKY1		5.00	

<b>FUNDATIONS 2</b> · Student Durables	ITEM #	QTY	PRICE	TOTAL
Student Durables 2 (1-Pak)	SDUP2		39.00	
Student Durables 2 (10-Pak)	FSDTP2		349.00	
Building/Letter Board (1 Board)	MAMAK3		6.00	
Magnetic Letter Tiles 2	MAFTL2		15.00	
Dry Erase Writing Tablet 2	MSDEB2		12.00	
Gel Word Board with Magic Pen	GWBWP		7.00	
Magic Pen	MPO		1.00	

#### **FUNDATIONS 2** · Student Consumables

Student Consumables 2 (1-Pak)	STCOP2		12.00	
Student Consumables 2 (10-Pak)	STCTP2		85.00	
Student Notebook 2	STNBK2		6.00	
Student Notebook 2 (10-Pak)	DSTNB2		39.00	
Student Composition Book 2	STCBK2		7.00	
Student Composition Book 2 (10-Pak)	DSTCB2		48.00	

#### **FUNDATIONS 3** · Instructional Kits

Teacher's Kit 3	FTK3		399.00	
Basic Kit 3	FONB3		109.00	
Student Kit 3	FSFP3		46.00	
Student Durables 3 (10-Pak)	FSDTP3		339.00	
Student Consumables 3 (10-Pak)	STCTP3		85.00	

#### **FUNDATIONS 3** · Instructional Materials

Teacher's Manual 3	TMAN3		59.00	
Teacher's CD 2-3	CDTM23		49.00	
Wilson Cursive Writing Pak	WCWKT		99.00	
Baby Echo Owl Finger Puppet	PUPFNG		8.00	
Standard Sound Cards 3	SCSTD3		19.00	
Large Sound Cards 3	SCLRG3		30.00	
Sound Alike Flashcards	SAFC3		24.00	
Magnetic Strips (5 Feet)	MAGTAPE		5.00	
Suffix & Syllable Frames	SSFS23		43.00	
Wilson Grid Scroll	WLGS		5.00	
Cursive Alphabet Wall Strip	CAWSTR		19.00	
Classroom Poster Set 3 (All 4 Posters)	PSTCS3		18.00	
Vowel Options Poster 3	PSTVO3		5.00	
Syllable Types Poster 3	PSTST3		5.00	
Vowel Teams Poster 3	PSTVT3		5.00	
Vowel Sounds Poster 3	PSTW3		5.00	

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<b>FUNDATIONS 3 - Student Durables</b>	ITEM #	QTY	PRICE	TOTAL
Student Durables 3 (1-Pak)	SDUP3		38.00	
Student Durables 3 (10-Pak)	FSDTP3		339.00	
Building/Letter Board (1 Board)	MAMAK3		6.00	
Magnetic Letter Tiles 3	MAFTL3		18.00	
Dry Erase Writing Tablet 2	MSDEB2		12.00	

**FUNDATIONS 3 - Student Consumables**

Student Consumables 3 (1-Pak)	STCOP3		12.00	
Student Consumables 3 (10-Pak)	STCTP3		85.00	
Student Notebook 3	STNBK3		6.00	
Student Notebook 3 (10-Pak)	DSTNB3		39.00	
Student Composition Book 3	STCBK3		7.00	
Student Composition Book 3 (10-Pak)	DSTCB3		48.00	

**FUNDATIONS MULTI-LEVEL - Instructional Kits**

Multi-Level Kit K-2	FMK2		785.00	
Multi-Level Kit 1-2	FM12		685.00	
Multi-Level Kit K-1	FMK1		490.00	

**WRS - Instructional Sets / Instructor Kits**

WRS Deluxe Set	WRSDLX		459.00	
WRS Standard Set A (A Workbooks)	WRSTDA		239.00	
WRS Standard Set B (B Workbooks)	WRSTDB		239.00	
WRS Standard Set AB (All Workbooks)	WRSTAB		279.00	
WRS Starter Set	STRSET		149.00	
WRS Deluxe Instructor Kit	WRSIKD		189.00	
WRS Basic Instructor Kit	WRSBK1		139.00	

**WRS - Instructor Materials**

Instructor Manual	WRSM12		30.00	
Rules Notebook	WRSRN1		12.00	
Dictation Book (Steps 1-6)	WRSD16		20.00	
Dictation Book (Steps 7-12)	WRSD72		20.00	
WADE Assessment	WADE		30.00	
WADE Recording Forms (25)	RFWADE		12.00	

**WRS - Instructional Manipulatives**

WRS Sound Cards	WRSSC		15.00	
Word Cards (Steps 1-12)	WRSWC1		15.00	
Word Cards (Steps 1-3 AB)	WC13AB		18.00	
Word Cards (Steps 4-6 AB)	WC46AB		18.00	
Syllable Cards (Steps 3-6)	WRSYL1		15.00	
Syllable Cards (Steps 7-12)	WRSYL2		15.00	
Magnetic Journal with Phoneme Tiles	MAGABC		25.00	
Magnetic Journal	MAGJNL		10.00	
Phoneme Tiles	PHOTIL		16.00	

<b>WRS - Student Readers</b>	ITEM #	QTY	PRICE	TOTAL
WRS Student Readers 1-12 Set (In Tote Bag)	WRS12AB		99.00	
WRS Student Readers 1-6 Set	WRS16AB		45.00	
WRS Student Readers 7-12 Set	WRS72AB		45.00	
WRS Student Reader 1	SR1AB		9.00	
WRS Student Reader 2	SR2AB		9.00	
WRS Student Reader 3	SR3AB		9.00	
WRS Student Reader 4	SR4AB		9.00	
WRS Student Reader 5	SR5AB		9.00	
WRS Student Reader 6	SR6AB		9.00	
WRS Student Reader 7	SR7AB		9.00	
WRS Student Reader 8	SR8AB		9.00	
WRS Student Reader 9	SR9AB		9.00	
WRS Student Reader 10	SR10AB		9.00	
WRS Student Reader 11	SR11AB		9.00	
WRS Student Reader 12	SR12AB		9.00	

**WRS LEVEL A - Student Workbooks**

WRS Student Workbooks 1-12 A Set	WRW12A		48.00	
WRS Student Workbooks 1-6 A Set	WRW16A		25.00	
WRS Student Workbooks 7-12 A Set	WRW72A		25.00	
WRS Student Workbook 1 A	SW1A		5.00	
WRS Student Workbook 2 A	SW2A		5.00	
WRS Student Workbook 3 A	SW3A		5.00	
WRS Student Workbook 4 A	SW4A		5.00	
WRS Student Workbook 5 A	SW5A		5.00	
WRS Student Workbook 6 A	SW6A		5.00	
WRS Student Workbook 7 A	SW7A		5.00	
WRS Student Workbook 8 A	SW8A		5.00	
WRS Student Workbook 9 A	SW9A		5.00	
WRS Student Workbook 10 A	SW10A		5.00	
WRS Student Workbook 11 A	SW11A		5.00	
WRS Student Workbook 12 A	SW12A		5.00	

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<b>WRS LEVEL B • Student Workbooks</b>	<b>ITEM #</b>	<b>QTY</b>	<b>PRICE</b>	<b>TOTAL</b>
WRS Student Workbooks 1-12 B Set	WRW12B		48.00	
WRS Student Workbooks 1-6 B Set	WRW16B		25.00	
WRS Student Workbooks 7-12 B Set	WRW72B		25.00	
WRS Student Workbook 1 B	SW1B		5.00	
WRS Student Workbook 2 B	SW2B		5.00	
WRS Student Workbook 3 B	SW3B		5.00	
WRS Student Workbook 4 B	SW4B		5.00	
WRS Student Workbook 5 B	SW5B		5.00	
WRS Student Workbook 6 B	SW6B		5.00	
WRS Student Workbook 7 B	SW7B		5.00	
WRS Student Workbook 8 B	SW8B		5.00	
WRS Student Workbook 9 B	SW9B		5.00	
WRS Student Workbook 10 B	SW10B		5.00	
WRS Student Workbook 11 B	SW11B		5.00	
WRS Student Workbook 12 B	SW12B		5.00	

#### **STORIES FOR OLDER STUDENTS • Jay Brown**

Stories for Older Students Set (All 4 Books)	WRSAD2		30.00	
Stories for Older Students (Steps 1-3 B)	STS123		9.00	
Stories for Older Students (Steps 4-6 B)	STS456		9.00	
Stories for Older Students (Steps 7-9 B)	STS789		9.00	
Travels with Ted (Steps 1-6 B)	TWT-JB		8.00	

#### **WILSON • Notebook**

Wilson Notebook	WILNBK		15.00	
WRS Student Dictation Notebook	WRSSDP		5.00	
WRS Student Dictation Notebook (10 Pak)	WRSDTP		42.00	
Wilson Student Notebook	WSRNBK		6.00	
Wilson Student Notebook (10 Pak)	DSRNBK		42.00	

#### **WRS • Instructional Support**

Overview Video Series (Tapes 1-6)	VH-6OVW		179.00	
Intro to the Ten Critical Points (Tape 1)	VH-INTCP		39.00	
The Ten Critical Points (Tapes 2 & 3)	VH-2TCP		59.00	
Intro to the Lesson Plan Format (Tape 4)	VH-4GS		39.00	
The Lesson Plan Format (Tapes 5 & 6)	VH-2LPF		59.00	
Group Lesson for WRS Step Six	VH-LP6		39.00	

#### **SUPPLEMENTAL MATERIALS**

WRS Sound Cards	WRSSC		15.00	
Trick Word Flashcards 1	TWFC1		24.00	
Trick Word Flashcards 2	TWFC2		19.00	
Sound Alike Flashcards	SAFC3		24.00	
Magnetic Strips (5 Feet)	MAGTAPE		5.00	
Wilson Grid Scroll	WILGS		5.00	

	<b>ITEM #</b>	<b>QTY</b>	<b>PRICE</b>	<b>TOTAL</b>
Magnetic Journal with Phoneme Tiles	MAGABC		25.00	
Magnetic Journal	MAGJNL		10.00	
Phoneme Tiles	PHOTIL		16.00	
Gel Word Board with Magic Pen	GWBWP		7.00	
Magic Pen	MPO		1.00	
Alphabet Wall Strip	ALWSTR		19.00	
Cursive Alphabet Wall Strip	CAWSTR		19.00	
Desk Strip	MDESTK1		2.00	
Desk Strip (10-Pak)	DESTK1		9.00	
Wilson Notebook	WILNBK		15.00	
Wilson Cursive Writing Pak	WCWKT		99.00	
WIST Kit	WIST		220.00	
Examiner's Manual	WISTEM		50.00	
Elementary Examiner Record Booklet	WISTEERB		40.00	
Secondary Examiner Record Booklet	WISTSERB		40.00	
Spelling Response Forms	WISTSRF		15.00	
Word Cards - Regular Words	WISTWCRW		15.00	
Word Cards - Irregular Words	WISTWCIW		15.00	
Word Cards - Letter/Pseudo Words	WISTWCLPW		15.00	
Elementary Spelling Card	WISTESC		15.00	
Secondary Spelling Card	WISTSSC		15.00	
Irregular Spelling Card	WISTISC		15.00	
Wilson Tote Bag	TOTEBAG		9.00	
Ed T-Shirt (Youth Large)	EDT-SHIRT		10.00	
Schwa Happens T-Shirt (Adult Small)	SCHWASM		18.00	
(Adult Medium)	SCHWAM		18.00	
(Adult Large)	SCHWALG		18.00	
(Adult X Large)	SCHWAXL		18.00	
(Adult XX Large)	SCHWAXXL		18.00	

#### **ADDITIONAL ITEMS • Write in any unlisted items below**

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→ Subtotal Page 5

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# Student Notebook

## SYNOPSIS

Students use tactile and motor-memory to practice letter-keyword-sounds and letter formation in their Student Notebooks.

## PROCEDURE

### *Introduce New Letter*

- Direct the students to find the letter that you are working on in their Student Notebooks. When students find the letter,

### *Ask*

What is the name of this letter?

What is the picture to help us remember the sound?

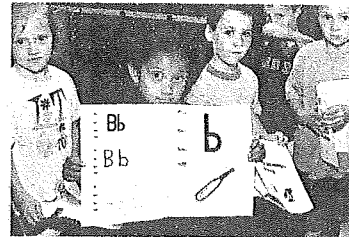
What is the sound that this letter makes?

- Say the letter-keyword-sound and have students echo.
- Next, hold up your copy of the Student Notebook and show them how to trace the letter with their finger.
- Use the letter formation verbalization to direct students while they trace the letter with their finger.
- Next, have them trace it again, saying the letter-keyword-sound. Do it with them to model.
- After you do this with a new sound, the students can then color the keyword picture.

### *Practice Letters*

- As letters are added to their Student Notebooks, students should practice previous letters as well. To do this, students should trace the letter with their finger while naming the letter-keyword-sound.
- Sometimes do this together as a group. Other times, students can do this independently as you circle around the room to assist them.
- Any student having difficulty should do all taught letters with a specialist or assistant every day.

## In a Nutshell



- Students trace letter and say letter-keyword-sound.

### TEACHER MATERIALS

- Letter Formation Verbalization Guide (see Appendix)
- Student Notebook

### STUDENT MATERIALS

- Student Notebook

### VIEW THE CD-ROM

### LEVEL K

Student Notebook

### ESTIMATED ACTIVITY TIME

**5** MINUTES

**Activity Cue** Student Notebook

**Teacher Does**

Hold up the Student Notebook opened to the current page. Walk around and assist students.

Point to the letter on the page in your sample Student Notebook.

Point to the picture.

Trace the letter in the Student Notebook sample with your finger, holding it up for students to see.

For practice: Select some letters taught thus far.

**Teacher Says**

**Find the letter in your Student Notebook.**

**What is the name of this letter?**

**What picture helps us remember the sound?**

**What sound does the letter make?**

**t - top - /t/. Echo.**

**Now, let's practice.**

**Get your tracing finger ready.**

Say verbalization of letter formation while you make letter.

**t - top - /t/**

**Let's practice the sound one more time.**

**t - top - /t/. Echo.**

**Response**

Students find correct letter in their Student Notebooks.

Select a student or have them answer in unison. **t**

Select a student or have them answer in unison. **top**

Select a student or have them answer in unison. **/t/**

Select a student or have them answer in unison. **t - top - /t/**

Have students trace letter with their finger, following your verbalization.

**t - top - /t/**

**t - top - /t/**

Students turn page to practice the letter, as directed.

## Unit 1 Lesson Activity Plan / Week 7



### Make It Fun

#### Teacher Materials

- Standard Sound Cards
- Baby Echo (on a pointer or ruler)

Call a student to the front of the room. Have the student close his (her) eyes and point to a letter with the Baby Echo pointer. Then have the student open eyes and see the selected letter.

#### Ask

What is the name of the letter?

What is the sound of the letter?

Name three words that start with /\_\_\_/.

Other students can help. Then allow the student to select the next student to come up and do the same.



### Echo/Find Letters

Students match Magnetic Letter Tiles to the Alphabet Overlay on their Letter Boards. Start with tiles off the board. Dictate sounds. Students echo sound and match the tiles. Include previous sounds and new sounds.



### Word Play

#### Teacher Materials

- Blue Sentence Frames
- Baby Echo

#### WORD AWARENESS

During word play, you will further develop the students' word awareness by adding a new step.

The students will now have to get you the frames needed so that you can write the sentence.

#### Display Sentence Frames in a Column

Display the word frames and period frame in a column rather than across the board. Tell the students that you are going to have them help you get the pieces you need to write your sentence.

#### Demonstrate

Say a sentence orally such as:

Maria is here today.

Tell them that you need the high-cut frame first because every sentence must start with a capital letter.



Say the words as you place the frames. Then tell them that at the end you need to put a period because all sentences today end with a period because they tell something.

Write the words on the frames and read it again, pointing to each word.

Erase and put the frames back in a column and ask for a student volunteer. Give them the same sentence, but replace "Maria" with the student's name.

Ask them to put the pieces in order for you to write the sentence. Remind them,

Don't forget which one you need to begin the sentence.

Say the sentence with them as they place the pieces. Be sure they add the period.

Let's see if Wanda (the student's name) is correct.



Write the sentence and ask the students,

Did Wanda get all the pieces I needed?

Do several sentences. Each time, erase frames and put them in a column for students to select from.

**Note**

*This is demonstrated in the CD-ROM: Level K, Lesson Activities, Word Play, Advanced.*



**Storytime**

**Teacher Materials**

- Echo the Owl
- 4 Sheets of Large Chart Paper

**BABY ECHO FINDS ECHO AT LAST**

This week you will say and act out the same story, "Baby Echo Finds Echo At Last." Then, as the students re-tell the story, you will illustrate the story with four simple pictures. Leave space at the bottom of each page. You will need this space next week to write the words of the story. Keep these illustrations for next week's lesson. Remember that these illustrations can be simple. Do not worry about your artistic ability.

**Perform the Story**

Tell and act out "Baby Echo Finds Echo At Last." (See Week 6, Day 5).

**Draw the Story**

Next have children re-tell it to you as you draw it on chart paper. To assist them in re-telling the story, ask:

Who was in the story? Where did the story begin? What was Echo's problem?

1. Draw Baby Echo at one end of the branch. Draw Echo on the ground.

What did she do about it next?

2. Draw Baby Echo in the middle of the branch looking down.

Then what did he do?

3. Draw Baby Echo at the other end of the branch, looking down.

How did it end?

4. Draw Baby Echo looking at Echo with a smile.

After the pictures are drawn, model re-telling the story. It is very important to do this in your own words. Then select a student to come tell the story, pointing to the pictures. (You can have several students do this or have them do it at another time during the day or throughout the week.)

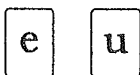
## Unit 1 Lesson Activity Plan / Week 7

Week 7				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Letter-Keyword-Sound	Drill Sounds	Drill Sounds	Drill Sounds	Drill Sounds
Drill Sounds	Sky Write/Letter Formation	Make it Fun	Word Play	Storytime
Sky Write/Letter Formation	Student Notebook	Echo/Find Letters	Sky Write/Letter Formation	Echo/Find Letters
Student Notebook	Echo/Find Letters		Echo/Letter Formation	



### Letter-Keyword-Sound

Introduce Letter-Keyword-Sound with Large and Standard Sound Cards.



These letters are the last two vowels. The letter **e** is a plane line round letter that is different because it starts between the plane line and the grass line. The letter **u** is a plane line letter. Do the Vowel Extension activity with all the vowels.

#### Note

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.



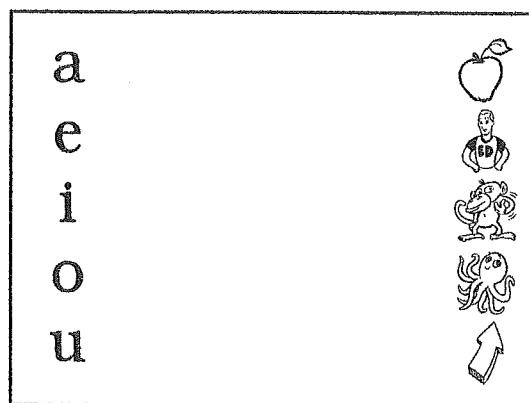
### Vowel Extension

Use the Keyword Pictures (see Appendix) to make a Vowel Extension activity on chart paper on your classroom board.

Vowels are open-mouth sounds and therefore they can be held. This activity helps the students extend the vowel sound. Model 'reading' the Keyword Picture: /ā/...pple. Extend the /ā/ sound while you trace the line and finish the

word when you get to the picture.

Have a student come trace the line while everyone extends the /ā/ sound.



### Drill Sounds

#### Do All The Introduced Sounds Each Day

Practice sounds with the Large Sound Cards. Say the letter-keyword-sound and have the students echo.

Next, point to the Standard Sound Cards (in card display) with the Baby Echo pointer. You say the letter-keyword-sound and hold up Baby Echo to have the students repeat.



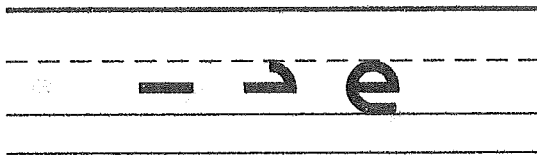
**Sky Write/Letter Formation**

**Letter Formation for e**

Use the following verbalization to direct students in proper letter formation.

**Say**

e is a plane line round letter, but it is special.  
e starts below the plane line.



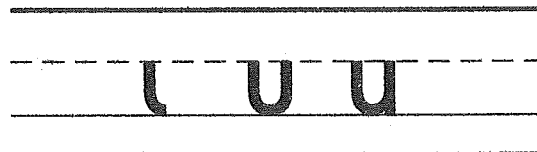
- Point between the plane line and the grass line.
- Fly under the plane line.
- Then go up to the plane line, and around to the grass.

**Letter Formation for u**

Use the following verbalization to direct students in proper letter formation.

**Say**

u is a plane line round letter.  
It starts on the (plane line).



- Point to the plane line.
- Go down to the grass line.
- Curve up to the plane line, and trace straight down to the grass line.



**Student Notebook**

DAY 1

Direct the students to find the newly introduced letters.

Use the verbalization for the letter formation to direct the students while they trace it with their finger. Do it with them to model. After you do this, the students can then color the Keyword Picture.

DAY 2

Trace and say the letter-keyword-sound for the previous letters introduced.



**Echo/Letter Formation**

Remind students of proper pencil grip and sitting position, and give them their Dry Erase Writing Tablets.

Sounds appear between //. Dictate new sounds and a selection of previously taught sounds. You select and say the sound. Students echo the sound and say the letter.

Next have a student come up to the classroom board to make the letter on the Writing Grid.

Then have all students write the answer on their Dry Erase Writing Tablets as you direct them with the letter formation verbalization.

**Sounds**

/t/ - t	/s/ - s	/f/ - f
/z/ - z	/w/ - w	/l/ - l
/d/ - d	// - r	/r/ - r
/g/ - g	/y/ - y	/d/ - d
/p/ - p	/ē/ - e	/ū/ - u

## Unit 4 Lesson Activity Plan



### Storytime

#### WEEKS 1 • 2

##### Preparation

During Storytime, select a picture book that tells a narrative story. Be sure that there are no more than 5-6 sentences per page.

The story can include predictable language patterns. It is important that it presents sequential events. The following list provides some suggestions.

Allard, Harry. 1977. *Miss Nelson Is Missing*. Houghton Mifflin.

Hoban, Russell. 1964, 1992. *A Baby Sister for Frances*. Harper Trophy.

Hutchins, P. 1972. *Good-Night Owl*. New York: Macmillan.

McCloskey, Robert. 1941, 1969. *Make Way for Ducklings*. Viking Press, Penguin.

Rey, H. A. 1941, 1969. *Curious George*. Houghton Mifflin.

Rice, E. 1977. *Sam Who Never Forgets*. New York: Greenwillow.

Rosen, M. 1989. *We're Going On a Bear Hunt*. New York: McEldery.

##### Instruct Students

Read the title, look at the cover and discuss what the story might be about. Read the book to the students. Pause to have students predict what might happen next.

After you read the book,

##### Ask

Who was in this story?

What happened first?

Then what happened?

What happened next?

What happened at the end?

##### Note

The book can be one that you have previously read to students. Young children love the repetition, and repeated exposure to text is beneficial.

#### WEEKS 3 • 4

##### Preparation

Use one of the storybooks selected in Weeks 1 or 2. You will use this book to help develop the student's re-telling ability.

##### Instruct Students

Last week I read this story to you.

Today, I am going to see if you can tell it to me.

Let's see if you remember the story.

Tell the students the story's title. Next go through the book, page by page and show the students the pictures. Have them tell you what happened on each page. Go through the whole book, without reading.

##### Instruct Students

Let's see if you remember it.

I'll read it to see if you were right.

(Read the story.)

Who was in the story?

What happened first?

Then what happened?

What happened next?

What happened in the end?

WEEKS 5 • 6

**Preparation**

Use one of the storybooks selected in previous weeks. You will use this to develop re-telling, beginning composition skills and prosody.

Have some large chart paper on hand.

**Instruct Students**

Last week you told me this story.

Today you will help me write the story.

Who was in the story?

What happened first?

Then what happened?

What happened next?

What happened in the end?

As the students tell you the story, write corresponding sentences on chart paper. Help direct students with your questions.

Read the story on the chart paper, scooping the sentences into phrases with Baby Echo. Be sure to model good phrasing. Have the students repeat, doing one sentence at a time.

Lastly, read it altogether. Point with Baby Echo, scooping phrases, and chorally reading with your students.

## Short Vowels

a

/ă/

apple

e

/ĕ/

Ed

i

/ĭ/

itch

o

/ŏ/

octopus

u

/ŭ/

up



## Review the Sequence of the Alphabet

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often “**lmmnop**” is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

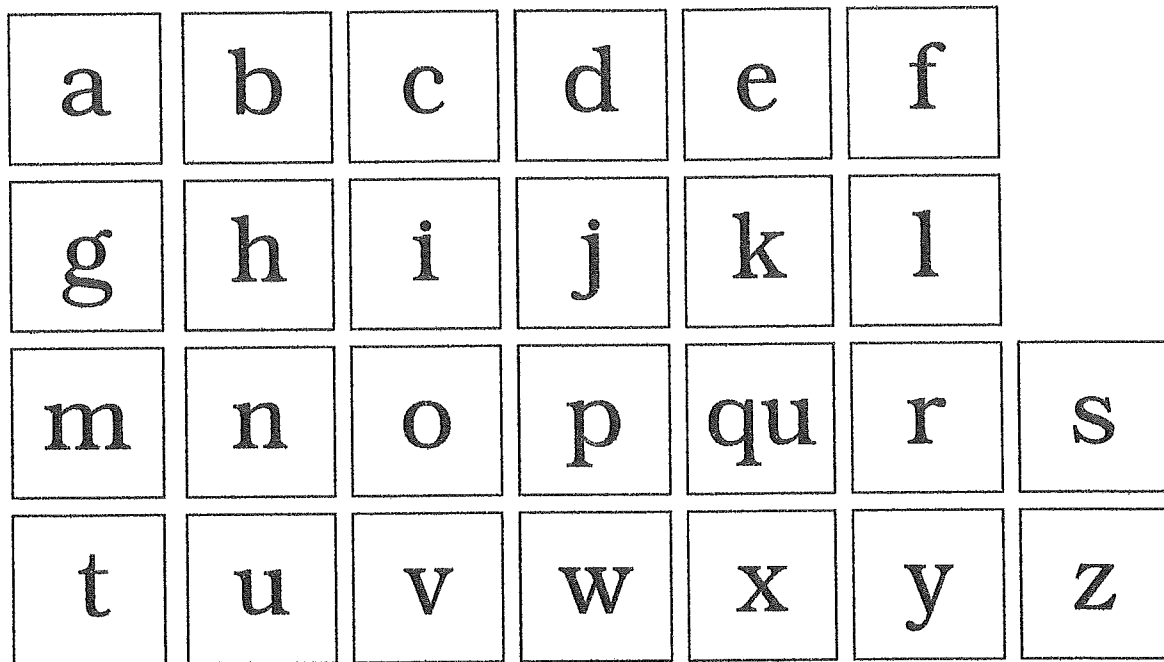
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

If you enjoy crafts, you could make a place mat and decorate it with one of the letter squares. Have your child place the cut letters on the place mat while waiting for supper.

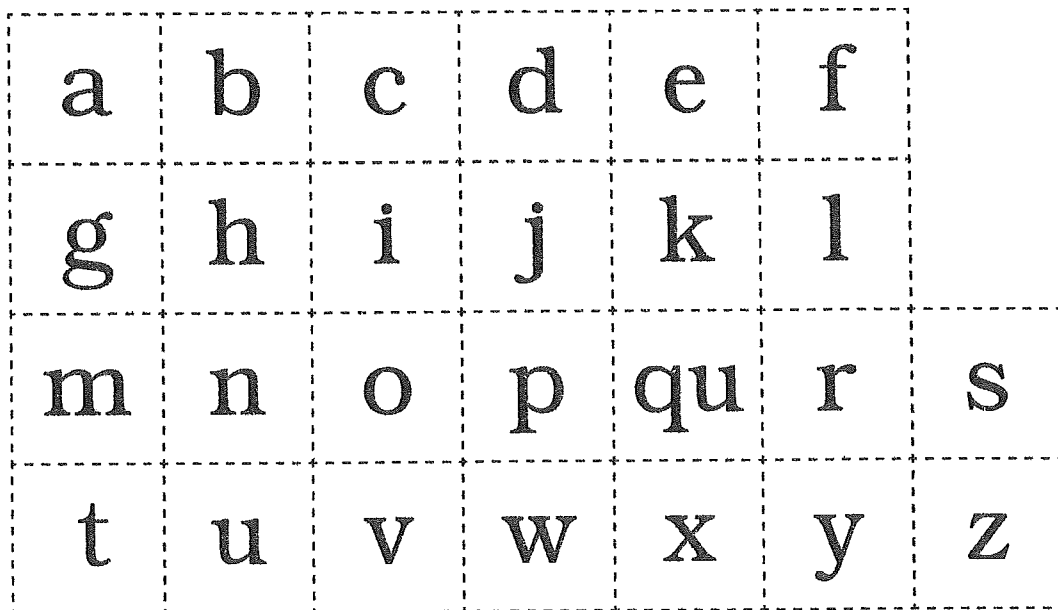
Title	Author	Publisher / Date
<i>A-B-C ing. Action Alphabet</i>	Beller, J.	Crown; 1984
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton; 1983
<i>Alphabears</i>	Hasue, K.	Henry Holt & Co.; 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow; 1983
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy; 1990
<i>Dr. Seuss's ABC's (2nd edition)</i>	Seuss, Dr.	Random House; 1991
<i>Zoophabets</i>	Tallon, R.	Scholastic; 1979
<i>The Z Was Zapped</i>	Van Allsburg, C.	Houghton Mifflin; 1987

Fundations™ Alphabet Order Squares



Have your child lightly color the vowels (a e i o u) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

-----  
 Have your child lightly color the vowels (a e i o u) orange. **Cut this group into individual squares.** Keep these letters in a baggie to do this again and for other activities.





## **Wilson Reading System**

Publisher: Wilson Language Training

Copyright: 2005

Subject: Reading & Writing

Price: \$150-\$450

Ages: Grades K-12

Contact: (800) 899-8454

Website: [www.wilsonlanguage.com](http://www.wilsonlanguage.com)

### **Learning Objectives:**

To build skills in the areas of phonemic segmentation, sound/symbol relationships, decoding, encoding, advanced word-analysis, vocabulary development, sight word reading instruction, fluency, comprehension with visualization, and metacognition.

### **Program Description:**

Based on the Orton-Gillingham multisensory philosophy and principles, the Wilson Reading System (WRS) provides a well organized and cumulative 12-step program, focusing on teaching students to decode and to spell using a very specific sequence of steps (see the attached WRS Lesson Plan). Lessons are fast-paced, involving continuous interaction between students and the instructor. Lessons typically require 55-90 minutes to complete.

This system is:

- Direct: Instruction of concepts is straight forward.
- Structured: Instruction follows a 12-step guide providing for consistency among learning activities.
- Cumulative: Steps 1-6 teach sound, sound blends, and fundamental syllabication rules, creating a solid foundation through repetition and review. Steps 7-12 teach sound option, spelling rules, morphological principles, and other advanced concepts.
- A Multisensory Experience: Multisensory instruction is provided for learning to hear sounds, manipulating color-coded sound, syllable, and words cards, performing finger-tapping exercises to assist in phonemic awareness, writing dictated words and sentences, reading aloud, and paraphrasing selections they read, and which are read to them.
- Integrated: The program is organized to include only concepts currently being taught or previously taught.

See the attached sample lesson.

**Target Population:**

Originally designed for students with dyslexia, the Wilson Reading System can help all students who read below grade level. Remedial, at-risk, ESOL, special needs, adult students, and all those who have not been successful with traditional teaching methods and who require multisensory language instruction to learn phonics can also benefit.

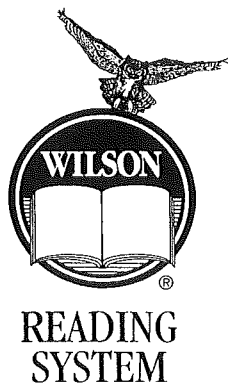
**Discussion:**

- The system is organized, sequential, and structured. It allows students to learn using a multisensory approach that becomes routine and that allows for repetition of concepts and of learning strategies.
- There are two models of implementation for this program. *The intervention model* incorporates the use of small group instruction taught by either a remedial reading teacher or general education teacher for four or five days a week during regular school hours. *The intensive model* provides those students who have been diagnosed with a language learning disability with tutoring or small group instruction provided by a Wilson certified instructor.
- Instruction is best implemented in one-on-one or small group settings.
- Implementers of the program can include teachers and other trained professionals, such as Speech and Language Pathologists and tutors.

# The WRS Lesson Plan Parts 1-5

The Wilson Reading System Lesson Plan is designed to be very interactive between the teacher and the student.

Teachers first learn the WRS Lesson Plan with an individual who has significant reading and spelling difficulties. Upon mastery of the lesson plan, teachers then use their skills with groups of students. The recommended group size is 3-6 students if the individuals have significant difficulties and slightly larger if the individuals have gaps in reading and spelling, but are not diagnosed as dyslexic. Teacher experience and group composition are the most important factors for success with groups.

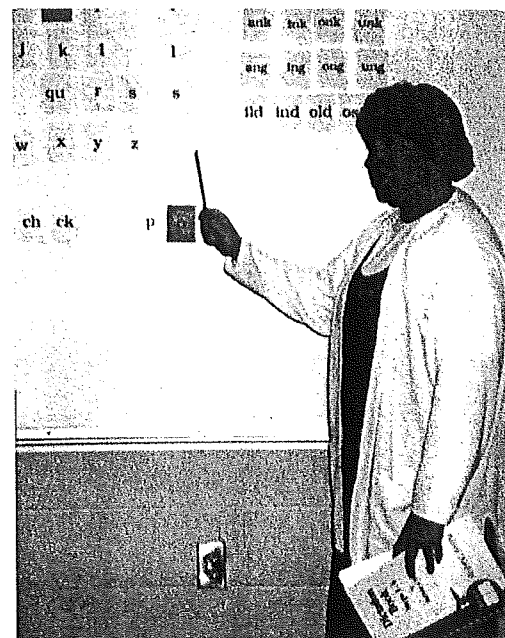


## Part 1: Quick Drill

(2-3 minutes)

Students see letters and say letter names and the corresponding sounds. A keyword is used with vowels and with other sounds as needed.

**Purpose:** to establish quick and automatic naming of letters and production of sounds for decoding.



## Part 2:

### Teach New Concepts/Review Previous Concepts for Decoding of Words in Isolation

(5 minutes)



Students learn about word structure through the manipulation of cards beginning with the phoneme (sound), then segmenting 3 sounds and progressing through very complex word structure. All concepts are demonstrated by card manipulation (sound cards, syllable cards and suffix cards). **Purpose:** to establish understanding of word structure by presenting multiple examples of words in parts.

# The Wilson Reading System Lesson Plan Parts 6-10

Students learn the structure of words in English for decoding in parts 1-5 and then learn how to apply that structure for writing in parts 6-8 of the WRS Lesson Plan. In Parts 9 and 10, the emphasis is on the application of skills and comprehension. Throughout the entire lesson plan, teachers and students interact with a variety of activities.

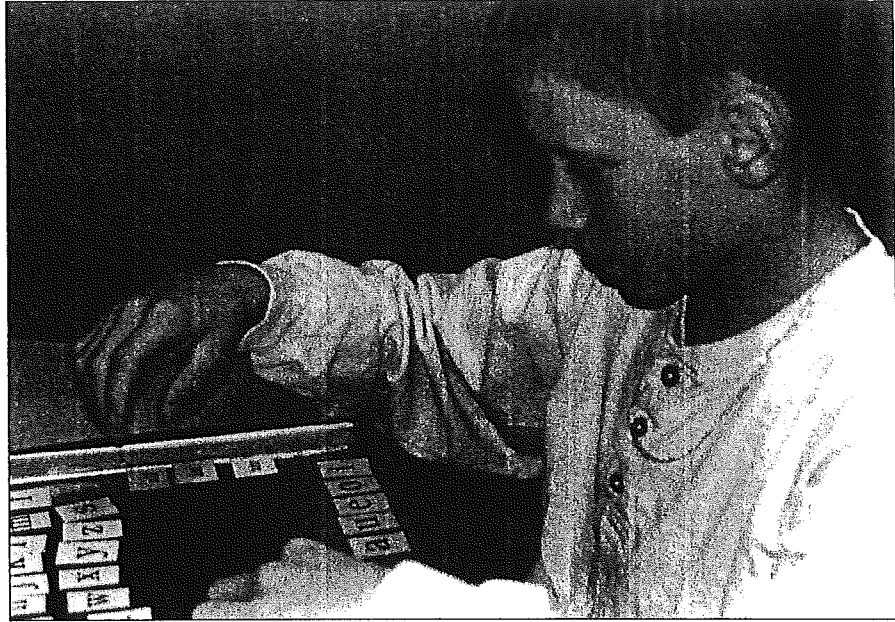
## Part 6:

### Quick Drill in Reverse

(2-3 minutes)

Students hear a dictated sound, repeat it and then identify the letter or letters that make that sound.

**Purpose:** to establish a quick and automatic association with sounds to letter(s) for spelling.



## Part 7:

### Teach Concepts for Encoding

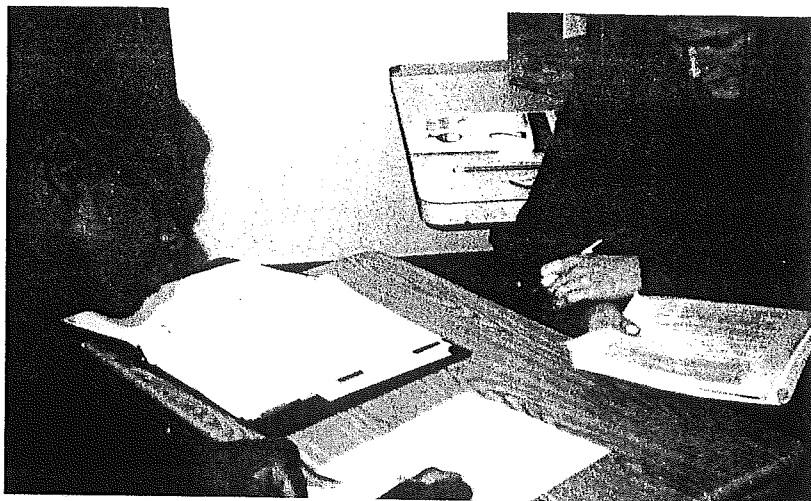
(5 minutes)

Students learn how to spell words with the same word structure learned in the decoding part of the lesson.

In part 2 of the lesson, the teacher makes the words for the students to decode, but here, the students use cards to construct dictated words.

**Purpose:** to establish a process for students to spell words by breaking them into parts (sounds, syllables, suffixes) as opposed to memorizing specific words.



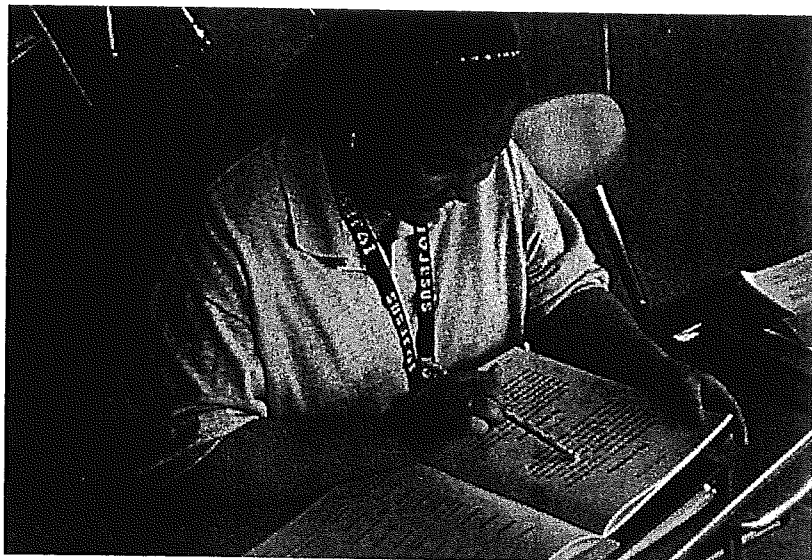


## Part 8: Dictation

(15-20 minutes)

Students write dictated sounds, words and sentences. The teacher dictates 5 sounds, 10 words and 2-3 sentences. Students learn a very specific proofreading procedure.

**Purpose:** to practice spelling skills and develop independent application and fluency.



## Part 9: Story Reading

(15-20 minutes)

Students read short story passages, applying decoding and comprehension skills independently. Students work on fluency with a specific modeling/penciling technique. Students learn to visualize passage and retell it in their own words in detail.

**Purpose:** to provide more opportunity for students to practice fluent decoding skills with controlled text and to establish the connection of reading for meaning.



## Part 10: Listening Comprehension

(15-20 minutes or more)

Students listen to literature read by the teacher. As the students progress with their own decoding ability, they begin to participate more and more with the reading of the text. Students visualize and retell stories in detail. **Purpose:** to develop the students' comprehension of literature, to increase their oral expressive ability and to ultimately provide them with guided application of skills to non-controlled text.

### Wilson Language Training Corp.

175 West Main Street • Millbury, MA 01527-1441 • (508) 865-5699 • [www.WilsonLanguage.com](http://www.WilsonLanguage.com)  
WRS Lesson Plan © 1999 Wilson Language Training Corp.

**MATH**

## **Distar Arithmetic**

Publisher: Science Research Associates

Copyright: 1992

Price: \$599.94

Contact: (888) SRA-4543

Subject: Mathematics

Ages: Grades K-3

Website: [www.sraonline.com](http://www.sraonline.com)

### **Learning Objectives:**

**LEVEL I:** To calculate basic operations of math, simple word problems, greater than and lesser than problems, simple picture problems, and to apply ordinal counting.

**LEVEL II:** To solve column-addition problems involving carrying, multiplication, fractions, and negative-number problems.

### **Program Description:**

Using Direct Instruction, Distar Arithmetic delivers instruction in a very structured, systematic manner. Direct Instruction lessons are scripted and presented in a lively manner. They are designed to limit teacher talk and to maximize opportunities for student response. Students have many opportunities to practice correct responses, while teachers praise students for correct responses and *correct errors immediately before mistakes become habitual*. In Distar Arithmetic, beginning math skills are broken into sub-skills that are taught one by one, sequentially to ensure preparation more complicated tasks. A single strategy is applied to a wide range of problems to emphasize thinking and understanding rather than memorization. Teachers monitor student performance on critical skills every five to ten days using mastery tests.

### **Target Population:**

This program is for all students who need remediation in the area of math. The program encourages the development of a self-esteem/concept and attitude toward school.

### **Discussion:**

- A placement test is used for initial assignment of students.
- The pace of instruction is set accordingly.

## **Every Day Counts Calendar Math**

Publisher: Houghton Mifflin Company

Copyright: 2005

Price: \$180.00

Contact: (800) 289-4490

Subject: Mathematics

Ages: K-5

Website: [www.greatsource.com](http://www.greatsource.com)

### **Learning Objectives:**

To build students' math understanding.

### **Program Description:**

This interactive supplementary program requires 10-15 minutes a day to implement. Using materials such as a calendar, calendar accessories, counting tape, clocks, a flip chart, and demo coins, Calendar Math helps students to understand patterns, develop algebraic thinking, and explore math relationships. Math concepts, such as place value, measurement, time, money, mental math, geometry, estimation, patterns, functions, graphing, statistics, probability, algebra, and problem solving are taught. The program is presented in a bulletin board manner during large or small group instruction. Students interact with the materials and practice every day math skills in small increments. The concepts are presented over the course of a school year, rather than in one unit. Classroom discussion is at the heart of the program, encouraging students to engage in discussion about how numbers work, the many ways to approach a problem, and the various explanations individuals can give for the same way of working out a problem. The Teacher's Guide offers suggestions for how the bulletin board materials should be set up each month, descriptions of the concepts to be taught, and activities for the month. An Ongoing Assessment booklet is provided in the kit to ensure continuous assessment of students' comprehension of concepts and skills learned.

See the attached monthly sample.

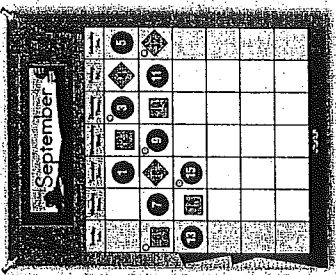
### **Target Population:**

Students in general education classrooms, as well as those with special needs would benefit from Calendar Math due to its highly visual and interactive nature.




**Discussion:**

- Lessons are typically carried out in large or small group settings. If a student requires additional support, they can learn and practice the skills in a one-on-one setting to prepare for small or large group instruction.
- *Every Day Counts Algebra Readiness* is available for students in Grades 6 and up.



Every Day Calendar

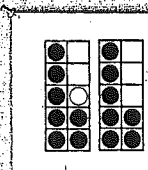
**SEPTEMBER**



Graph

**Predictions**

- I think greens will show up most often.
- I think there will be a lot more reds than greens.
- There should be about the same number of reds and greens.



Computations and Connections Record

$$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$$

$7 + 7 + 1 = 15$

Computations and Connections

**Daily Depositor**

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
2	3	4	5	6	7	8

Depositor Record

Day	ones	tens	hundreds	thousands	ten thousands	hundred thousands	millions
Day 1	1	2	3	4	5	6	7
Day 2	2	3	4	5	6	7	8
Day 3	3	4	5	6	7	8	9

**AUGUST/SEPTEMBER ELEMENTS**

- CALENDAR** . . . . . 18  
explore patterns of multiples of 2 and 3; examine two-dimensional shapes and rotations of squares
- COMPUTATIONS AND CONNECTIONS** . . . . . 20  
develop strategies for computing number facts; construct visual images of number facts
- COUNTING TAPE AND HUNDRED CHART** . . . . . 23  
explore odd and even numbers; group and count by tens, fives, twos, and ones; understand place value
- DAILY DEPOSITOR** . . . . . 26  
use estimation and mental math strategies to add; regroup to add
- GRAPH** . . . . . 28  
collect and organize data; predict probability; express the likelihood of an occurrence

Counting started in third grade requires only a few elements of Every Day Counts Calendar Math. The elements suggested for the beginning of the school year are the Every Day Calendar, the Counting Tape and Hundred Chart, Daily Depositor, and Computations and Connections. This month also features a Graph activity that can be added later in the month.

The Counting Tape and Hundred Chart and the Daily Depositor make use of the number of days in school, so there is an advantage to beginning them as soon as possible. The Counting Tape is one element that should be displayed in the classroom by the first day of school.

The Calendar Pieces provided for August are identical to the pieces in September except that the colors have been changed. If your school year begins in August, attach the August Month Strip and Calendar Pieces, and catch up to the date of the first day of school. Make use of Calendar time in August to preview some of the math concepts that will be presented and discussed in September.

Every Day Counts

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

# GRADE 3 SAMPLE MONTH: SEPTEMBER

Number & Operations Algebra Geometry Measurement Data & Probability  
 Problem Solving Reasoning Communication Connections Representation

## CALENDAR

### Concepts & Skills

- Analyze and predict patterns
- Recognize patterns of multiples of 2 and 3
- Explore odd and even numbers
- Examine two-dimensional shapes and rotations of squares

### Materials for the Year

Every Day Calendar, Month Strip, and Calendar Pieces for the current month, Calendar Record (TR1), crayons

### Author Notes

"Numbered Calendar Pieces create new patterns each month. By revealing patterns gradually, the Calendar invites students to search for the connections between the shapes, colors, and numbers that appear. Students can examine data and use patterns to make predictions. Early guesses may change to more reasoned theories as more information is revealed. End of the month summation activities encourage students to write down their observations, thus recording their early algebraic thinking."

### Setup

- Display the Calendar with the September Month Strip attached. Ask students to spell the month aloud.
- Post the Calendar Pieces from the first of the month. For example, put the first 7 pieces on the Calendar if you start school on September 7th.

### Daily Routine

- Each day of the month, attach the Calendar Piece for that day.
- On Monday, add Calendar Pieces for Saturday and Sunday.
- Once a week allow for an extended discussion.

### DISCUSSION

#### For the Beginning of the Month

When several pieces are in view, begin asking the class to predict the next Calendar Piece. Allow time for everyone to decide on a prediction. Ask 2 or 3 students to share their predictions. Then reveal the day's piece. Call on volunteers to share how they made their predictions. This helps students see that there may be different ways to arrive at the same answer.

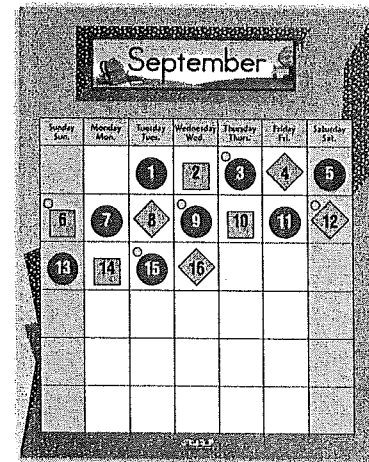
Questions to review basic information about the Calendar:

- What month is it? What month was last month? What month will come next?

18 August/September • Calendar

**Ongoing Assessment**

- How old are you? Is that an odd or an even number?
- How would you describe the numbers in the pattern 3, 6, 9, 12, 15, 18, 21?
- Write two multiples of 3 that are even numbers.



The September Calendar Pieces create an ABAB pattern of red circles and green squares. The squares are rotated 45° each time they appear. There is a yellow dot on every third piece.

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- What day is today? What day was yesterday? What day will tomorrow be?

Questions to encourage predictions based on patterns:

- How would you describe today's Calendar Piece?
- What color and shape do you think tomorrow's piece will be? Why do you think so?
- What is the color pattern this month? (red, green, red, green)
- What do you observe about the squares? (They are turned every time they appear.)
- What do you notice about the yellow dots? (They appear on every 3rd piece.)
- How would you describe next Monday's piece? What about the piece on September 30th? How did you get your answer?

### For Midway Through the Month

#### Sample Dialogue Geometry

**Teacher:** Today is September 16th. What piece do you think should go on the Calendar today?

**Student:** A green square because the pattern goes red, green, red, green. Yesterday was red, so today it should be green.

**Student:** The squares show up on all the even numbers.

**Student:** It will be a square that stands on a corner, like the one on the 12th.

**Teacher:** Is the square on the 12th the same size and shape as the one on the 14th?

**Student:** It looks like it's the same, except it has been turned.

**Teacher:** Yes, they are the same size and shape. Each time a green square appears it is rotated a little from the way it appeared the last time. What do you notice about its sides?

**Student:** The sides are all the same.

**Teacher:** What do you notice about all the corners?

**Student:** The corners are all square, or **right angles**.

**Teacher:** Excellent. Will today's piece have a yellow dot?

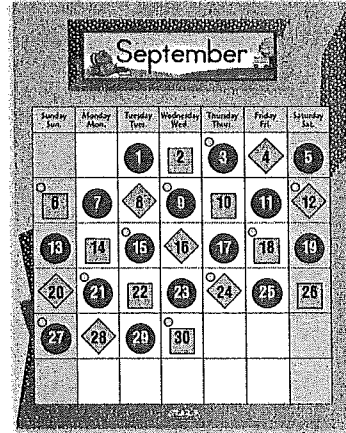
**Student:** No, yesterday's piece had a yellow dot. They only come every third day.

**Teacher:** How can we use what we know to predict what the Calendar Piece will look like on September 22nd?

#### To Sum Up

At the end of the month, take a few minutes to have students communicate all of their findings about this month's Calendar. Record students' observations on a large piece of paper with a colored Calendar Record (TR1) attached.

#### Our Observations about September



It's an ABABAB pattern.

Odd numbers are on red circles. Even numbers are on green squares.

All the green squares have multiples of 2 on them.

Every third piece has a yellow dot. The numbers are 3, 6, 9, 12, 15, and so on. They are all multiples of 3.

The green squares with yellow dots are numbers 6, 12, 18, 24, and 30.

The squares that stand on their sides are on numbers 2, 6, 10, 14, 18, 22, 26, and 30.

The squares that stand on their corners are on numbers 4, 8, 12, 16, 20, 24, and 28.

Sample vocabulary words are also defined and illustrated on TR27 and TR28.

# GRADE 3 SAMPLE MONTH: SEPTEMBER

## HELPFUL HINTS

- Sometimes students discover patterns we have not seen. For that student, such a discovery may be the beginning of understanding the beauty of mathematics.
- This month's pattern provides a perfect opportunity to review odd and even numbers. In her classroom in New Orleans, Shara Hammet invited the number of students for the date to stand. On the 7th day, for example, 7 students would stand and partner with one another to tell if they had an odd or even number of students. The students observed that if someone was left without a partner, the number was odd.
- This month's Calendar Pieces can be used to create a pattern poster showing odd and even numbers. By arranging the pieces from 1 to 30 in order, with each green square placed above the preceding red circle, students can see patterns they might not observe on the Calendar.



### What patterns can you find?

- All the top row is green and even and all the bottom row is red and odd.
- All the squares count by twos and the squares that stand on their corners count by fours.
- If you add any 2 adjacent sets of diagonal numbers, like  $1 + 4$  and  $3 + 2$ , or  $3 + 6$  and  $5 + 4$ , the sum is always the same.
- Diagonal numbers from left to right going down always have a difference of 1. Diagonal numbers from left to right going up always have a difference of 3.

A pattern poster

Number & Operations   Algebra   Geometry   Measurement   Data & Probability  
 Problem Solving   Reasoning   Communication   Connections   Representation

## COMPUTATIONS AND CONNECTIONS

### Concepts & Skills

- Explore number relationships
- Develop strategies for computing number facts
- Construct visual images of number facts
- Create number stories
- Investigate number relationships: "doubles" and "neighbors, or doubles plus one" facts

### Materials for the Year

Computations and Connections Record cardstock or TR3 in large clear pocket, marker or crayon. For September, you'll also need Double Ten Grids cardstock in a large clear pocket, copies of Double Ten Grids (TR2).

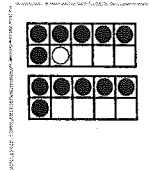
### Author Notes

"This element of Calendar Math helps students see number relationships and use these relationships to learn basic facts for quick and accurate recall. Visual models such as Double Ten Grids encourage students to relate one fact to another. Daily use of Computations and Connections builds students' confidence in talking about the number relationships they see. Each month the emphasis of Computations and Connections changes to allow practice with different strategies and operations.

Throughout September, students arrange a number of counters equal to the day's date to show a "double" or "neighbor" (double plus one) addition fact. For example, students who know their "doubles" such as  $6 + 6 = 12$ , can see that when one object is added to either group of

### Ongoing Assessment

1. What is the sum of the "double"  $6 + 6$ ?  $9 + 9$ ?  $8 + 8$ ?
2. If you have a "neighbor" addition problem to solve, like  $6 + 7$ , explain how you can use a "double" fact that you know to get the answer quickly.
3. What two addition facts and two subtraction facts (a fact family) can be written for the "neighbor" numbers 8 and 9?



Computations and Connections Record

7	6	13	13
+ 6	+ 7	- 6	- 7
13	13	7	6

$(6 + 6) + 1 = 13$

" $6 + 7$  is a double + 1 fact. 6 plus 6 is 12 and one more is 13."

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six on the 13th day of the month, the sum is 13. Therefore,  $6 + 7 = 13$  and  $7 + 6 = 13$ . These facts are often referred to as "neighbors" because 7 is a next-door neighbor to 6 when we count. They are also known as "doubles plus one" facts. When recognized in this context, they become easy facts to compute and remember.

Each day as these visual representations of number facts are created, accompanying number sentences are recorded, connecting the symbolic notation to what is seen."

### Setup

- Cut the Double Ten Grids cardstock in half on the cut line. Put one half in a large clear pocket and post it on the board. Put the other half aside until next month.
- Put the Computations and Connections Record in a large clear pocket and post it on the board.
- Make 10 copies of the Double Ten Grids (TR2) and cut each of them in half on the cut line.

### Daily Routine

- Until the 20th of the month, add a circle to the Double Ten Grid every day. The total number of circles appearing on the grids should equal the date.
- Have a brief discussion every day.
- On Monday, construct and discuss Computations and Connections for Saturday and Sunday. Then create Monday's Computations and Connections.
- Have a student volunteer use the copies of TR2 to copy the completed Double Ten Grid each day to create a collection of picture records that can be used to practice instant recognition of these "doubles" and "neighbors" facts through the month and year.
- After the 20th, practice the "doubles" and "neighbors" facts using the student-made picture records of the daily displays.
- Allow for extended discussion once or twice a week.
- If your school does not begin on or before the first day of September, catch up gradually to the current date. For example, if you begin school on September 5, be sure to represent all the "doubles" and "neighbors" facts prior to that date ( $0 + 0$ ,  $0 + 1$ ,  $1 + 1$ ,  $1 + 2$ ,  $2 + 2$ , and  $2 + 3$ ).

### DISCUSSION

#### For the First Days of the Month

Tell students that this month, Computations and Connections will be used to focus on addition and subtraction facts.

Have a volunteer count the spaces inside the grids. Explain the daily routine and involve students in updating the grids to the day's date. Have students suggest number stories that correspond to what they see on the Double Ten Grids with each newly placed circle.

Suggest  $0 + 0 = 0$  to describe the empty ten grids. For the first day of the month, draw an open circle in the upper left-hand corner on the top ten grid. Leave the circle unfilled.

Day 0  
 $0 + 0 = 0$

Day 1  
 $0 + 1 = 1$

Day 2  
 $1 + 1 = 2$

Day 3  
 $2 + 1 = 3$   
 $1 + 2 = 3$

The filled circles represent "doubles" facts.

Let the class members suggest number sentences that reflect the picture they see. On the first day number sentences might include  $1 + 0 = 1$ ,  $0 + 1 = 1$ , and  $1 - 0 = 1$ . On the second day, draw a filled circle in the upper left-hand corner of the lower ten grid and fill in yesterday's circle on the top grid. The pairs of filled circles represent "doubles." Once again have students record what they see in the picture. Answers should include  $1 + 1 = 2$  and  $2 - 1 = 1$ . On the third day, draw another open circle in the top ten grid. Point out that this shows adds  $1 + 2$  which are "neighbors" and that the ten grids show a "double plus one." ( $1 + 1$  is 2 and one more is 3.) On odd-numbered days, do not fill in the day's new circle, as its emptiness helps it stand out as one more than the double.

## For the Ninth Day of the Month Sample Dialogue

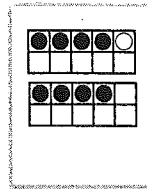
- Teacher:** Today is September 9th. What "doubles" fact was pictured on the Double Ten Grids yesterday?
- Student:**  $4 + 4 = 8$ .
- Teacher:** Yes. How will we represent today's sum of 9?
- Student:** Yesterday we had two rows of 4 circles. Draw another circle next to the top row of 4.
- Teacher:** So now we have one row of 4 and one row of 4 plus 1 more. Does that equal 9?
- Student:** Yes, it's 8 plus 1 more.
- Teacher:** What addition and subtraction facts can we write?
- Student:**  $4 + 5 = 9$ .
- Student:**  $5 + 4 = 9$ .
- Student:**  $9 - 4 = 5$  and  $9 - 5 = 4$ .
- Teacher:** How can you remember that  $4 + 5 = 9$ ?
- Student:** I see that there are two rows of 4 and 1 extra.
- Teacher:** What stories might go with these number sentences?
- Student:** I saw 2 rows of chairs. There were 4 chairs in one row and 5 in another. Altogether there were 9 chairs.
- Student:** I know a story. There were 2 cars. Each had 4 tires and one had a spare tire on the back. I could see 9 tires.

Discussions such as these bring number facts to life and give them meaning. This makes it easier for students to remember them when doing computations.

## After the Twentieth Day of the Month

After the 20th day of the month, the Double Ten Grids will be filled completely, allowing time for practice and assessment. Use the student-made picture records to review these addition and subtraction facts. Here are some suggestions for the last days of September.

- Write several addition facts on the board, only one of which is a "neighbors" fact. Ask a volunteer to circle the problem that is a "neighbors" or "doubles plus one" fact and to tell what double to use before adding 1 more. Then have that student state the sum. This helps students recognize when they can use the strategy.



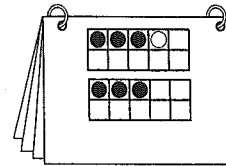
Computations and Connections Record			
5	4	9	9
+4	+5	-5	-4
9	9	4	5
$4 + 4 + 1 =$			

$5 + 4$  is a "neighbors" fact.

9	4	7	8
+6	+7	+8	+5
		15	

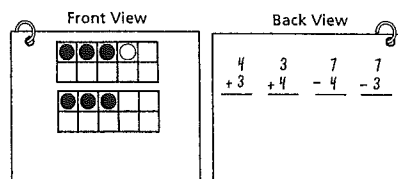
" $7 + 7$  is 14 and 1 more is 15, so  $7 + 8$  is 15."

- Give all students a copy of the Double Ten Grids and some counters. Ask them to set up the double of every number that you call out. For example, if you say 6, they should represent  $6 + 6$  on their Double Ten Grids and state the fact. Then try calling out the "double" and having students represent the "neighbors" or "doubles plus one" fact for that double. For example, if you say  $6 + 6$ , students represent  $6 + 7$  and say " $6 + 6$  is 12, and 1 more is 13."



### HELPFUL HINTS

- Use rings or paper clips and the student-made picture records to create a classroom booklet of the "doubles" and "neighbors" facts. Provide copies of blank Double Ten Grids for each student to make flash cards for the "doubles" and "doubles plus one" facts.
- The idea of using ten grids to help students see number relationships was often shared by the late Robert Wirtz. See p. 136 for references.
- When students show mastery of the "doubles" and/or the "doubles plus one" facts, have them color in these groups of facts on their own copies of the Addition Facts Progress Record (TR4).



Flash cards for addition and subtraction facts

Number & Operations   Algebra   Geometry   Measurement   Data & Probability  
Problem Solving   Reasoning   Communication   Connections   Representation

## COUNTING TAPE AND HUNDRED CHART

### Concepts & Skills

- Explore odd and even numbers
- Recognize number and multiple patterns
- Group and count by tens, fives, twos, and ones
- Understand place value
- Count up to add and subtract mentally
- Solve addition and subtraction problems

### Materials for the Year

Adding machine tape, 3-inch square self-stick notes (100 pink, 100 yellow), Hundred Chart or TR5

### Author Notes

"The Counting Tape provides a time line for recording each day of school in third grade. As each number is added to the Counting Tape, the pattern of colored squares highlights the pattern of odd and even numbers. From the beginning of the year, students group and count by twos to determine if the number on the Tape is even and therefore a multiple of 2. They will also underline and count multiples of 5. Every multiple of 10 will be circled to encourage thinking in tens when doing mental math and seeing patterns from decade to decade. By using the Counting Tape daily, key multiplication facts are reinforced in an incremental way. The Hundred Chart is also used to keep track of school days. The shading on the chart will help students understand rounding to the nearest ten and help them use tens as benchmarks for mental math."

### Ongoing Assessment

1. How would you describe the difference between odd and even numbers?
2. How many groups of two are in 14? In 15?
3. How many days have we been in school since day 10? Since day 9?

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# GRADE 3 SAMPLE MONTH: SEPTEMBER



## Setup

- Post a length of adding machine tape, possibly above the board, to start the Counting Tape. Attach a pink square numbered 1 at the left end of the Tape.
- Post the Hundred Chart on the board.

## Daily Routine

- Attach a numbered square self-stick note to the Tape each day of school. Alternate colors to emphasize the pattern of odd (pink) and even (yellow) numbers.
- Underline each multiple of 5.
- On each multiple of 10, use a red marker to draw a circle around the number. You can attract more attention to the tens by drawing a happy face inside each zero.
- On the Hundred Chart, draw a circle around the number of the day in school. Wipe off the circle around the previous number each day so that only one number is circled.
- Discuss once or twice a week.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

"18 is an even number because it breaks up into groups of 2 with no leftovers."

## DISCUSSION

### For the First Day

On the first day of school, explain that a numbered square will be attached to the Counting Tape every school day to keep track of how many days students have been in school. Point out that the corresponding number will be circled on the Hundred Chart.

Tell students that numbers on the Tape will appear on alternating pink and yellow squares to show the pattern of odd and even numbers. Ask students to estimate how many squares will be needed for the entire school year. Tell them they will reconsider this question in the months to come.

Throughout September, ask if the number for the day is odd or even. Have the class count up by twos in unison to check. Occasionally have students use counters to show if the day's number is odd or even.



"Nine is odd. There's one without a partner."



### For Midway Through the Month Sample Dialogue

- Teacher:** How many days have we been in school so far?  
**Student:** This is the ninth day of school.  
**Teacher:** Will the square for today be pink or yellow?  
**Student:** It will be pink because yesterday's was yellow.  
**Teacher:** Does anyone have another reason why today's square will be pink?  
**Student:** I do. All the odd numbers are pink, and since 9 is odd, it should have a pink square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 9

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**Teacher:** Let's say the odd numbers out loud to see if that's true.

**Class:** 1, 3, 5, 7.

**Teacher:** What number is next in that pattern?

**Class:** 9.

**Teacher:** Let's group and count the squares by twos. One and two; three and four; five and six; seven and eight. Is 9 left over? What does this tell us about even and odd numbers?

**Student:** Odd numbers don't have partners.

**Student:** Odd numbers begin the next group of 2.

**Teacher:** Good. Now look at the Hundred Chart. The number 9 is circled. How many more do we need to get to 15? What's an easy way to find this difference?

**Student:** 1 more to get to 10, and 5 more than that, so 6.

**Teacher:** Yes. We'll practice more at finding the difference between 2 numbers by counting up on the Hundred Chart.

Conversations like this help students communicate about math and justify their thinking. Have discussions like this as often as possible throughout this month and the year.

### For the End of the Month

Questions like the following can increase understanding of number sense and mental math.

#### Place value and number sense:

- How can we express the number of days we have been in school in tens and ones?
- What day of school will it be in 10 more school days? In 20 more days?
- How can we round today's number to the nearest ten?
- How many even days are shown on the Counting Tape so far this year? How many odd days?
- Will day 25 be pink or yellow? How do you know?

#### Subtraction:

- How many more days until we are in school 30 days? How did you get your answer?
- How many days since day 9? How did you find the difference between 9 and today's number?

#### Addition:

- What day of school will it be in 12 more school days? How did you find this sum?

### HELPFUL HINT

- Subtraction facts to 18 can still pose difficulty for some third graders. Days 11 to 18 provide opportunities to practice taking away an amount from 10 and counting up to find the difference. On day 14, for example, the Hundred Chart can help students see that to solve  $14 - 8$ , we can take away the 8 and count up 2 to get to 10, and 4 more to 14, ending up with a difference of 6. This is usually a more efficient strategy than counting backward or making marks on paper. It also helps students use addition facts they know when doing subtraction.

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

"To find the difference between 8 and 14 I need 2 more to get to 10, then 4 more to get to 14. So the difference is 6."

# GRADE 3 SAMPLE MONTH: SEPTEMBER

Number & Operations  
 Problem Solving    Algebra  
 Reasoning    Geometry  
 Communication    Measurement  
 Connections    Data & Probability  
 Representation

## DAILY DEPOSITOR

### Concepts & Skills

- Understand place value
- Regroup to add
- Use estimation and mental math strategies for addition

### Materials for the Year

Daily Depositor, Play Money cardstock or copies of TR6 and TR7, self-stick notes, Depositor Record cardstock or copy of TR8

### Author Notes

"The Daily Depositor provides a means for students to study place value in a problem-solving framework. Each day the class collects a dollar amount equal to the number of the day of school. The purpose of this exercise is to provide students with many experiences to regroup, to improve their understanding of large numbers, and to practice mental math daily. By month's end the class engages in estimating how much money will be collected by the last day of school."

### Setup

- Post the Daily Depositor on the board. Post the Depositor Record nearby.

### Daily Routine

- Each day, add play money to the Depositor in a dollar amount equal to how many days students have been in school (shown on the Counting Tape). On day 1, there will be only \$1. On day 2, \$2 will be added, for a total of \$3, and so on.
- Post a self-stick note above each pocket showing how many bills are in that pocket.
- Record the addition problem and the new sum every day on the Depositor Record.
- Make trades for larger bills whenever necessary. Let students tell which bills should be traded.

**Ongoing Assessment**

1. How would you make \$78 using ten-dollar and one-dollar bills?
2. What is the value of the digit 7 in 78?
3. Explain how you would use mental math to add \$13 to \$78. What is the sum?

	1	5	3
	\$	\$ \$	\$ \$ \$
thousands	hundreds	tens	ones

**Depositor Record**

Day 15	1105	+15	125
Day 16	120	+16	136
Day 17	136	+17	153

"136 plus 10 is 146 and 7 more is 153."

## DISCUSSION

### For the Beginning of the Month

Explain that each day a dollar amount equal to the number of days in school will be added to the Depositor. Point out that this does not mean that \$1 will be added each day. Rather, the amount to be added will match the number on the Counting Tape. On day 4, \$4 will be added to the Depositor, thereby necessitating a trade because there are 10 one-dollar bills. These will be traded for 1 ten-dollar bill. After you have completed these trades with students, place the bills in the appropriate places in the Depositor.

### Sample Dialogue

**Teacher:** How much money do we have in the Depositor now?

**Student:** \$15.

**Teacher:** Yes. Today is the 6th day of school, and that is the number on the Counting Tape. So we will add \$6 to the Depositor. How much do we have now?

**Student:** We have \$21.

**Teacher:** Would someone share how you got \$21?

**Student:** We can add \$5 out of the \$6 to \$15 to get to \$20, and 1 more dollar makes \$21.

**Student:** I just counted up 6 from 15 and got 21.

**Student:** I put the \$6 with the 5 one-dollar bills and got \$11 and then put that with the ten-dollar bill to make \$21.

**Teacher:** Yes. We have 1 ten-dollar bill and a total of 11 one-dollar bills to make \$21. We can trade 10 one-dollar bills for a ten-dollar bill and put the ten-dollar bill in the tens place in the Depositor. We still have a one-dollar bill in the ones place. What digits shall we use to write the new total?

**Student:** Write 2 for the tens and 1 for the ones. That's 21.

**Teacher:** If we have \$21 today, on what day of school do you think we will reach a hundred dollars?

Ask students to mentally add the amount of the day's deposit to the amount of money already in the Depositor. Allow 2 or 3 students to share how they did the mental math. Strategies will vary. Follow up by checking the addition on a calculator.

		1	5
		\$	\$ \$ \$ \$ \$
thousands	hundreds	tens	ones

Depositor Record													
Day 4	<table border="1"> <tr><td></td><td></td><td></td><td>6</td></tr> <tr><td></td><td></td><td></td><td>+ 4</td></tr> <tr><td></td><td></td><td></td><td>10</td></tr> </table>				6				+ 4				10
			6										
			+ 4										
			10										
Day 5	<table border="1"> <tr><td></td><td></td><td></td><td>10</td></tr> <tr><td></td><td></td><td></td><td>+ 5</td></tr> <tr><td></td><td></td><td></td><td>15</td></tr> </table>				10				+ 5				15
			10										
			+ 5										
			15										
Day 6	<table border="1"> <tr><td></td><td></td><td></td><td>15</td></tr> <tr><td></td><td></td><td></td><td>+ 6</td></tr> <tr><td></td><td></td><td></td><td>21</td></tr> </table>				15				+ 6				21
			15										
			+ 6										
			21										

"10 plus 11 will be 21."

### For the End of the Month

Ask students to **estimate** how much money the Daily Depositor will accumulate by the end of the school year. Begin by asking, "If there are 180 school days this year, and we collect a dollar amount equal to the number on the Counting Tape each day, how much money will we collect by the end of the school year?" Remind students that money is not added on any days when students are not in school. Students will have many opportunities to revise their estimates before the year is over. Allow students to communicate their estimates and how they made them. It is important to encourage students to be independent thinkers and good risk takers. The more nonthreatening the classroom environment is, the more likely students are to make predictions that may not be correct, but from which learning takes place. By hearing other students' mathematical thinking, students can continue to formulate their own. It is by these methods that students become stronger mathematicians.

### HELPFUL HINT

- It is recommended that Calendar Math should take 10–15 minutes of your class time each day. For the end of the month estimation activity to be successful, it will take at least 20–30 minutes. It is important to give students the opportunity to really think about the amount being collected and make their estimations.

Our Estimates		
\$150	\$5,000	\$25,000
\$2,500		\$1,000,000
\$400	\$999	\$715
\$180		\$2,002
\$8,000	\$1,000	\$600
\$250	\$9,999	\$5,522
\$200	\$500	\$6,666
\$180	\$600	\$50,000
	\$2,000,000	

How much money will be in the Depositor by the end of the school year?

# GRADE 3 SAMPLE MONTH: SEPTEMBER

Number & Operations   Algebra   Geometry   Measurement   Data & Probability  
 Problem Solving   Reasoning   Communication   Connections   Representation

## GRAPH

### Concepts & Skills

- Collect and organize data into a bar graph
- Analyze data and interpret graphs
- Predict probability and test the predictions
- Express the likelihood of an occurrence

### Materials for September

2 copies of Inch Squared Paper (TR9), 4 unnumbered September Calendar Pieces (2 red circles and 2 green squares), small paper bag, one piece of construction paper, red and green crayons, scissors, tape

### Author Notes

"Throughout the year, the Graph offers opportunities for the class to gather, organize, and analyze data. While the content varies throughout the year, each graph provides opportunities for students to experience math they can see and talk about.

This month's investigation of probability gives students the opportunity to see data represented in a bar graph and to make predictions about the likelihood of outcomes. Hands-on experiments like this make probability concepts come alive for students in a meaningful way."

### Setup

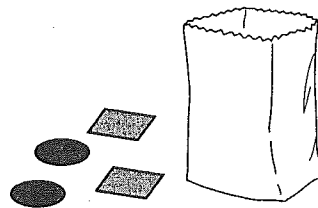
- Place 2 unnumbered red circles and 2 unnumbered green squares from the September Calendar Pieces in a small paper bag. The Calendar Pieces should not have yellow dots on them.
- Use Inch Squared Paper (TR9) to make the bar graph. Cut and tape together 2-inch widths to make a 60" × 2" strip. Post the strip.
- Label a piece of construction paper *Predictions* and post it nearby.

### Daily Routine

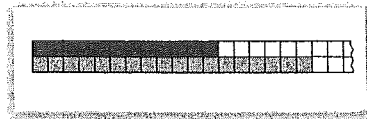
- Show students the 4 Calendar Pieces. Inform students that they will be used in a probability experiment.
- Students will draw a piece from the bag at random. Each draw will be recorded on the bar graph. Then the piece will be replaced in the bag. This procedure is repeated a total of 15 times every week this month, for a total of 60 draws.
- Before beginning the experiment, have students predict what piece will be drawn most often and what the total results of 60 draws might be. Record student predictions on the "Predictions" poster.
- Have students begin drawing one piece at a time. Use a red and a green crayon to record the result of each draw on the bar graph. One row will show red pieces; the other will show green ones. Color in one square for each piece drawn.
- Discuss the results of the draws each week. Allow students to revise their predictions based on what they see as the experiment proceeds.

**Ongoing Assessment**

1. Look at the graph. How many reds are there? How many greens?
2. Why do you think there are about as many reds as greens?
3. If you did this experiment again with 2 red pieces and 2 blue pieces, do you think the results would be the same?



September Calendar Pieces



"So far we've drawn 12 red and 18 green. I thought the totals would be closer than that."

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## **Life Skills Math Revised**

Publisher: Pearson AGS Globe

Copyright: 2006

Subject: Mathematics

Price: \$44.99 individual text

Reading Level: Grades 3-4

\$524.99 class set

Interest Level: Grades 6-12

See website for complete pricelist

Contact: (800) 328-2560

Website: [www.agsglobe.com](http://www.agsglobe.com)

### **Learning Objectives:**

To learn math skills needed for independent living.

### **Program Description:**

This program focuses on practicing math skills in real-life situations for students who have basic computational skills but need practice in applying these skills. Topics include: counting calories, home improvement, using math in sports, games of chance, adjusting recipes, math and crafts, fractions in the home, spending money, earning money, traveling, watching the clock, baseball statistics, using percent, working with interest, insurance, lawn care, and using energy. Three areas of application – Career Connection, In the Community, and At Home - help students relate the curriculum content to real-life situations.

See the attached sample and complete list of Contents.

### **Target Population:**

The program is helpful for students learning in middle and high school special education programs, who read below grade level. Students who are English Speakers of Other Languages (ESOL) can benefit from this curriculum as well.

### **Discussion:**

- This program aligns with state and national standards.
- *Skill Track Software* is available so educators and parents can track student progress.
- Concepts are clearly taught using student-friendly text and motivating introductions.
- Comprehension is strengthened through practice and lesson reinforcement.
- Practice includes calculator use.
- A Teacher's Resource Library on CD-ROM is available for additional activities and reproducibles.

## Lesson 5 Parking Lot Rates

### Writing About Mathematics

Would parking meters be the best choice for an airport parking lot? Why or why not?

Many airports have different parking lots. The lot you park in determines how much you pay.

### AIRPORT PARKING RATES

#### Short-Term Lot

Up to 1/2 hr	\$1.50
31 min to 1 hr and 5 min	\$2.00
1 hr and 6 min to 1 1/2 hr	\$2.50
1 1/2 hr to 2 hr	\$3.00
2 hr to 3 hr	\$4.00
3 hr to 4 hr	\$5.00
4 hr to 5 hr	\$6.00
5 hr to 24 hr	\$10.00

#### General Lot

Up to 1 hr	\$1.00
1 hr to 3 hr	\$2.00
3 hr to 8 hr	\$3.50
8 hr to 24 hr	\$7.50

#### Valet Lot

1 day	\$15.00
2 days	\$20.00
3 days	\$25.00
Each additional day	\$5.00

Remember that elapsed time is the difference between the starting time and the ending time.

#### EXAMPLE

Gwen parks her car at 3:16 P.M. She is meeting some friends at the airport. She leaves the lot at 5:38 P.M. How much does Gwen pay for parking?

$$\begin{array}{r} 5:38 \\ -3:16 \\ \hline 2:22 = 2 \text{ hours, } 22 \text{ minutes} \end{array}$$

The price Gwen pays for parking:

- ... if she is in the short-term lot ... \$4.00
- ... if she is in the general lot ... \$2.00
- ... if she is in the valet lot ... \$15.00



**PROBLEM SOLVING**

**Exercise A** Answer these questions about parking at the airport. Use the parking rates on page 184 to help you.

1. Greg parks in the general lot from 12:48 P.M. to 1:19 P.M. How much does he pay?
2. Diane is making a short business trip. She parks her car at 7:23 A.M. She plans to return at 4:50 P.M. Which lot should she use to pay the least amount of parking fees?
3. How much will Diane pay?
4. Cindy and Jackson are going to Seattle for 6 days. How much will they pay for parking in the valet lot while they are gone?
5. How much would you pay for parking:
  - a. from 8:52 P.M. to 10:03 P.M. in the short-term lot?
  - b. from 12:34 P.M. to 1:17 P.M. in the general lot?
  - c. from 9:23 A.M. to 12:31 P.M. in the general lot?



**Calculator Practice**

**Calculator Exercise** Convert the following units of time. Use your calculator and the time chart.

1. 5 years = \_\_\_\_\_ days
2. 13 days = \_\_\_\_\_ hours
3. 6 hours = \_\_\_\_\_ minutes
4. 23 hours = \_\_\_\_\_ minutes
5. 42 days = \_\_\_\_\_ hours
6. 17 minutes = \_\_\_\_\_ seconds

Time Chart	
1 year	= 365 days
1 day	= 24 hours
1 hour	= 60 minutes
1 minute	= 60 seconds

To convert larger units to smaller units, you multiply.



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## **Math Exercises for Non-Readers**

Publisher: Mayer-Johnson Co.

Copyright: 2005

Price: \$24.00

Contact: (800) 588-4548

Subject: Mathematics

Ages: Grades K-12

Website: [www.mayer-johnson.com](http://www.mayer-johnson.com)

### **Learning Objectives:**

To learn basic math skills so that job training, community training, and life skills education prove less complicated when students are ready for transition from the more sheltered school settings to community living.

### **Program Description:**

This book approaches math instruction in a fun and creative way, using Picture Communication Symbols in all of its math activities. Worksheets and activities are designed to teach basic math skills, while the goal is to teach job training, community training, and life skills. The worksheets that contain a small amount of information on each page are structured to encourage learning and to improve generalization. Concepts covered are number recognition, number matching, calculator skills, basic counting, adding and subtracting, and grocery math.

### **Target Population:**

This program can help students who read at the emergent and beginning levels to accomplish math skills necessary for independent living.

### **Discussion:**

- The program helps teachers identify skills that should be targeted when teaching students who do not read and who study independent living skills.
- The program offers a scope and sequence for teaching skills.
- A *Math Exercises for Non-Readers* CD-ROM is available. The Macintosh or Windows compatible CD offers exercises, worksheets and over 100 printable dot-to-dot activities that teach basic math skills in real-life situations.

## Math-U-See

Publisher: Math-U-See, Inc.

Copyright: 2004

Price: See Pricelist

Contact: (888) 854-MATH

Subject: Mathematics

Ages: PK – College Level

Website: [www.mathusee.com](http://www.mathusee.com)

### **Learning Objectives:**

To produce confident problem solvers.

To teach students their math facts, rules, and formulas, and to use this knowledge in real life applications.

### **Program Description:**

This curriculum uses a 4-step approach:

1. Prepare the lesson
2. Present the new topic to students
3. Practice for the student to acquire mastery
4. Proceed after the student demonstrates mastery

The lessons presented in this curriculum include a multi-sensory approach, while using a variety of educational tools. All lessons require manipulatives, including lessons for older students. Lessons are self-paced and vary in length, depending on the needs of the individual student. Each lesson includes a cumulative review of material. When lessons are presented, a “Build, Write, Say” Approach is followed:

- **Build:** Demonstrates how to use the manipulative to solve a problem.
- **Write:** Show the problems on paper as you build them, step-by-step.
- **Say:** Explain the “why” and “what” of the math you are doing. (Modifications for students with special needs might be necessary in this part of the lesson.)

In this manner, mastery is demonstrated by having the student teach the material back to you. When completing worksheets, for example, the goal is to teach back what was learned.

Each lesson is presented to the teacher on a DVD or video that is designed to “teach teachers”. Students can also view the video. Online supports are available, such as an online placement exam, additional work and activities, and chat groups.



See the attached samples.

**Target Population:**

Students who are struggling in math, who have autism, who are deaf, blind, or have a learning disability can benefit from Math-U-See.

**Discussion:**

- This curriculum involves using memorization as a learning technique but it also stresses learning the concepts that are critical to problem solving.
- Each lesson includes tests, which can be used as assessment tools.
- The DVDs or videos can be a useful tool for students with ASD, as they present concepts in a “visual” manner that is helpful. Students who have experienced success with “video modeling” may benefit from viewing the lessons in the same manner.
- This program was created by a parent who home-schooled his children and wanted a more comprehensive and effective curriculum to teach them math.
- The creators of Math-U-See encourage prospective buyers to contact them to discuss individual needs. The program can be purchased at no-risk.

**Math-U-See of Florida**  
**888-426-5597**  
**www.mathusee.com**

Quan.	Primer	Price	Total
	Teacher's Pack (DVD)	25.00	
	Teacher's Pack (Video)	25.00	
	Student Manual	15.00	
<b>Quan.</b>	<b>Alpha</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Beta</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Gamma</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Delta</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Epsilon</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Zeta</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	35.00	
	Teacher's Pack (Video)	35.00	
	Student Manual w/Tests	20.00	
<b>Quan.</b>	<b>Skip Count Items</b>	<b>Price</b>	<b>Total</b>
	Skip Count CD	12.00	
	Skip Count Tape	12.00	
	Hymn CD	6.00	
	Hymn Study Manual	4.00	

Quan.	Pregebra	Price	Total
	Teacher's Pack (DVD)	50.00	
	Teacher's Pack (Video)	50.00	
	Student Pack	20.00	
	Honors Book	10.00	
<b>Quan.</b>	<b>Algebra I</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	50.00	
	Teacher's Pack (Video)	50.00	
	Student Pack	20.00	
	Honors Book	10.00	
<b>Quan.</b>	<b>Geometry</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	50.00	
	Teacher's Pack (Video)	50.00	
	Student Manual w/Tests	20.00	
	Honors Book	10.00	
<b>Quan.</b>	<b>Algebra II</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	70.00	
	Teacher's Pack (Video)	70.00	
	Student Pack	20.00	
	Honors Book	10.00	
<b>Quan.</b>	<b>Pre-Calculus</b>	<b>Price</b>	<b>Total</b>
	Teacher's Pack (DVD)	70.00	
	Teacher's Pack (Video)	70.00	
	Student Pack	20.00	
	Stewardship Teach. Pak	52.00	
	Stewardship Stud. Man.	8.00	
<b>Quan.</b>	<b>Manipulatives</b>	<b>Price</b>	<b>Total</b>
	Block Set - Starter	30.00	
	Block Set - Completer	35.00	
	Fraction Overlays	30.00	
	Alg. & Dec. Inserts	20.00	
	Wooden Box	40.00	

Quan.	Prev. Edition	ice	Total
	Introduction Student Text	15.00	
	Introduction Extra Practice	15.00	
	Foundations Student Text	15.00	
	Foundations Extra Practice	17.50	
	Intermediate Student Text	15.00	
	Intermediate Extra Practice	17.50	
	Advanced Student	15.00	
	Advanced Extra Practice	17.50	
	Alg II (Orange) Student Manual	15.00	
	Alg II (Orange) Extra Practice	12.50	

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 • Send check/money order payable to: **Math-U-See**  
**405 Orlando Blvd. • Indialantic, FL 32903**  
 • PAYPAL/Visa/Mastercard/Discover capable  
 Card # \_\_\_\_\_  
 Exp. Date \_\_\_\_\_  
 3-Digit Security Code From Back \_\_\_\_\_  
 Name on Card \_\_\_\_\_

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\* Returns of like new materials up to 90 days.

<b>Shipping &amp; Handling</b>	
\$0 - \$15 - \$ 5.50	Subtotal
\$16 - \$50 - \$ 8.00	6% Sales Tax (FL Residents)
\$51 - \$100 - \$10.50	Shipping/ Handling
\$101 - \$150 - \$12.50	<b>TOTAL</b>
\$151 - \$200 - \$14.50	
\$201 + Over - 6%	

## Primer Scope and Sequence

### How to Use

Lesson 1	Number Recognition and Counting from 0-9
Lesson 2	Writing Numerals
Lesson 3	Number Recognition and Writing Numerals
Lesson 4	Geometric Shapes: Rectangles
Lesson 5	Number Recognition and Writing Numerals
Lesson 6	Geometric Shapes: Circles
Lesson 7	Number Recognition and Writing Numerals
Lesson 8	Geometric Shapes: Triangles
Lesson 9	Place Value: Units and Tens
Lesson 10	Place Value: Hundreds
Lesson 11	Unit Bars
Lesson 12	Addition, Introduction and Symbolism
Lesson 13	Addition, +1
Lesson 14	Counting to 20
Lesson 15	Addition, 2+2 and 3+3, Vertical
Lesson 16	Geometric Shapes: Squares, and Addition, 4+4 and 5+5
Lesson 17	Skip Counting by 2
Lesson 18	Addition of Tens
Lesson 19	Skip Counting by 10
Lesson 20	Addition of Hundreds
Lesson 21	Solving for an Unknown
Lesson 22	Skip Counting by 5
Lesson 23	Tally Marks
Lesson 24	Addition, Making 10
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Lesson 26	Telling Time with Minutes
Lesson 27	Telling Time with Hours
Lesson 28	Telling Time with Minutes and Hours
Lesson 29	Subtraction, Introduction and Symbolism
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## Lesson 9      Addition + 9

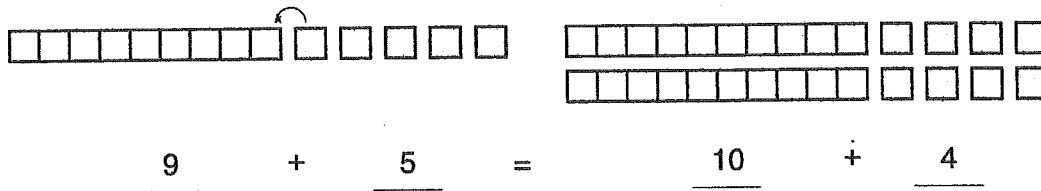
In this lesson we are adding by nines. This is your foundation for regrouping, this idea of making or wanting to be ten. Before you go any further, practice counting backwards by one using the unit bars arranged in ascending order from 1 to 9 as in previous lessons. Taking one away, or counting down by one, is essential to our approach for learning to add by 9. See the game below.

I normally introduce this with a short narrative about how nine isn't content because he wants to be ten. Ask most nine year olds how old they want to be, and they say, "Ten!" Children understand Mr. Nine. Next ask, "What does he need to have added to him to be 10?" "One unit!" Nine is therefore always on the prowl, looking for one more, so he can be ten! Using a nine bar and several green unit bars, let's create the equation  $9 + 5$ . Ham it up anyway you can, perhaps having the student look away or close his eyes. In that instant nine takes one to be ten (or "onety"). See Example 1.

This will be the first time a student has added ten to a number. This concept applies what the student knows about place value. To teach this, start with ten, and ask what you would have if you added two more.  $10 + 2 = 12$  Put together a 10 bar and a 2 bar to illustrate this concept.

### Example 1

Solve  $9 + 5 =$



Nine plus five is equal to ten plus four, or fourteen.

Note that we still have one nine and five units, and it is the same length as one ten and four units. Nine is finally happy, and  $10 + 4$  is 14 ("onety-four"). Thus  $9 + 5 = 14$ . The original 5 has been decreased by 1 from 5 to 4. And 9 has been increased by 1 to be ten. This is what regrouping or carrying is all about!

To remember the written code, let's make the circle on the top of the 9 the end of a vacuum nozzle! Nine is always "sucking up" one. Making the noise is fun and multi-sensory. When a child sees 9, he thinks, "one less", and sucks up one or makes whatever noise you make!! Practice the nines now until you feel sure that the student understands and feels confident adding by nine. Remember this is the "taking one away" that we learned by counting down by one in the game.

There are addition facts songs on the CD/cassette of *Skip Counting and Addition Facts Songs*. These are designed to assist the student in memorizing his facts.

### Game to Precede Adding by 9

**Smaller** Get out the one through nine blocks and stack them in ascending order so the green unit is on the right. Ask the question, "Which number is a one smaller than ( )?" or "Which number is a one less than ( )?" Do this until they know each one, only then move to learning the 9 facts.

Build, match, write, and say. The first one is done for you.

1)  $\begin{array}{c} \square\square\square\square\square\square\square\square\square \\ \hline 9 \end{array} + \begin{array}{c} \square\square\square\square\square\square\square\square \\ \hline 8 \end{array} = \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square \\ \hline \quad + \quad = \quad \end{array}$

2)  $\begin{array}{c} \square\square\square\square\square\square\square\square\square \\ \hline \end{array} + \begin{array}{c} \square \\ \hline \end{array} = \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square \\ \hline \quad + \quad = \quad \end{array}$

3)  $\begin{array}{c} \square\square\square\square\square\square\square\square\square \\ \hline \end{array} + \begin{array}{c} \square\square\square \\ \hline \end{array} = \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square \\ \hline 10 + 7 = 17 \end{array}$

4)  $\begin{array}{c} \square\square\square\square\square\square\square\square\square \\ \hline \end{array} + \begin{array}{c} \square\square\square\square \\ \hline \end{array} = \begin{array}{c} \square\square\square\square\square\square\square\square\square \\ \hline \quad + \quad = \quad \end{array}$

Build, write, and say.

5)  $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$       6)  $\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$       7)  $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$       8)  $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$

9)  $9 + 6 = \underline{\quad}$       10)  $1 + 9 = \underline{\quad}$       11)  $9 + 4 = \underline{\quad}$       12)  $9 + 8 = \underline{\quad}$

13) Nine boys were playing ball. Seven more joined them. How many boys are playing ball now?  
 $\underline{9} + \underline{7} = \underline{\quad}$

14) Tyler read 9 books the first week of his vacation. The second week he read 9 more. How many books did he read in all?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Build, match, write, and say.

1)  $\square\square\square\square\square\square\square\square + \square\square =$   
 \_\_\_\_\_

$\square\square\square\square\square\square\square\square\square\square$   
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2)  $\square\square\square\square\square\square\square\square + \square\square\square\square\square =$   
 \_\_\_\_\_

$\square\square\square\square\square\square\square\square\square\square\square\square\square\square$   
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3)  $\square\square\square\square\square\square\square\square + \square\square\square\square\square\square\square\square =$   
 \_\_\_\_\_

$\square\square\square\square\square\square\square\square\square\square$   
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4)  $\square\square\square\square\square\square\square\square + \square\square\square =$   
 \_\_\_\_\_

$\square\square\square\square\square\square\square\square\square\square\square\square$   
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Build, write, and say.

5) 
$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

9)  $5 + 9 =$  \_\_\_\_\_

10)  $0 + 9 =$  \_\_\_\_\_

11)  $9 + 3 =$  \_\_\_\_\_

12)  $9 + 9 =$  \_\_\_\_\_

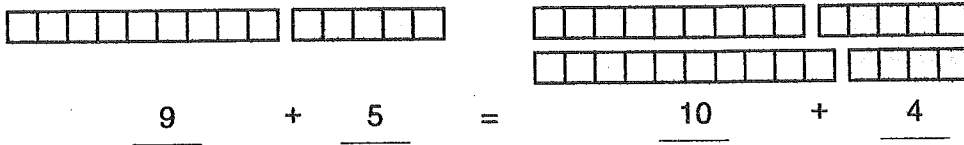
13) Billy had nine little block sets. He got six more sets for his birthday and Christmas. How many sets does he have now?  
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

14) Ryan had 3 CD's. If he bought 9 more, how many CD's would he have in all?  
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Another way to solve adding by nine is to use the colored unit bars. For  $9 + 5$  pick out the lime green bar and the light blue five bar. Place them end to end and say "Nine plus five is the same as ten plus what?" Have the student find the yellow four bar and place it at the end of the blue ten bar. Then say "nine plus five is the same as ten plus four, or fourteen." See Example 2. Choose whichever way helps the student understand the concept most effectively. Don't forget to use the same strategies as in previous lessons of presenting the problems by building, writing, and saying to assist in memorizing and understanding these facts.

*Example 2*

Solve  $9 + 5 =$



Nine plus five is equal to ten plus four, or fourteen.

With the 9 facts mastered, we have learned 64 out of 100 facts. That is over half!!

0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9
1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9
4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9
5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9
6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9
7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9
8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9
9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9

Build, match, write, and say.

1)

$$\begin{array}{c} \square\square\square\square\square\square\square\square + \square\square\square\square\square\square = \\ \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \end{array} \qquad \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square\square \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

2)

$$\begin{array}{c} \square\square\square\square\square\square\square\square + \square\square\square\square\square\square\square\square\square\square = \\ \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \end{array} \qquad \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

3)

$$\begin{array}{c} \square\square\square\square\square\square\square\square + \square\square\square\square = \\ \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \end{array} \qquad \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square\square \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

4)

$$\begin{array}{c} \square\square\square\square\square\square\square\square + \square\square\square\square\square\square\square\square = \\ \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \end{array} \qquad \begin{array}{c} \square\square\square\square\square\square\square\square\square\square\square\square\square\square \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

Build, write, and say.

5) 
$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

9)  $6 + 9 = \underline{\hspace{2cm}}$

10)  $9 + 3 = \underline{\hspace{2cm}}$

11)  $9 + 9 = \underline{\hspace{2cm}}$

12)  $9 + 0 = \underline{\hspace{2cm}}$

13) Sandi ate 9 candies, then she ate 5 more. How many candies did she eat in all?  

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

14) Fritha's dog had nine puppies. How many dogs in all does Fritha have now?  

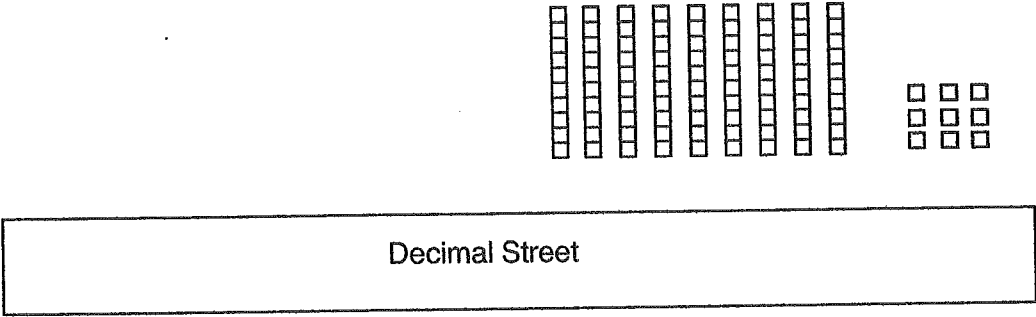
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



# Lesson 9 Place Value: Units and Tens

I define this important subject as "Every value has its own place!" To an older child I would add, "Place determines value!" Both are true. There are ten symbols to tell you how many, and many values to represent what kind or what value. 0 through 9 tell us how many; unit and tens tell us what kind. For the sake of accuracy, units will be the word used to denote the first value, instead of ones. One is a counting number which tells us how many, and units is a place value which denotes what kind. This will save potential confusion when saying ten ones or one ten. Remember, 1 is a number and units is a place value. The numerals (0, 1, 2, ...9) tell us how many tens, or how many units. We begin our study focusing on the units and tens, but there are other values such as hundreds, thousands, millions, billions...

When teaching this, I like to use a street since I'm talking about a place. I call the street Decimal Street and have the little green units house and the tall blue tens house next door. We don't want to forget what we learned from counting - that we only count from zero to nine and then we start over. To make this more real, begin by asking, "What is the largest number of units that can live in this house?" You can get any response to this question from 0 to 9, and you might say "yes" to all of them, but remind the student that the largest number is 9! So we imagine how many little green beds, or green toothbrushes, or green chairs there would be in the house. Ask the student what else there would be nine of. Do the same with the tens. Remember that in the unit house all the furniture will be green, and in the tens house it will be blue (tens).



Throughout the program, whenever we teach, we will employ the following strategy: Build - Write - Verbalize. To teach place value, we will first build the number, then count how many in each place, then write the number, and read what we've written.

Let's build 42 - (4 tens, 2 units). Then count how many are "home" at each house. I like to imagine going up to the door of each home and knocking to see how many are "home" in each place. Then write the numeral 42 as you count (beginning with the units always) to show the value on paper. Then say "Four tens and two units, or forty-two." Build another one and have the student write how many are home. When they understand this, then you write how many on paper, and have them build it! Try 37. After they build it, then read what they have built. Keep practicing back and forth with the teacher building and the student writing, and vice versa.

Here is another exercise I do to reinforce the fact that every value has its own place. I like to have the student close his/her eyes as I move the pieces around by placing the blue tens where the units should be and vice versa . I then ask the student to make sure they are all in the right place! You might call this "scramble the values" or "walk the blocks home". As the student looks at the problem and begins to work on it, I ask, "Is every value in its own place?"

You've probably noticed the important relationship between language and place value. Consider 42, read as forty-two. We know that it is four blue ten bars (for-ty, ty for ten) and two units. When pronouncing 90, 80, 70, 60, and 40, work on enunciating clearly so that 90 is ninety, not "ninedee". 80 is eighty, not "adee". When you pronounce it accurately, not only will your spelling improve, but your understanding of place value as well. 70, seventy, is seven tens; 60, sixty, is six tens. 40 is pronounced correctly but spelled without the "u". Carrying through on this logic, 50 should be pronounced "fivety" instead of fifty. Thirty and twenty are similar to fifty, not completely consistent but close enough so we know what they mean. The teens are the real problem.

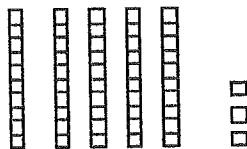
Some researchers have concluded that one of the chief differences between western (American and Canadian) and eastern (Chinese and Japanese) students is their understanding of place value. The culprit, in the researchers' eyes, is the English language. In eastern culture, when a child can count to 9, with a few minor variations, they can count to one hundred. This is not so in English with such numbers as ten, eleven, twelve and the rest of the teens. Not only are these numbers difficult to teach, because there doesn't seem to be rhyme nor reason for their origin, but more importantly, they do not reflect and indicate place value. To remedy this serious deficiency, I'm suggesting a new way to read the numbers 10 through 19. You decide whether this method reinforces the place value concept and restores logic and order to the decimal system.

10 is "onety", 11 is "onety-one", 12 is "onety-two", 13 is "onety-three", ... 19 is "onety-nine". Now it is not that the student can't say ten, eleven, twelve, but learning this method enhances their understanding, makes math logical again, and they think it is neat.

When presenting place value, or any other topic in this curriculum, model how you think as you solve the problems. As you the teacher work through a problem with the manipulatives, do so verbally, so as the student(s) observes, he also hears your thinking process. Then record your answer.

### *Example 1*

given visually



As you look at the picture, slowly say it, proceeding from left to right, "fifty-three." Then count, beginning with the units, "1-2-3" and write a 3 in the units place. Then count the tens, "1-2-3-4-5" and write a 5 in the tens place. Do several of these, then give the student the opportunity to do some.

### *Example 2*

74 (given the number)

Read the number "seventy-four", then say "seven-ty or seven tens" and pick up 7 blue ten bars. Then say "four" and pick up 4 green unit pieces. Then place them in the correct place as you say "every value has its own place". Do several of these, then give the student the opportunity to do some.

### *Example 3*

"sixty-five" (given verbally)

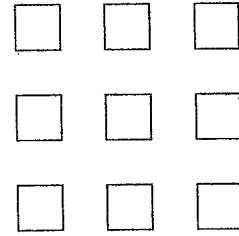
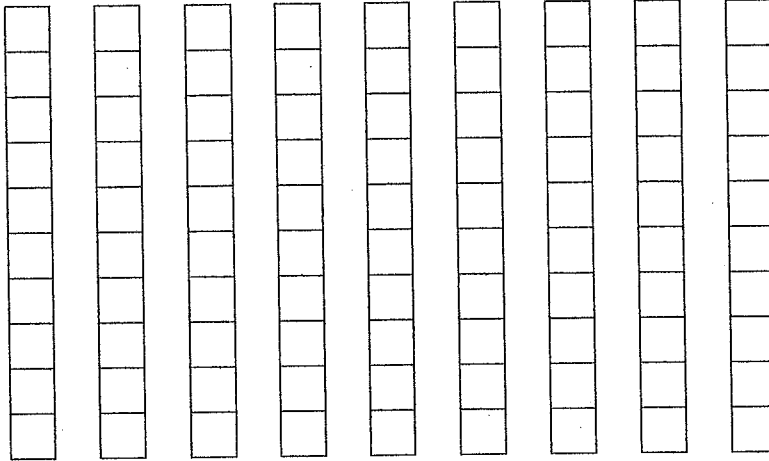
Read the number out loud slowly. Then pick up 6 blue ten bars as you say, "six-ty or six tens". Then say "five" and pick up 5 green unit pieces. Then place them in the correct place as you say "every value has its own place." Then write the number 65. Do several of these, then give the student the opportunity to do some.

### *Game*

*Pick a Card* Make up a set of cards with 0 through 9 written in green. Then make another stack of cards written in blue with the same numbers 0 through 9. Shuffle the green cards, pick one, and show that number of green unit blocks. If a child picks a green 4, then count out four green unit blocks and show them.

When the child is proficient at this game, then try it with the blue cards and do the same as before, except choose blue ten blocks instead of the green unit bars. When they can do the tens well, add the green cards with the blue cards. Have the child choose one card from the green pile and one card from the blue pile and then pick up the correct number of blue ten blocks and green unit blocks.

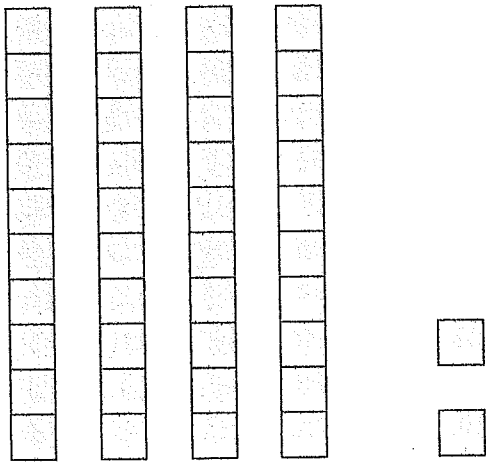
Color the correct number of blocks and say the answer.



3

1

Count and write the number, then say it.



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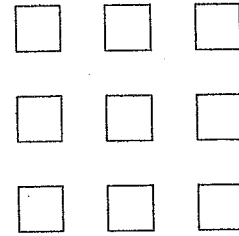
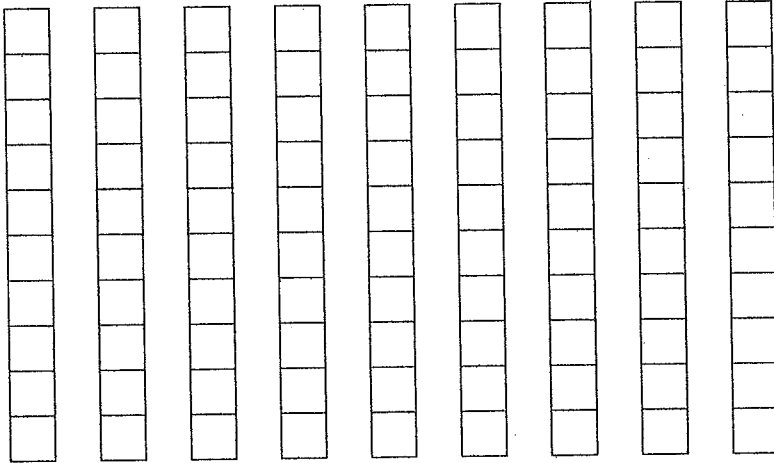
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Build and say the numbers.

89

57

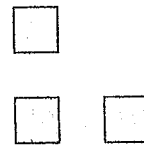
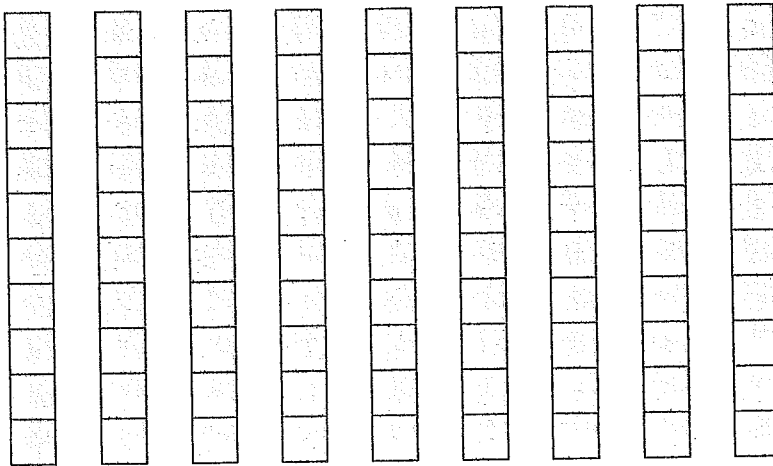
Color the correct number of blocks and say the answer.



6

8

Count and write the number, then say it.



\_\_\_\_\_

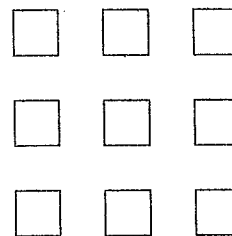
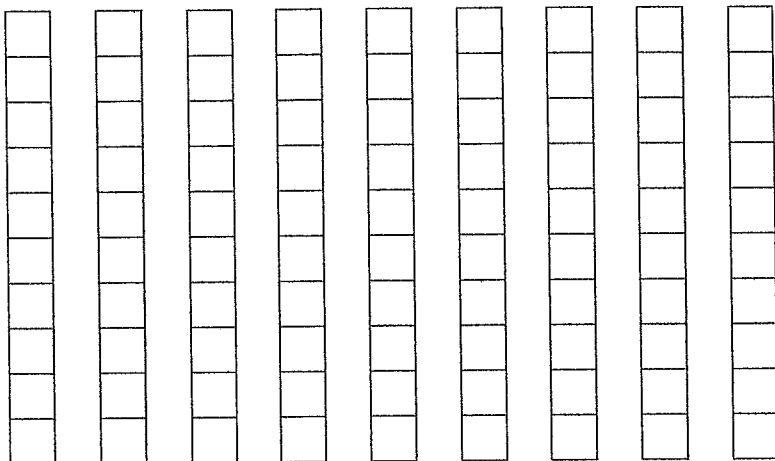
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Build and say the numbers.

25

71

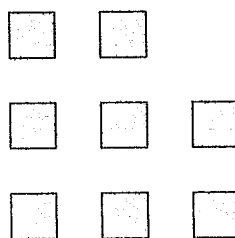
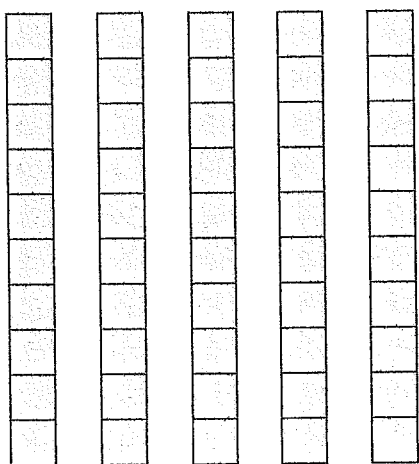
Color the correct number of blocks and say the answer.



7

3

Count and write the number, then say it.



\_\_\_\_\_

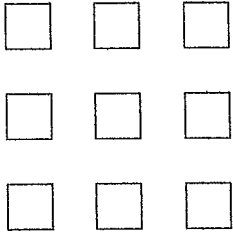
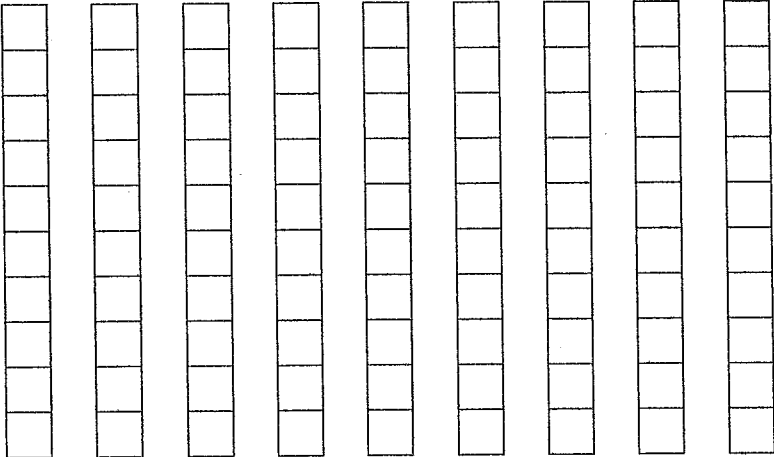
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Build and say the numbers.

46

32

Color the correct number of blocks and say the answer.



2

9

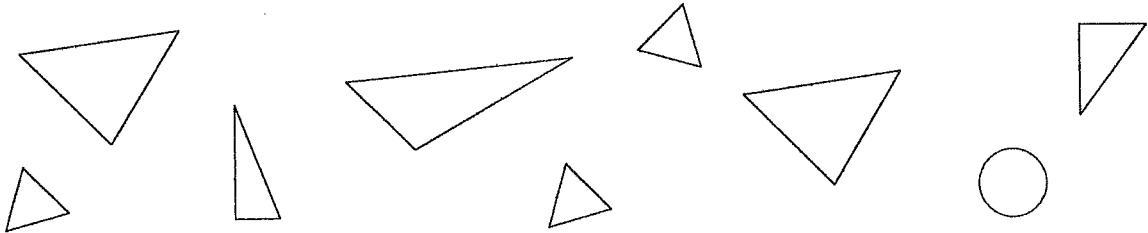
Build and say the numbers.

81

74

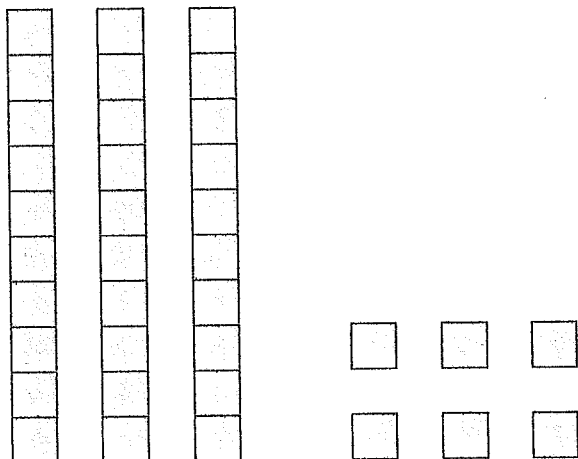
Count the shapes. Circle and say the correct number.

How many triangles are there?



0 1 2 3 4 5 6 7 8 9

Count and write the number, then say it.



\_\_\_\_\_

\_\_\_\_\_

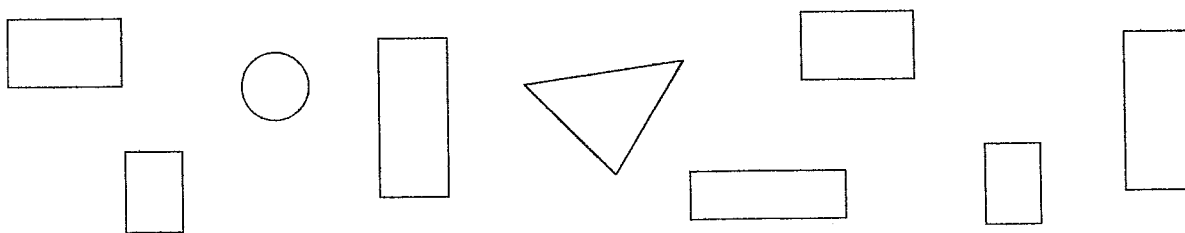
Build and say the numbers.

55

63

Count the shapes. Circle and say the correct number.

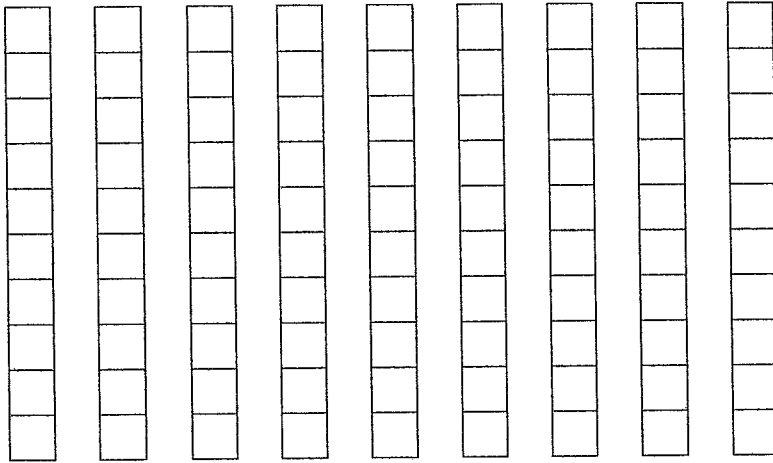
How many rectangles are there?



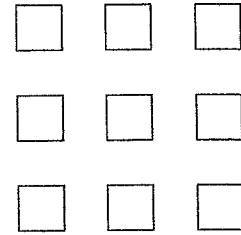
0    1    2    3    4    5    6    7    8    9



Color the correct number of blocks and say the answer.



4



7

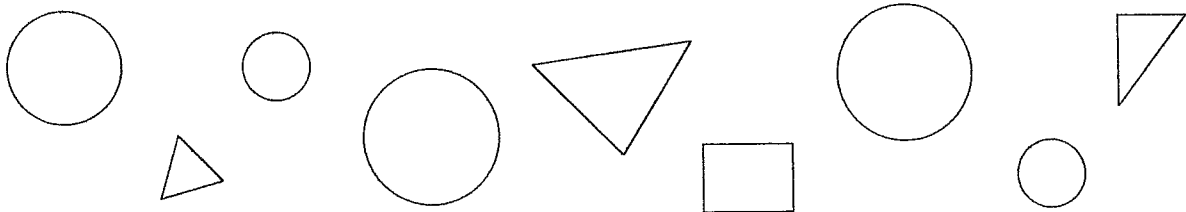
Build and say the numbers.

92

28

Count the shapes. Circle and say the correct number.

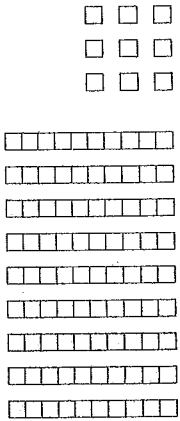
How many circles are there? ○



0   1   2   3   4   5   6   7   8   9

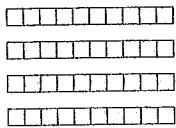
Lesson Practice 9A

Color the correct number of blocks and say the answer.



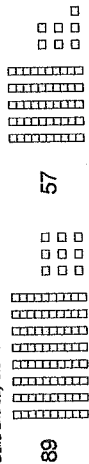
$$\underline{3}$$

Count and write the number, then say it.



$$\underline{4}$$

Build and say the numbers.



89

Lesson Practice 12A

Build each addition problem. Say it and write it. Color the picture to match the unit bars.

$$\underline{5} + \underline{2} = \underline{7}$$

$$\underline{2} + \underline{3} = \underline{5}$$

$$\underline{4} + \underline{4} = \underline{8}$$

$$\underline{5} + \underline{1} = \underline{6}$$

$$\underline{3} + \underline{6} = \underline{9}$$

$$\underline{3} + \underline{6} = \underline{9}$$

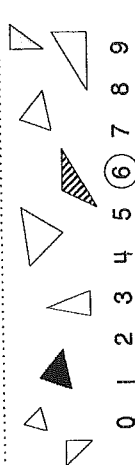
$$\underline{3} + \underline{6} = \underline{9}$$

$$\underline{3} + \underline{6} = \underline{9}$$

Lesson Practice 8A

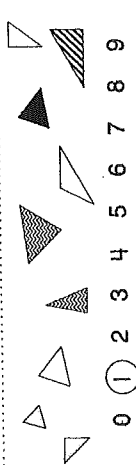
Count the triangles that match the picture. Circle and say the correct number.

How many triangles are white?



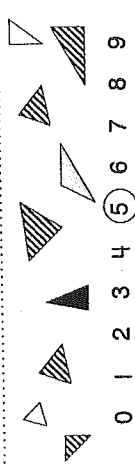
0 1 2 3 4 5 6 7 8 9

How many triangles are black?



0 1 2 3 4 5 6 7 8 9

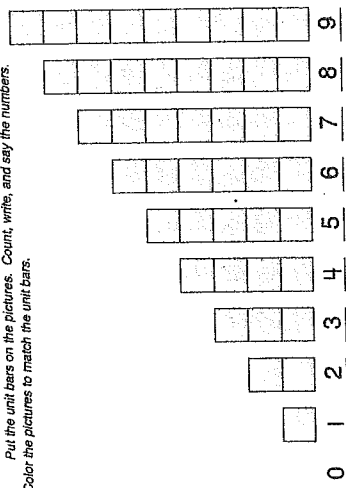
How many triangles have stripes?



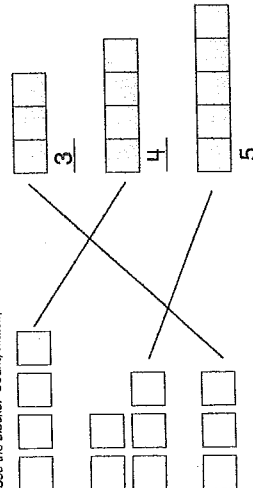
0 1 2 3 4 5 6 7 8 9

Lesson Practice 11A

Put the unit bars on the pictures. Count, write, and say the numbers. Color the pictures to match the unit bars.



Use the blocks. Count, match, and color. Write the number and say it.

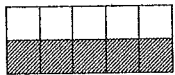


Lesson Practice 7A

Color the squares or write the number.



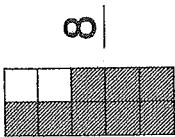
1



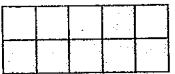
5



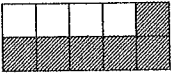
2



8



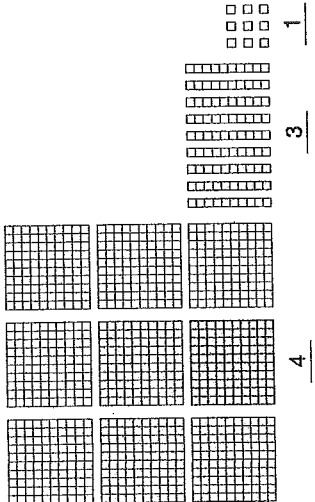
7



6

Lesson Practice 10A

Color the correct number of blocks and say the answer.

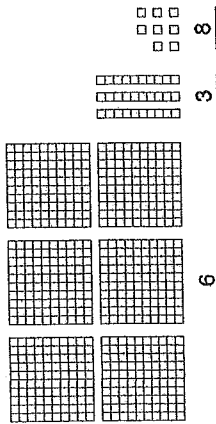


4

3

1

Count and write the number, then say it.



6

3

8

## **Moving with Math**

Publisher: Math Teachers Press, Inc

Copyright: 2006

Subject: Mathematics

Price: See the attached pricelist

Ages: Grades PK-12

Contact: (800) 852-2435

Website: [www.movingwithmath.com](http://www.movingwithmath.com)

### **Learning Objectives:**

To complete sequenced activities using manipulatives, to move from concrete to transitional to symbolic & abstract learning.

### **Program Description:**

This curriculum can be used as a complete program or to replace units of instruction in a traditional math curriculum. The complete curriculum includes Number Sense related skills: sorting, patterning, shapes, numbers, measurement, addition, subtraction, fractions, graphing, time, and money. Manipulatives play a large role in introducing each objective. Manipulatives and illustrations support visual thinking, to promote learning in a concrete context to an abstract context. Problem solving skills are developed with real world problems and practice with problem solving strategies. Math vocabulary and reasoning is developed as the student describes their discoveries orally and in writing. The Teacher's Resource Manual includes "lightly" scripted lesson plans. A consistent lesson plan format, based on research, provides introductory activities, lessons, and follow-up activities. The teacher manual includes connections the teacher can make to literature, science, art, health, and music. Over 170 references to popular nursery rhymes and children's literature make learning math imaginative and fun. *In this way, math is integrated throughout the curriculum.*

See the attached samples.

### **Target Population:**

Students in general education, as well as special education, classrooms, including students with learning disabilities, developmental disabilities, or who are at-risk or second language learners can benefit from this hands-on approach.

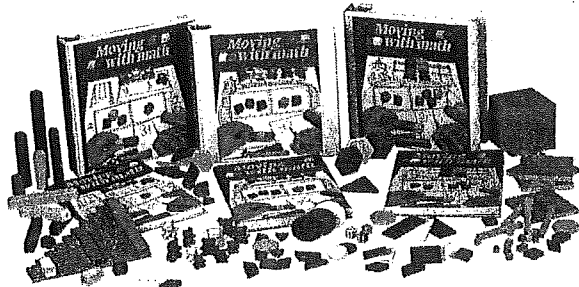
**Discussion:**

- A typical lesson is typically 50-60 minutes in length.
- This program includes Pre-tests to place each student at the appropriate level. Post-Tests measure progress in mastering objectives. Maintenance tests help students to retain essential math skills and improve achievement on standardized tests.
- Training videos workshops are available for professional development.
- The program includes Parent Handbooks that are sent home with students to ensure generalization outside of school. See the attached sample.



# Data Driven Interventions

**HANDS ON MATH SUPPORTED BY SCIENTIFICALLY BASED RESEARCH**

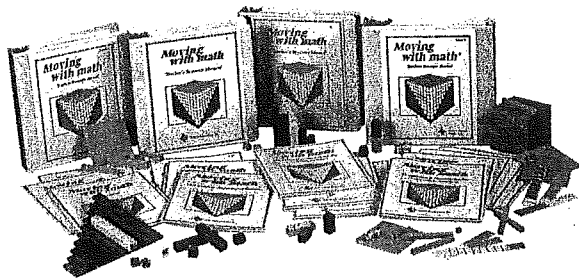


## Primary Connections

**Used for:** Basal, classroom resource or after school programs for grades Pre-K to Grade 2.

**Content:** Literacy based - over 200 children's stories per grade level. Multiple assessment forms, parent involvement letters and games. In English and Spanish.

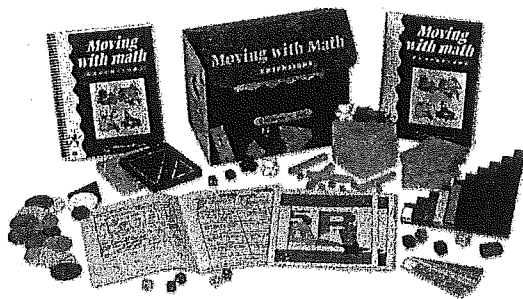
**Qualifies for reading program.**



## Math by Topic

**Used for:** After-school, SES, Special Ed, ELL, Title 1 and tutoring for Grades 1 to pre-algebra.

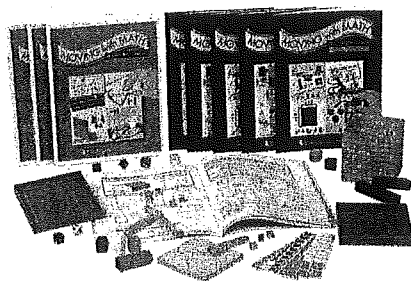
**Content:** A continuous progress program that assesses and teaches essential math skills in four levels. In-depth modules develop specific concepts, review and reteach objectives. Teachers use the complete program or target specific topics.



## Extensions

**Used for:** Summer school, extended day, after-school, SES programs and classroom resource for Grades K to 8.

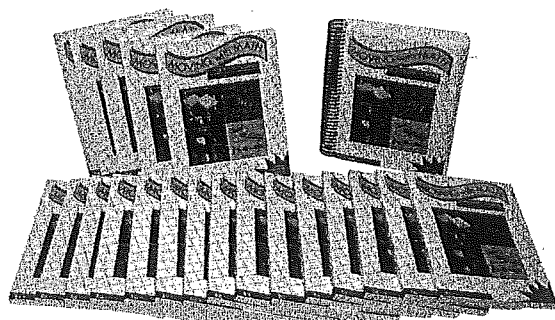
**Content:** Each kit teaches a condensed review of the grade level, along with Pre- and Post Tests, regular review, games, journal prompts, and a send-home family math booklet. In English and Spanish.



## Intermediate-Middle-High School Topics

**Used for:** Algebra readiness, double dose, after-school, SES, tutoring, replacement units for grades 5 -12.

**Content:** In-depth modules teach essential math skills needed for success in algebra. Includes built in assessment. Teachers use the complete program or target specific topics.



## SUMS for High School

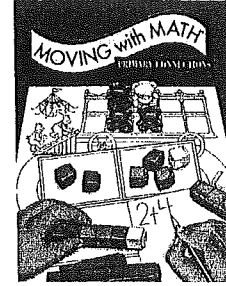
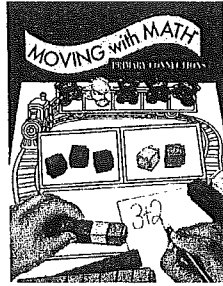
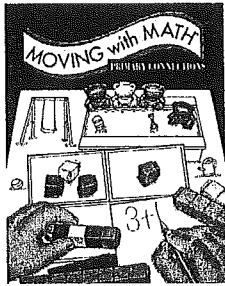
**Used for:** Summer school, after-school, tutoring, SES, Exit Exam and Algebra preparatory classes for grades 9-12

**Content:** This complete curriculum teaches the skills needed to pass high school exit exams and prepare students for future success in geometry and algebra. Contains Pre- and Post Tests, and a review and reteach component for each skill.

# Primary Connections Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2 Materials

Select from these materials and complete other side.

## Materials in English



### Pre-Kgn, Kindergarten

<b>CSK</b>	Class Set (1 Teacher Manual and 20 Student Books)	<b>\$390.00</b>
<b>TRMKC</b>	Teachers Manual	<b>\$120.00</b>
<b>MMK</b>	Student Book	<b>\$12.95</b>

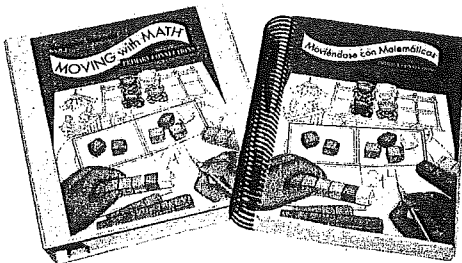
### Grade 1

<b>CSG1</b>	Class Set (1 Teacher Manual and 20 Student Books)	<b>\$540.00</b>
<b>TRMG1C</b>	Teachers Manual	<b>\$180.00</b>
<b>MMG1</b>	Student Book	<b>\$16.95</b>

### Grade 2

<b>CSG2</b>	Class Set (1 Teacher Manual and 20 Student Books)	<b>\$540.00</b>
<b>TRMG2C</b>	Teachers Manual	<b>\$180.00</b>
<b>MMG2</b>	Student Book	<b>\$16.95</b>

## Materials in Spanish



### Pre-Kgn, Kindergarten

<b>CSKS</b>	Spanish Class Set (1 Teacher Manual and 1 reproducible Student Book)	<b>\$250.00</b>
<b>TRMKC</b>	Teachers Manual	<b>\$120.00</b>
<b>MMKS</b>	Spanish Student Resource Book	<b>\$160.00</b>

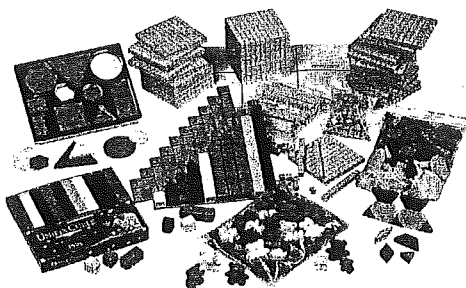
### Grade 1

<b>CSG1S</b>	Spanish Class Set (1 Teacher Manual and 1 reproducible Student Book)	<b>\$380.00</b>
<b>TRMG1C</b>	Teachers Manual	<b>\$180.00</b>
<b>MMG1S</b>	Spanish Student Resource Book	<b>\$240.00</b>

### Grade 2

<b>CSG2S</b>	Spanish Class Set (1 Teacher Manual and 1 reproducible Student Book)	<b>\$380.00</b>
<b>TRMG2C</b>	Teachers Manual	<b>\$180.00</b>
<b>MMG2S</b>	Spanish Student Resource Book	<b>\$240.00</b>

## Manipulatives



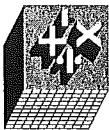
### Pre-Kgn, Kindergarten

<b>KEMG</b>	Kindergarten Manip. Kit	<b>\$105.00</b>
<b>KOMG</b>	Optional Kindergarten Manip. Kit	<b>\$65.00</b>

### Grade 1 or 2

<b>EMKA</b>	Grades 1 & 2 Manip. Kit	<b>\$190.00</b>
<b>OMKA</b>	Optional Grades 1 & 2 Manip. Kit	<b>\$95.00</b>

All prices subject to change without notice.



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(800) 852-2435

# Extensions Math Materials (English)

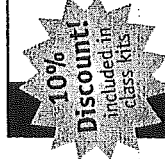
2006-7

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 Attention \_\_\_\_\_ Expiration Date \_\_\_\_\_  
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## SHIPPING:

## PAYMENT:



Grade	Class Kits		Manipulative Kits		Overhead Kits		Extra Books		Extra Teacher Manuals		Extra Test Assessment Packs		Extra Parent Handbooks	
	Price	#	Price	#	Price	#	Price	#	Price	#	Price	#	Price	#
Kinder.	EXPHCB \$270		EXKM \$125		EXOHK \$59		EXK \$6.95		EXKT \$89.95		EXKAP \$39.95		EXPHK \$29.95	
Grade 1	EX1PHCB \$295		EX1-2M \$130		EXOH1 \$59		EX1 \$7.95		EX1T \$99.95		EX1AP \$39.95		EXPH1 \$29.95	
Grade 2	EX2PHCB \$295		EX1-2M \$130		EXOH1 \$59		EX2 \$7.95		EX2T \$99.95		EX2AP \$39.95		EXPH2 \$29.95	
Grade 3	EX3PHCB \$295		EX3-4M \$155		EXOH3 \$69		EX3 \$7.95		EX3T \$99.95		EX3AP \$39.95		EXPH3 \$29.95	
Grade 4	EX4PHCB \$295		EX3-4M \$155		EXOH3 \$69		EX4 \$7.95		EX4T \$99.95		EX4AP \$39.95		EXPH4 \$29.95	
Grade 5	EX5PHCB \$295		EX5-8M \$165		EXOH5 \$69		EX5 \$7.95		EX5T \$99.95		EX5AP \$39.95		EXPH5 \$29.95	
Grade 6	EX6PHCB \$295		EX5-8M \$165		EXOH5 \$69		EX6 \$7.95		EX6T \$99.95		EX6AP \$39.95		EXPH6 \$29.95	
Grade 7	EX7PHCB \$325		EX5-8M \$165		EXOH5 \$69		EX7 \$8.95		EX7T \$110.00		EX7AP \$39.95		EXPH7 \$29.95	
Grade 8	EX8PHCB \$325		EX5-8M \$165		EXOH5 \$69		EX8 \$8.95		EX8T \$110.00		EX8AP \$39.95		EXPH8 \$29.95	
Subtotals		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

All prices subject to change without notice.

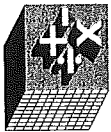
January 2006

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Attn: Order Processing  
4850 Park Glen Road  
Minneapolis, MN 55416

Orders with a signed PO or credit card may be faxed to:  
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<b>Total Price</b>	.....	<b>\$</b>



**Math Teachers Press, Inc.**  
Tel: (800) 852-2435 Fax: (952) 546-7502

# Extensions Math Materials (Spanish)

**2006-7**

**10% Discount!**  
included in class kits

**Spanish Class Kits**  
20 Spanish student books,  
1 English Teacher Manual,  
1 Span. Resource Pack, 20  
parent handbooks, carrying box

**Manipulative Kits**  
Appropriate grade-level manipulatives in kits for 5-10 students

**Overhead Kits**  
Overhead manipulatives for easy class demonstrations

**Extra Spanish Student Books**  
Additional Spanish language student books

**Extra English Teacher Manuals**  
Additional English teacher manuals for custom class sizes

**Extra Spanish Resource Packs**  
All reproducible pages in Spanish from the English Teacher Manual

**Extra Spanish Parent Handbooks**  
Packs of 20 parent handbooks in Spanish

Grade	Spanish Class Kits			Manipulative Kits			Overhead Kits			Extra Spanish Student Books			Extra English Teacher Manuals			Extra Spanish Resource Packs			Extra Spanish Parent Handbooks		
	Price	#	Total	Price	#	Total	Price	#	Total	Price	#	Total	Price	#	Total	Price	#	Total	Price	#	Total
Kinder.	EXKPHCSB \$270			EXKHM \$125			EXOHK \$59			EXKS \$6.95			EXKT \$89.95			EXKTS \$40			EXKPS \$29.95		
Grade 1	EX1PHCSB \$295			EX1-2M \$130			EXOH1 \$59			EX1S \$7.95			EX1T \$99.95			EX1TS \$50			EX1PS \$29.95		
Grade 2	EX2PHCSB \$295			EX1-2M \$130			EXOH1 \$59			EX2S \$7.95			EX2T \$99.95			EX2TS \$50			EX2PS \$29.95		
Grade 3	EX3PHCSB \$295			EX3-4M \$155			EXOH3 \$69			EX3S \$7.95			EX3T \$99.95			EX3TS \$50			EX3PS \$29.95		
Grade 4	EX4PHCSB \$295			EX3-4M \$155			EXOH3 \$69			EX4S \$7.95			EX4T \$99.95			EX4TS \$50			EX4PS \$29.95		
Grade 5	EX5PHCSB \$295			EX5-8M \$165			EXOH5 \$69			EX5S \$7.95			EX5T \$99.95			EX5TS \$50			EX5PS \$29.95		
Grade 6	EX6PHCSB \$295			EX5-8M \$165			EXOH5 \$69			EX6S \$7.95			EX6T \$99.95			EX6TS \$50			EX6PS \$29.95		
Grade 7	EX7PHCSB \$325			EX5-8M \$165			EXOH5 \$69			EX7S \$8.95			EX7T \$110.00			EX7TS \$60			EX7PS \$29.95		
Grade 8	EX8PHCSB \$325			EX5-8M \$165			EXOH5 \$69			EX8S \$8.95			EX8T \$110.00			EX8TS \$60			EX8PS \$29.95		
<b>Subtotals</b>			\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

## Spanish Language Materials

Quan.	Item	Description	Price	Total
	EXPT	Placement Tests (20)	\$24.95	
	EXVK	Kgn. Training Video	\$19.95	
	EXV1	Gr. 1 Training Video	\$19.95	
	EXV2	Gr. 2 Training Video	\$19.95	
	EXV3	Gr. 3 Training Video	\$19.95	
	EXV4	Gr. 4 Training Video	\$19.95	
	EXV5	Gr. 5 Training Video	\$19.95	
	EXV6	Gr. 6 Training Video	\$19.95	
	EXV7	Gr. 7 Training Video	\$19.95	
	EXV8	Gr. 8 Training Video	\$19.95	
<b>Subtotal</b>			\$	

## Assessment and Training

Quan.	Item	Description	Price	Total
	EXPDK	KGN Prof. Develop. Kit	\$400.00	
	EXPD1	Gr. 1 Prof. Develop. Kit	\$400.00	
	EXPD2	Gr. 2 Prof. Develop. Kit	\$400.00	
	EXPD3	Gr. 3 Prof. Develop. Kit	\$400.00	
	EXPD4	Gr. 4 Prof. Develop. Kit	\$400.00	
	EXPD5	Gr. 5 Prof. Develop. Kit	\$400.00	
	EXPD6	Gr. 6 Prof. Develop. Kit	\$400.00	
	EXPD7	Gr. 7 Prof. Develop. Kit	\$400.00	
	EXPD8	Gr. 8 Prof. Develop. Kit	\$400.00	
<b>Subtotal</b>			\$	

## Professional Development

### Shipping Costs

For standard shipping, add 10% of the total. Orders must be received 3 weeks prior to the desired delivery date for standard shipping. Priority orders require additional shipping charges. Call for information.

### Questions?

Need more information? Our trained consultants are always ready to help you. Call (800) 852-2435.



## Grades 1-2 Materials (Level A)

### Math by Topic Sets (10% Discount Included)

20 student books for the selected topic, 1 Teachers Resource Manual with all assessment and test preparation materials.

	Price	Quan.	Total
IA1 Numeration	\$179.00		
IA2 Addition & Subtraction	\$179.00		
IA3 Fractions, Geometry & Meas.	\$179.00		

### Combination Sets (5-10% Discount Included)

Includes student books for each topic, plus a Teachers Resource Manual with guides and all assessment and test preparation materials.

**Intervention Set** – Teachers Resource Manual & 20 books per topic (60 in all)

ISA Intervention Set for Grades 1-2	\$450.00		
<b>Two Topic Set</b> – Teachers Resource Manual & 20 books per topic (40 in all)			
ISATT Two Topic Set for Grades 1-2	\$315.00		
<b>Small Group Set</b> – Teachers Resource Manual & 5 books per topic (15 in all)			
SSA Small Group Set for Grades 1-2	\$165.00		

### Classroom Manipulative Kit

200 Unifix® cubes, base ten blocks: 200 ones, 100 tens, 20 hundreds, 5 place value mats, 5 ten-sided dice, 8 six-sided dice. For 5 to 10 students.

	Price	Quan.	Total
EX1-2M Grades 1-2 Manipulative Kit	\$125.00		

### Overhead Manipulative Kit

45 coins, 24 bills, 5 clocks, 50 Unifix®-like squares, 52 base ten block pieces, 1 geoboard.

	Price	Quan.	Total
EXO1 Grade 1-2 Overhead Manips.	\$49.00		

### Additional Student Books

	Price	Quan.	Total
MMAI Numeration	\$6.95		
MMAII Addition & Subtraction	\$6.95		
MMAIII Fractions, Geometry & Meas.	\$6.95		

### Additional Teachers Resource Manuals

Teachers Resource Manuals with guides for the listed topic(s) and all assessment and test preparation materials.

	Price	Quan.	Total
TMAI Numeration	\$65.00		
TMAII Addition & Subtraction	\$65.00		
TMAIII Fractions, Geometry & Meas.	\$65.00		
TRMA Combination Teacher Manual	\$79.95		

### Test Assessment Packs and Student Folders

20 preprinted pre- and post-tests with record sheets. (Reproducible versions of the tests are found in the Teacher Manual in all sets.)

	Price	Quan.	Total
EX1AP Grade 1 Assessment Pack	\$39.95		
EX2AP Grade 2 Assessment Pack	\$39.95		
SRA Student Record Folders (20)	\$19.95		

**Subtotal – Grades 1-2** \$

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## Grades 3-4 Materials (Level B)

### Math by Topic Sets (10% Discount Included)

20 student books for the selected topic, 1 Teachers Resource Manual with all assessment and test preparation materials.

	Price	Quan.	Total
IB1 Numeration, Addition & Subt.	\$179.00		
IB2 Multiplication & Division	\$179.00		
IB3 Fractions, Geometry & Meas.	\$179.00		

### Combination Sets (5-10% Discount Included)

Includes student books for each topic, plus a Teachers Resource Manual with guides and all assessment and test preparation materials.

**Intervention Set** – Teachers Resource Manual & 20 books per topic (60 in all)

ISB Intervention Set for Grades 3-4	\$450.00		
<b>Two Topic Set</b> – Teachers Resource Manual & 20 books per topic (40 in all)			
ISBTT Two Topic Set for Grades 3-4	\$315.00		
<b>Small Group Set</b> – Teachers Resource Manual & 5 books per topic (15 in all)			
SSB Small Group Set for Grades 3-4	\$165.00		

### Classroom Manipulative Kit

200 Unifix® cubes, 262 fraction circles, 5 geoboards, base ten blocks: 200 ones, 100 tens, 20 hundreds, 2 thousands, 5 place value mats, 5 ten-sided dice, 8 six-sided dice. For 5 to 10 students.

	Price	Quan.	Total
EX3-4M Grades 3-4 Manipulative Kit	\$155.00		

### Overhead Manipulative Kit

45 coins, 24 bills, 5 clocks, 52 playing cards, 50 Unifix®-like squares, 63 fraction circles, 1 geoboard, 52 base ten block pieces.

	Price	Quan.	Total
EXO3 Grade 3-4 Overhead Manips.	\$59.00		

### Additional Student Books

	Price	Quan.	Total
MMBI Numeration, Addition & Subt.	\$6.95		
MMBII Multiplication & Division	\$6.95		
MMBIII Fractions, Geometry & Meas.	\$6.95		

### Additional Teachers Resource Manuals

Teachers Resource Manual with guides for the listed topic(s) and all assessment and test preparation materials.

	Price	Quan.	Total
TMBI Numeration, Addition & Subt.	\$65.00		
TMBII Multiplication & Division	\$65.00		
TMBIII Fractions, Geometry & Meas.	\$65.00		
TRMB Combination Teacher Manual	\$79.95		

### Test Assessment Packs and Student Folders

20 preprinted pre- and post-tests with record sheets. (Reproducible versions of the tests are found in the Teacher Manual in all sets.)

	Price	Quan.	Total
EX3AP Grade 3 Assessment Pack	\$39.95		
EX4AP Grade 4 Assessment Pack	\$39.95		
SRB Student Record Folders (20)	\$19.95		

**Subtotal – Grades 3-4** \$

**Total** (Add all subtotals together)

**Shipping** (10%)

**Tax** (if applicable)

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## Grades 5-7 Materials (Level C)

### Math by Topic Sets (10% Discount Included)

20 student books for the selected topic, 1 Teachers Resource Manual with all assessment and test preparation materials.

		Price	Quan.	Total
IC1	Numeration & Problem Solving	\$179.00		
IC2	Fractions, Decimals & Percent	\$199.00		
IC3	Geometry & Measurement	\$179.00		

### Combination Sets (5-10% Discount Included)

Includes student books for each topic, plus a Teachers Resource Manual with guides and all assessment and test preparation materials.

**Intervention Set** – Teachers Resource Manual & 20 books per topic (60 in all)

ISC	Intervention Set for Grades 5-7	\$470.00		
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**Two Topic Set** – Teachers Resource Manual & 20 books per topic (40 in all)

ISCTT	Two Topic Set for Grades 5-7	\$340.00		
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**Small Group Set** – Teachers Resource Manual & 5 books per topic (15 in all)

SSC	Small Group Set for Grades 5-7	\$175.00		
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### Classroom Manipulative Kit

200 Unifix® cubes, 98 Fraction Bars, 5 geoboards, base ten blocks: 200 ones, 100 tens, 20 hundreds, 2 thousands, 5 place value mats, 5 ten-sided dice, 8 six-sided dice. For 5 to 10 students.

		Price	Quan.	Total
EX5-8M	Grades 5-8 Manipulative Kit	\$165.00		

### Overhead Manipulative Kit

45 coins, 24 bills, 50 Unifix®-like squares, 1 geoboard, 49 Fraction Bars®, 1 geoboard, 52 playing cards, 52 base ten block pieces.

		Price	Quan.	Total
EX0H5	Grade 5-8 Overhead Manips.	\$59.00		

### Additional Student Books

		Price	Quan.	Total
MMCI	Numeration & Whole Numbers	\$6.95		
MMCII	Fractions, Decimals & Percent	\$7.95		
MMCIII	Geometry & Measurement	\$6.95		

### Additional Teachers Resource Manuals

Teachers Resource Manual with guides for the listed topic(s) and all assessment and test preparation materials.

		Price	Quan.	Total
TMC1	Numeration & Whole Numbers	\$65.00		
TMCII	Fractions, Decimals & Percent	\$65.00		
TMCIII	Geometry & Measurement	\$65.00		
TRMC	Combination Teacher Manual	\$84.95		

### Test Assessment Packs and Student Folders

20 preprinted pre- and post-tests with record sheets. (Reproducible versions of the tests are found in the Teacher Manual in all sets.)

		Price	Quan.	Total
EX5AP	Grade 5 Assessment Pack	\$39.95		
EX6AP	Grade 6 Assessment Pack	\$39.95		
EX7AP	Grade 7 Assessment Pack	\$39.95		
SRC	Student Record Folders (20)	\$19.95		

**Subtotal – Grades 5-7**

\$

### Special Population Resources

See page 14 for item descriptions.

		Price	Quan.	Total
'IMAS5	5 Using Models (Add. & Subt.)	\$29.95		
JMMD5	5 Using Models (Mult. & Div.)	\$29.95		
MMAS5	5 Level A Secondary (Student)	\$39.95		
TGAS	1 Level A Secondary (Teacher)	\$14.95		
BLGT	Bilingual Cass. (Per Language)	\$14.95		
	Language(s)			

**Subtotal – Special Population**

\$

## Grades 7 + Materials (Level D)

### Math by Topic Sets (10% Discount Included)

20 student books for the selected topic, 1 Teachers Resource Manual with all assessment and test preparation materials.

		Price	Quan.	Total
ID1	Numeration & Whole Numbers	\$179.00		
ID2	Fractions & Decimals	\$199.00		
ID3	Problem Solving with Percent	\$179.00		
ID4	Geometry & Measurement	\$199.00		
ID5	Pre-Algebra	\$179.00		

### Combination Sets (5-10% Discount Included)

Includes student books for each topic, plus a Teachers Resource Manual with guides and all assessment and test preparation materials.

**Intervention Set** – Teachers Resource Manual & 20 books per topic (100 in all)

ISD	Intervention Set for Grades 7+	\$750.00		
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**Two Topic Set** – Teachers Resource Manual & 20 books per topic (40 in all)

ISDTT	Two Topic Set for Grades 7+	\$340.00		
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**Small Group Set** – Teachers Resource Manual & 5 books per topic (25 in all)

SSD	Small Group Set for Grades 7+	\$245.00		
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### Classroom Manipulative Kit

200 Unifix® cubes, 98 Fraction Bars, 5 geoboards, base ten blocks: 200 ones, 100 tens, 20 hundreds, 2 thousands, 5 place value mats, 5 ten-sided dice, 8 six-sided dice. For 5 to 10 students.

		Price	Quan.	Total
EX5-8M	Grades 5-8 Manipulative Kit	\$165.00		

### Overhead Manipulative Kit

45 coins, 24 bills, 50 Unifix®-like squares, 1 geoboard, 49 Fraction Bars®, 1 geoboard, 52 playing cards, 52 base ten block pieces.

		Price	Quan.	Total
EX0H5	Grade 5-8 Overhead Manips.	\$59.00		

### Additional Student Books

		Price	Quan.	Total
MMDI	Numeration & Whole Numbers	\$6.95		
MMDII	Fractions & Decimals	\$7.95		
MMDIII	Problem Solving with Percent	\$6.95		
MMDIV	Geometry & Measurement	\$7.95		
MMDV	Pre-Algebra	\$6.95		

### Additional Teachers Resource Manuals

Teachers Resource Manual with guides for the listed topic(s) and all assessment and test preparation materials.

		Price	Quan.	Total
TMDI	Numeration & Whole Numbers	\$65.00		
TMDII	Fractions & Decimals	\$65.00		
TMDIII	Problem Solving with Percent	\$65.00		
TMDIV	Geometry & Measurement	\$65.00		
TMDV	Pre-Algebra	\$65.00		
TRMD	Combination Teacher Manual	\$99.95		

### Test Assessment Packs and Student Folders

20 preprinted pre- and post-tests with record sheets. (Reproducible versions of the tests are found in the Teacher Manual in all sets.)

		Price	Quan.	Total
EX7AP	Grade 7 Assessment Pack	\$39.95		
EX8AP	Grade 8+ Assessment Pack	\$39.95		
SRD	Student Record Folders (20)	\$19.95		

**Subtotal – Grades 7 +**

\$

**Phone:** Our educational consultants are ready to help you. We can also provide a free introductory sampler kit. Call (800) 852-2435.

**Internet:** [www.movingwithmath.com](http://www.movingwithmath.com).

**Shipping:** Shipping is 10% of the total price. Orders are shipped within 3 weeks of receipt. Priority orders require additional shipping charges.

**Discounts:** School discounts included in all sets and kits.

## First 10 Minutes: A Daily Review



1. What digit is in the hundred thousands place in the number 564,723,918? \_\_\_\_\_
2. Which is the greatest number? \_\_\_\_\_  
A 24,576,490  
B 23,892,490  
C 25,763,400
3. Round 348 to the nearest 10: \_\_\_\_\_
4. Write two factors of 10:  
\_\_\_\_\_ and \_\_\_\_\_
5. What number goes in the box? \_\_\_\_\_

$$6 \times 4 = 4 \times \square$$

Daily Review 1  
© Math Teachers Press, Inc.

*The teacher begins each lesson with a 5-question daily review. The teacher reads answers aloud as students correct their work. Students record their results in the back of their activity books.*

### Daily Reviews have many purposes!

1. Students increase time on task and get their math brains in gear.
2. For students to improve their achievement, research shows that at least 50% of practice time must be highly successful. Daily Reviews let students succeed.
3. Daily Reviews identify unmastered objectives. Every Daily Review problem is keyed to a specific objective identified on the Student Record Sheet, so it's easy for teachers to monitor progress. Teachers can use both Student and Class Record Sheets to gauge success and assign reteaching pages.
4. Students retain new knowledge. By continuously reviewing what they have learned, students keep new concepts in their long-term memory.



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## Hands-On Activities at the Concrete Level

Teacher-friendly lesson plans include an objective, materials, vocabulary, hands-on activities and directions for the student page. Teachers use manipulatives or real-world examples to guide students' learning.

Objective: To discover the patterns in the Hindu-Arabic number system.

Materials: Base ten blocks, Place Value Mats (Masters 13 and 14)

Vocabulary: ones, units, tens, hundreds, thousands, ten thousands, hundred thousands, place value, place holder, expanded notation

### Introductory Activities

#### Exploring with Base Ten Blocks

Divide the class into groups of 2 or 4 students each. Give each group a set of base ten blocks consisting of at least 10 ones, 10 tens, 10 hundreds and 1 thousand.

Today we are going to explore with a set of base ten blocks. Tell your partner or group everything you notice about the blocks. Have one person in each group be the recorder who will make a list of the similarities and differences among the blocks.

Similarities	Differences
made of wood	Sizes
natural color	shapes
points & corners	volumes
solids	weight
made of 1 cm cubes	
10 of 1 block = 1 of the next larger block	

Discuss the similarities and differences. It will be important to guide the discussion and have students find the similarity in the blocks; i.e., 10 of any one block has the same value as the one of the next larger block.

Name the blocks in order of size as ones, tens, hundreds and thousands, placing each block in the appropriate place on a Place Value Mat.

#### Say and Write Numerals from Blocks

Demonstrate 4-digit numbers built with base ten blocks.

**Example:** 1 thousand cube, 3 hundreds, 4 tens, 7 ones. Ask student volunteers to write the value and say the number aloud.

Vary the activity by showing:

- the blocks out of order (2 tens, 5 ones, 3 hundreds)
- blocks having one size missing (3 hundreds, 5 ones)

The Hindu-Arabic Number System

10 ones = 1 ten  
10 tens = 1 hundred  
10 hundreds = 1 thousand

A Place Value Chart

Thousands    Hundreds    Tens    Ones

Write the numeral for

- 1,222
- 1,204
- 1,222
- 1,320

Write the place name for each digit.

- 1483 = 1 thousands + 4 hundreds + 8 tens + 3 ones
- 2317 = 2 thousands + 3 hundreds + 1 tens + 7 ones
- 5409 = 5 thousands + 4 hundreds + 0 tens + 9 ones
- 7260 = 7 thousands + 2 hundreds + 0 tens + 0 ones

© Math Learning Press, Inc. Page 1

- c) blocks having more than 10 of the same block (3 hundreds, 2 tens, 15 ones)

Write a 4-digit numeral on the chalkboard (Ex: 2346) Build this numeral with base ten blocks. What is the value of the thousands blocks? (2000) the hundreds blocks? (300) the tens blocks? (40) the ones blocks? (6)

Write the value of each kind of block with a + sign between them. (2000 + 300 + 40 + 6)

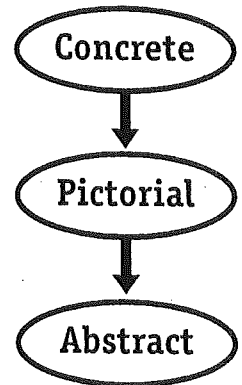
This number has been written in expanded notation. Base ten blocks help us understand numbers in expanded notation.

### About This Page

Direct attention to the picture at the top of the page. Have student volunteers demonstrate that 10 ones are equal to 1 ten, 10 tens are equal to 1 hundred and 10 hundreds are equal to 1 thousand.

Place each block in its correct place on a Place Value Mat. Have students use blocks to match the picture in Problem 1. Say the number aloud. (1 thousand 2 hundred twenty-three) Write the number on the answer blank. For Problem 5, build the number 1483 with blocks and place the blocks on the Place Value Mat. Have students name and write the name of each place.

Hands-on lessons move students through three stages of learning:



Lightly scripted lessons guide teachers to help students discover underlying math concepts.

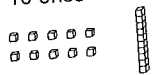
## Student pages with pictures of manipulatives

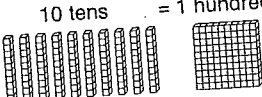
Student practice pages have **PICTORIAL** representations to demonstrate the new concept. Practice problems gradually become more **ABSTRACT**.

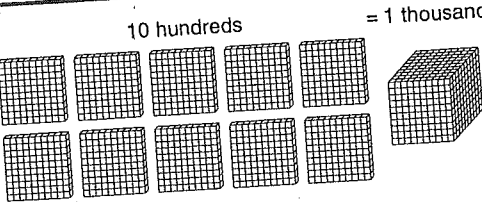
Student pages begin with illustrations that show the meaning of each math concept.

Each Teacher Guide lesson page shows the corresponding student page with answers.

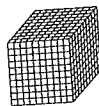



**The Hindu-Arabic Number System**

10 ones = 1 ten  


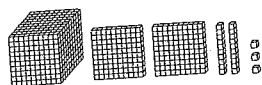
10 tens = 1 hundred  


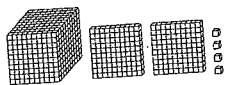
10 hundreds = 1 thousand  


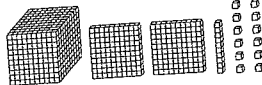
**A Place Value Chart**

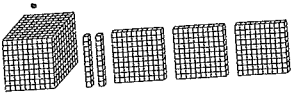
 Thousands	 Hundreds	 Tens	 Ones
--	---	---	---

**Write the numeral for**

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

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

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

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

**Write the place name for each digit.**

5. 1483 = 1 \_\_\_\_\_ 4 \_\_\_\_\_ 8 \_\_\_\_\_ 3 \_\_\_\_\_

6. 2317 = 2 \_\_\_\_\_ 3 \_\_\_\_\_ 1 \_\_\_\_\_ 7 \_\_\_\_\_

7. 5409 = 5 \_\_\_\_\_ 4 \_\_\_\_\_ 0 \_\_\_\_\_ 9 \_\_\_\_\_

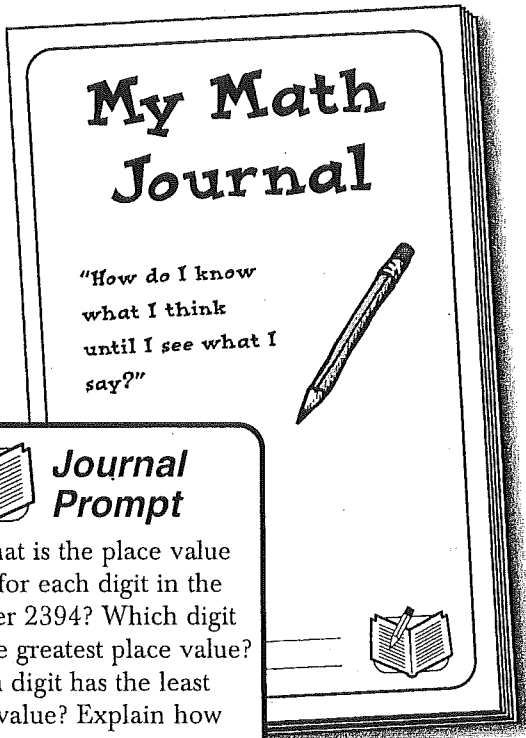
8. 7260 = 7 \_\_\_\_\_ 2 \_\_\_\_\_ 6 \_\_\_\_\_ 0 \_\_\_\_\_

1

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## Language Development, Games, Writing

The end of lessons provides games, writing activities and suggested homework.



**Journal Prompt**

What is the place value name for each digit in the number 2394? Which digit has the greatest place value? Which digit has the least place value? Explain how you know.

Name \_\_\_\_\_

Hundreds	Tens	Ones
3	4	2

The place of a digit tells its value.

The 2 in the ones place has a value of 2 ones or 2.

The 4 in the tens place has a value of 4 tens or 40.

The 3 in the hundreds place has a value of 3 hundreds or 300.

Give the place name and value of the underlined digit.

Place name	Value	Place name	Value
1. 2 <u>4</u> 7	_____	2. 3 <u>5</u> 6	_____
3. 6 <u>8</u> 3	_____	4. 1 <u>2</u> 3	_____
5. 2 <u>0</u> 2	_____	6. 5 <u>0</u> 9	_____
7. 1 <u>0</u> 6	_____	8. 3 <u>2</u> 4	_____
9. <u>5</u> 00	_____	10. <u>7</u> 05	_____

Do not get fooled!  
Read the place value words carefully.

Write the number for:

11. 4 hundreds, 5 tens, 3 ones _____	12. 3 hundreds, 6 tens, 5 ones _____
13. 2 ones, 3 tens, 1 hundred _____	14. 6 tens, 3 ones, 1 hundred _____
15. 2 hundreds, 5 ones, 3 tens _____	16. 5 hundreds, 0 tens, 0 ones _____
17. 3 hundreds, 2 tens _____	18. 2 hundreds, 5 ones _____
19. 6 ones, 4 hundreds _____	20. 7 hundreds _____

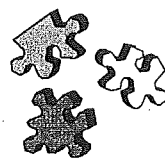
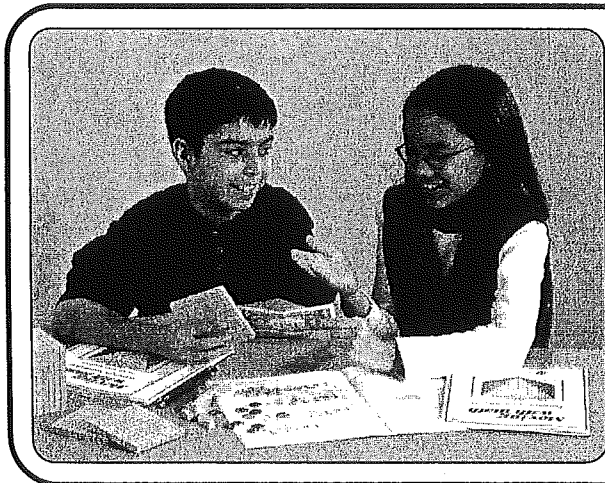
Skill Builders 1-1  
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## Journal Prompts

Students describe answers in their math journals using a variety of representations including pictures, models and connections to paper and pencil activities..

## Homework

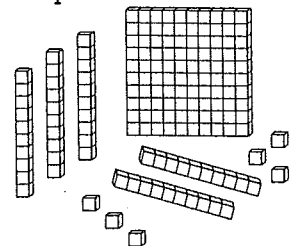
Skill Builders reteaching pages are keyed to objectives, so it's easy to assign homework. Each page guides students with pictorial representations.



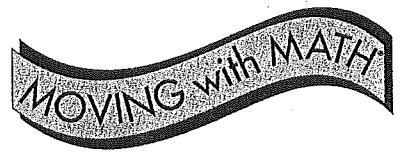
## Games

Easy-to-follow games and activities are located in the Follow Up Activities section of the lesson plans.

Students use critical thinking skills and talk with their peers to figure out how to "win" the game.



Student Name \_\_\_\_\_



# Parent Handbook



## What you'll find inside:

- What will happen in class
- What you as a parent can do
- Games and activities to do at home
- Suggestion form
- Answer key



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## What your child will learn...

This class is designed to help your child understand math better. Your child will use models to learn and understand math. Students first see what numbers mean and then practice with paper and pencil. The class will also include a pre-test, a post-test, regular reviews, math games, and writing about math.

This curriculum is based on the latest educational research and has been proven successful by independent studies.

We are happy to have your child here and look forward to hearing from you.

*"Research studies consistently reveal that high student achievement and self-esteem are closely related to positive parental participation in education."*

*\* Educational Resources Information Center*

## Completing this Booklet...

The games and activities in this booklet should be spread throughout this program. Be sure to go over how to complete each answer on the practice pages.

At the end of this class, please fill out the comment form on the back, sign the form, and send the completed booklet to your child's teacher during the last week of class. Your child will receive a certificate of completion after the booklet is returned.

## Stay Involved...

It is important for you to be involved in your child's education. Your child will do much better and be happier. Be sure to encourage regular attendance in class and show your child how math is important in the real world.

This booklet provides you ways to stay connected:

- A description of what is happening in our classroom
- A listing of your child's strengths and weaknesses
- Games and activities to go along with our classwork
- A comment form to give us your opinions
- The contact information for your child's teacher

Be sure to contact your child's teacher to discuss progress and ask any questions you might have.



## Certificate

*Return this completed booklet to your child's teacher in the last week of class. Your child will get a certificate of achievement.*



# Student Strengths and Weaknesses

## What this report shows:

The essential math skills listed here are necessary for your child's future math success. This report shows the skills your child already knows (marked with a  $\checkmark$ ) as well as those your child still needs to learn during this course (marked with an  $\times$ ). At the end of this class, your child will be tested again on these same skills.

### Numeration

- Identify the place value in a 3-digit number.
- Compare and order numbers up to 6 digits.
- Complete patterns of multiples.
- Write a numeral from printed words.
- Write the words for a numeral up to 6 digits.
- Identify the place value in a 6-digit number.
- Round to the nearest ten.
- Round to the nearest hundred.
- Find the missing number in an addition sentence.

### Whole Number Operations

- Add 3-digit numbers with 2 regroupings.
- Add three or four 2-digit numbers.
- Add 4- or 5-digit numbers.
- Add up to 5 numbers of differing lengths.
- Define the word "sum" and the "+" sign.
- Subtract 3-digit numbers with 2 regroupings.
- Subtract 3-digit numbers with regroupings across 0.
- Subtract 5-digit numbers with regroupings across 0.
- Subtract numbers of varying lengths.
- Define the word "difference" and the "-" sign.
- Know multiplication facts up to 9's.
- Multiply a 3-digit number by a 1-digit number across zero.
- Multiply a 2-digit number by a multiple of 10.
- Multiply a 2-digit number by a 2-digit number with regrouping.
- Define the word "product" and the "x" sign.
- Know division facts with divisors 0 to 9.
- Divide a 2-digit number by a 1-digit number.
- Divide a 4-digit number by a 1-digit number.
- Divide a 4-digit number by a 1-digit number, 0's in the quotient.
- Define the word "quotient" and the "÷" sign.

### Rational Numbers

- Write the fraction for the shaded part of a whole.
- Write the fraction for the shaded part of a set.
- Compare fractions less than  $\frac{1}{2}$  to fractions more than  $\frac{1}{2}$ .
- Add or subtract 2 proper fractions with like denominators.
- Add or subtract 2 mixed numbers with like denominators.

### Geometry & Measurement

- Identify plane figures such as lines and angles.
- Identify line position such as horizontal, diagonal and vertical.
- Identify types of lines such as intersecting, parallel, and perpendicular.
- Identify a line of symmetry.
- Identify congruent figures, name polygons.
- Identify solid figures such as cones, cylinders, spheres and cubes.
- Tell time to 5 minutes.
- Read a thermometer, scale and calendar.
- Measure to the nearest  $\frac{1}{2}$  inch or .5 cm.
- Recall equivalence of customary units of length, weight and capacity.
- Recall equivalence of metric units of length, weight and capacity.
- Find the perimeter of a polygon. Find area.
- Make change for \$10.00.

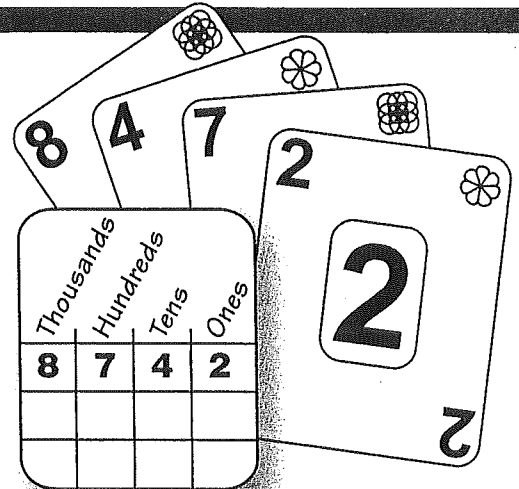
### Problem Solving

- Solve a word problem with multiplication.
- Solve a word problem with division.
- Read and interpret a graph.

# Part 1: Number Sense

## Greatest Number Game

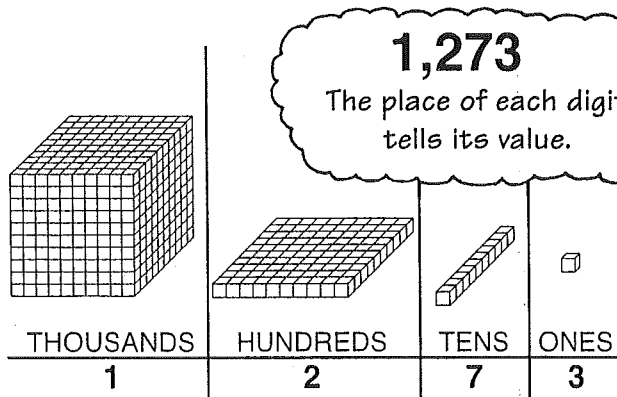
You will need a deck of cards numbered from 1 to 9. Players make a game board as shown at right. Each player draws one card and all players write the number in one of the place value spots. Play continues until 4 cards have been drawn and all 4 spots are filled. Players are not allowed to rearrange numbers after they have been written. The player with the greatest number wins.



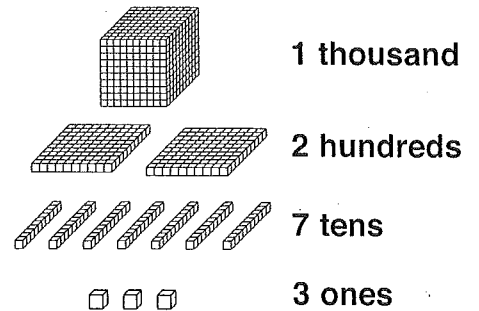
An 8, 4, 7, and 2 were drawn. This player made the number 8,742, which is the largest possible number.

## Four-Digit Numbers

Goal: Understand place value up to 4 digits.



1,273 means:



Give the place name and value of the underlined digit.

	Place name	Value		Place name	Value
1. <u>1</u> 47	tens	40	2. <u>5</u> 7	_____	_____
3. 2, <u>8</u> 15	_____	_____	4. <u>6</u> ,194	_____	_____

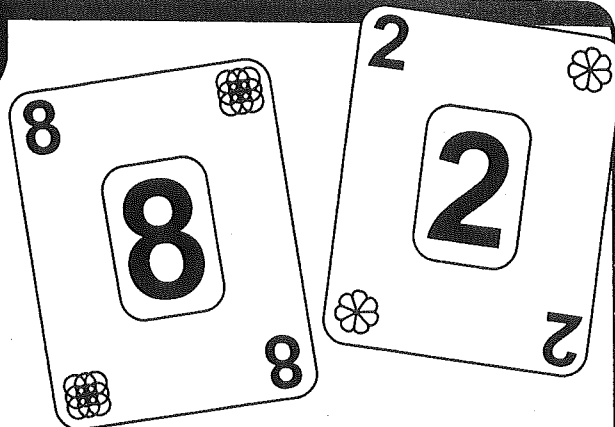
Write the number for:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 5. 4 hundreds, 5 tens, 3 ones _____ | 6. 3 hundreds, 6 tens, 5 ones _____ |
| 7. 2 ones, 3 tens, 1 hundred _____  | 8. 7 hundreds, 0 tens, 0 ones _____ |

# Part 2: Multiplication

## Multiplication Fact Game

You will need a deck of cards numbered from 1 to 9. In this two-player game, each player gets exactly half the deck. Each player turns over a card at the same time. The first player to name the multiplication fact keeps the cards. In a tie, 2 more cards are turned over; the winner gets all 4 cards. At the end of the game, whoever has the most cards wins.









One player turns over an 8, and the other turns over a 2. The first player to say, "8 times 2 equals 16" gets to keep both cards.

## Multiplication

You can solve this problem with base ten blocks or by paper and pencil.

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

TENS	ONES
	
	
	

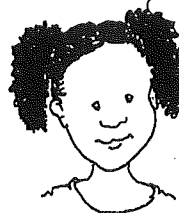
Build 3 sets of 12.

How many ones? 6  
How many tens? 3

3 tens,  
6 ones = 36

Goal: Multiply 2-digit numbers by 1-digit numbers.

Use the same pattern to solve by pencil.



$$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$$

← 3 x 2 ones  
← 3 x 1 ten

1.  $\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$

2.  $\begin{array}{r} 24 \\ \times 2 \\ \hline \end{array}$

3.  $\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$

4.  $\begin{array}{r} 14 \\ \times 2 \\ \hline \end{array}$

5.  $\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$

6.  $\begin{array}{r} 22 \\ \times 3 \\ \hline \end{array}$

7.  $\begin{array}{r} 34 \\ \times 2 \\ \hline \end{array}$

8.  $\begin{array}{r} 43 \\ \times 0 \\ \hline \end{array}$

9. Charles had 4 basketball practices a week for 12 weeks. How many practices did he have in all? \_\_\_\_\_

10. Jackie walks up 5 flights of stairs to get to his apartment. Each flight has 11 steps. How many steps does Jackie have to climb? \_\_\_\_\_

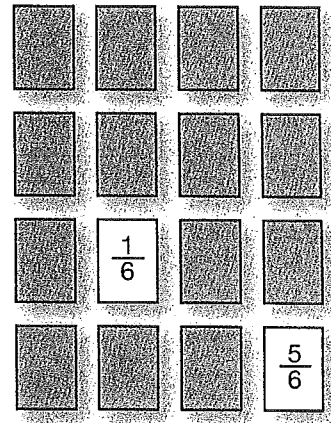
# Part 3: Fractions

## Concentration to 1 Game

Put these fractions on separate index cards:

$\frac{3}{4}, \frac{1}{4}, \frac{7}{8}, \frac{1}{8}, \frac{5}{6}, \frac{1}{6}, \frac{4}{5}, \frac{1}{5}, \frac{2}{3}, \frac{1}{3}, \frac{5}{8}, \frac{3}{8}, \frac{3}{5}, \frac{2}{5}, \frac{1}{2}, \frac{1}{2}$ .

Spread out the cards face down. Player 1 turns over 2 cards. If the cards add to 1, the player keeps the cards and turns over 2 more cards. If the fractions do not add to 1, the cards are returned face down, and the next player goes. The player with the most cards at the end of the game wins.



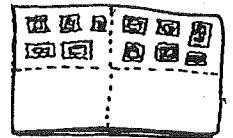
*This player turned over a  $\frac{1}{6}$  and a  $\frac{5}{6}$ , which add to one. He gets to keep the cards and turn over 2 more cards.*

## Adding Fractions

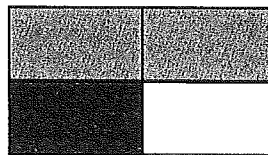
**Goal: Add fractions with like denominators.**

### Adding Fractions

Alex collects stamps. He has  $\frac{2}{4}$  of a page filled. He found enough stamps to fill up  $\frac{1}{4}$  more of the page. How much of the page is filled?



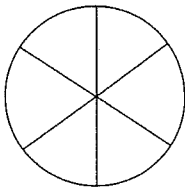
The total number of parts on the page is 4, so make a page with 4 equal parts.



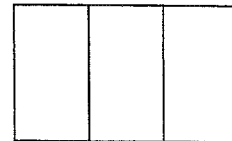
First shade 2 of the 4 parts, then shade 1 of the 4 parts. The answer is  $\frac{3}{4}$  of the page, which means 3 of 4 parts.

Shade pictures to find each answer.

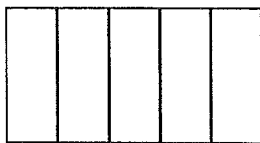
1. 
$$\begin{array}{r} \frac{2}{6} \\ + \frac{1}{6} \\ \hline \end{array}$$



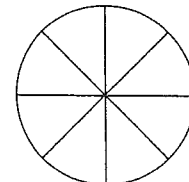
2. 
$$\begin{array}{r} \frac{1}{3} \\ + \frac{1}{3} \\ \hline \end{array}$$



3. 
$$\begin{array}{r} \frac{2}{5} \\ + \frac{1}{5} \\ \hline \end{array}$$



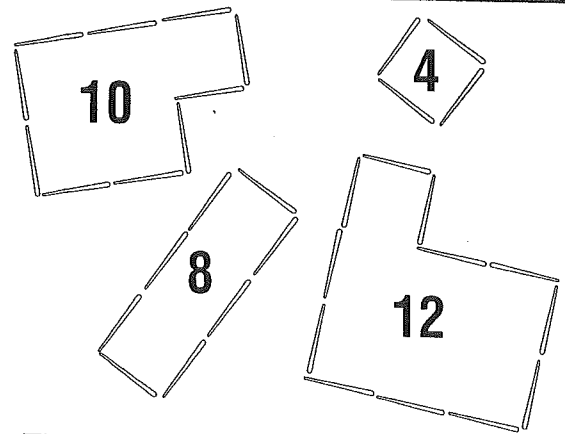
4. 
$$\begin{array}{r} \frac{3}{8} \\ + \frac{2}{8} \\ \hline \end{array}$$



# Part 4: Perimeter

## Fencing Game

You will need 12 toothpicks. Make outlines of different shapes using as many of the toothpicks as necessary. Each time count the number of toothpicks along the outside edge. After counting, say, "There are \_\_\_ toothpicks on the outside edge. That means the perimeter is \_\_\_ toothpicks."

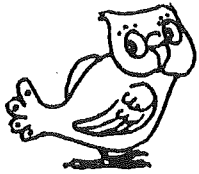


These toothpick drawings show examples of perimeters of 10 units, 4 units, 8 units and 12 units.

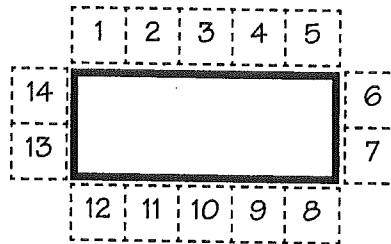
## Measuring Perimeter

Goal: Find the perimeter of different shapes.

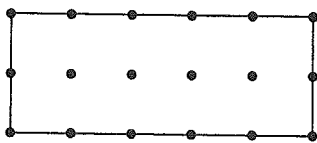
The distance around the outside of a figure is its perimeter.



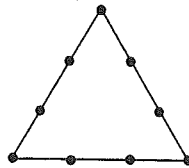
You can find the perimeter by counting how many cubes it takes to cover the outside edges.



The perimeter of the rectangle is 14 units. (Remember not to put cubes in the corners.)

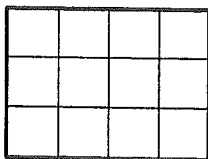


1. perimeter = \_\_\_\_\_

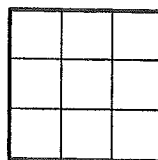


2. perimeter = \_\_\_\_\_

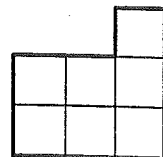
Imagine how many units it would take to cover all the edges.



3. perimeter = \_\_\_\_\_



4. perimeter = \_\_\_\_\_



5. perimeter = \_\_\_\_\_

# Parent Feedback

1. How could this session be improved? Circle all that apply.
- A. More practice pages in this booklet
  - B. More detailed information about the curriculum
  - C. Additional opportunities to talk to the teacher
  - D. More information about my child's progress
  - E. Other \_\_\_\_\_

2. What did your child enjoy most about this class?

\_\_\_\_\_

3. What did your child have the most difficulty learning?

\_\_\_\_\_

4. What would help you as a parent to stay more involved with your child's education?

\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

## Important

*Your comments help to improve our programs and ensure that your child succeeds. Remember to use the contact information listed below to keep your child's teacher informed about your child's needs and talents.*

## Parent Link

Teacher \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

School Web Site \_\_\_\_\_

## Summing Up...

Thank you for your participation in this class. Your help and influence as a parent will make your child more successful in math and in school. Be sure to return this completed booklet to your child's teacher during the last week of class. Your child will receive a certificate of achievement.



## Answer Key

Part I: Number Sense: 1. tens, 40 2. tens, 50 3. hundreds, 800 4. thousands, 6000 5. 453 6. 365 7. 132 8. 700

Part II: Multiplication: 1. 26 2. 48 3. 69 4. 28 5. 88 6. 66 7. 68 8. 0 9. 48 practices 10. 55 steps

Part III: Fractions: 1.  $\frac{5}{6}$  2.  $\frac{2}{3}$  3.  $\frac{3}{5}$  4.  $\frac{5}{8}$

Part IV: Measuring Perimeter: 1. 14 2. 9 3. 14 4. 12 5. 12

## **On Cloud Nine Math**

Publisher: Gander Publishing

Copyright: 2003

Price: \$299.95

Manual \$39.95

Contact: (800) 554-1819

Subject: Mathematics

Ages: 5 years old – Adult

Website: [www.lindamood-bell.com](http://www.lindamood-bell.com)

### **Learning Objectives:**

To integrate and consciously apply imagery to the cognitive process of computing and conceptualizing mathematical principles.

### **Program Description:**

This program helps students to become familiar with using concrete manipulatives and directs them to consciously transfer the concrete to the abstract, using imagery. Students then attach language to the imagery and apply these concepts to computation. Individuals using this program develop the sensory-cognitive processing needed to understand and use the logic of mathematics. The program uses three basic steps to develop mathematical reasoning and computation:

1. Manipulatives are used to experience the concrete concepts of math.
2. Imagery and language are used to further concretize those concepts.
3. The imagery is applied to problem solving.

The following is a description of a simple activity. A student is asked to view a written numeral, and then it is taken away. The student must count the “number” of cubes that represent the numeral. The student sees, says, and writes the number in the air. The goal is for the student to immediately create an image of the formation of that number and its value. The process continues with using the number line, first as a concrete manipulative, then as a mental image.

### **Target Population:**

All students, including those who have severe learning disabilities, as well as those who are gifted, can benefit from this program.

### **Discussion:**

- The program includes various manipulatives such as cubes, number lines, flash cards, and additional materials to practice skills related to addition, subtraction, multiplication, division, fractions and decimals.

*Resources compiled from original publication materials by UM-NSU CARD Staff*

**Saxon Math**

Publisher: Saxon Publishers

Copyright: 2002-2006

Price: \$832.00

Contact: (800) 284-7019

Subject: Mathematics

Ages: Grades K-12

Website: [www.saxonpublishers.com](http://www.saxonpublishers.com)

**Learning Objectives:**

To learn math concepts and to demonstrate their application.

**Program Description:**

The Saxon Math program divides concepts into small, easily grasped pieces of information called increments. A new increment is presented each day, and students work on only a few problems relating to the new increment. Topics are covered logically, using a multisensory approach, and new material is combined with previously learned information to build on what the student has already learned. Homework consists of practice problems involving concepts previously introduced. Every assignment and test is a cumulative review of all material learned. Topics covered range from orally counting forward and backward to trigonometry and SAT/ACT skills.

**Target Population:**

All students who benefit from systematic presentation of learning opportunities would benefit from the program, including at-risk students.

**Discussion:**

- Saxon placement tests and guides are to be used only to assist teachers in initial placement of their students.
- Saxon Math materials are available in Spanish.



## **Semple Math**

Publisher: Semple Math Inc.

Copyright: 2003

Price: See attached pricelist

Contact: (888) 868-6284

Subject: Mathematics

Ages: Grades K-Adults

Website: [www.stevensonsemple.com](http://www.stevensonsemple.com)

### **Learning Objectives:**

To learn basic math skills.

### **Program Description:**

Semple Math involves a special sequence of mnemonic teaching strategies that enable the student to commit basic facts to memory and to develop a concrete understanding of abstract concepts that make up the Base 10 number system. Skills related to memory, sequencing, discrimination, organization, attention, language, direction, and spatial relationships are addressed. The teaching activities in Semple Math include carefully designed dialogues that lead students through a detailed task analysis of each skill. All students start at Level one and proceed through to Level Four.

*Level One* - basic math facts (contains a "Special Problems" section for students with learning disabilities)

*Level Two* - subtraction facts

*Level Three* - multiplication facts

*Level Four* - division, fractions, percents, and linear measurement

Each level contains a review of the previous level. The teaching activities include experiential stories, familiar images, mnemonic associations, music, rhythm, and rhyme.

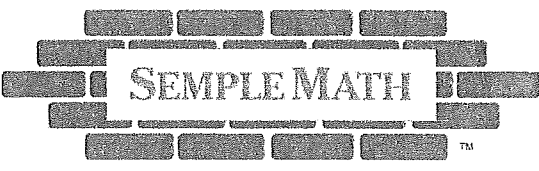
See the attached samples.

### **Target Population:**

Semple Math can help students with various learning difficulties. Any students who have had difficulty mastering math facts can benefit from the program. Teachers have reported success when using this program with their students with autism.

**Discussion:**

- This program is designed to meet the math needs of individuals of all ages. Activities are designed to be modified for all ability levels and ages. The Teacher's Manual offers such recommendations.

 <p><b>SEMPLMATH</b> Simply Unforgettable First Edition Order Form</p>	Date _____ Purchase Order No. _____ Telephone _____ <b>Semple Math Inc.</b> 11 Robert Toner Blvd, PMB #332, Suite #5 N. Attleboro, MA 02763 Tel: 888.868.6284 Fax: 508.222.1980
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1st Edition Levels Two, Three and Four will go out of print on December 15th, 2006.  
There have still been NO Price Increases for the 1st Edition.

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	MAT 103C	Level One Workbook C	See price table	
N/A		Level One Addendum (www.semplemath.com)	Free on-line!	
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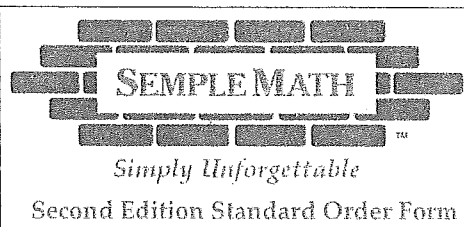
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See [www.semplemath.com](http://www.semplemath.com) for Second Edition Order Form



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 N. Attleboro, MA 02763  
 Tel: 888.868.6284 Fax: 508.222.1980

**Celebrating 26 Years of  
 Success with All Learners!**  
 Semple Math consists of four levels  
 Level One: ADDITION  
 Level Two: SUBTRACTION  
 Level Three: MULTIPLICATION  
 Level Four: DIVISION  
 Based on learning by association

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	C2	MAT 203C	Level Two Workbook C	See price table	
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	B3	MAT 303B	Level Three Workbook B	See price table	
	TM4	MAT 401	Level Four Teacher's Manual	\$36.95	
	A4	MAT 403A	Level Four Workbook A	See price table	
	B4	MAT 403B	Level Four Workbook B	See price table	
	C4	MAT 403C	Level Four Workbook C	See price table	
	TT-TM	M4M 101	Times Table Teacher's Manual	\$19.95	
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	Draft1	M1A	Worksheets for Level One, Lessons 1-12	\$12.95	
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20 or more	\$5.95

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# A Few Simple Math Clues

## Contents:

- General Description
- > **Simple Math Clues**
- Starting Simple Math
- Addendum for Older Students (PDF)
- List of Materials
- Scope and Sequence
- Order Form (PDF)

## The Wall

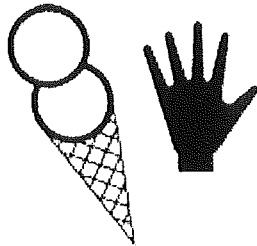
The Wall, pictured at the right, is found on most workbook pages. It is a clear marker that orients students in space. Many learning problems in math are related to space and direction. When



children enter school we tell them to read left to right. Then we introduce arithmetic and tell them to work right to left. The number system builds right to left, but students are asked to read and write numbers left to right. Operations are done right to left except division which is done left to right! Is it any wonder that our students are confused?

The Wall is a simple device that solves many problems. By giving students a concrete reference point, you can avoid left/right confusion. More importantly, you can also prevent or correct reversals, indicate direction for operations and establish value with place.

## ir-cream

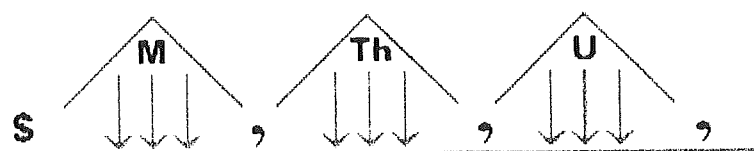


Many students cannot add  $8+5$  without counting on their fingers. In Simple Math 8 is pictured as a cone of "ir-cream" and 5 as five fingers wrapped around the cone. Students learn a chant that associates these images with the answer to the fact - 13. With this

association students learn the fact quickly and retain it for the long term.

Simple Math covers all 100 addition facts by dividing them into eleven categories or clusters. Using similar mnemonic techniques, students commit the facts to memory and leave finger counting behind.

## Whole Number Street



The picture above is called Whole Number Street. This important clue allows students to grasp and remember place value.

The structures of Base 10 are pictured as houses along a street. Families made up of kids, teenagers, and grownups live in each house. Kids stand in one place (near the Wall), teenagers stand in another place (away from the Wall) and grownups stand in yet another place (way away from the Wall). Kids get one dollar bills (ones) teenagers get ten dollar bills (tens) and grownups get hundred dollar bills (hundreds). One house belongs to the Units family, the next to the Thousands family, and the next to the Millions, etc. Students learn when they have to use the last name of the families and when they don't.

This clue, which uses mnemonic images that are completely familiar, gives students a reliable way to understand the relationship between place and value. Semple Math also uses a special strategy, which includes auditory and visual discrimination exercises, to help pupils internalize the concept effectively. As each abstraction is made concrete, students learn quickly and comfortably.

## **TouchMath**

Publisher: The Math Forum

Copyright: 2000-2006

Price: See pricelist

Contact: (800) 888-9191

Subject: Mathematics

Ages: Grades K- 12

Website: [www.touchmath.com](http://www.touchmath.com)

### **Learning Objectives:**

To teach basic number concepts, addition, subtraction, multiplication, and division.

### **Program Description:**

TouchMath is a multisensory approach to teaching math. TouchMath integrates digits 1 through 9 with a corresponding number of “Touchpoints” placed on the numbers. Students physically touch each point in a logical pattern as they count aloud, providing natural, repetitive, and multisensory reinforcement of their newly acquired number recognition skills. Numbers 1 through 5 use single Touchpoints, or dots. Numbers 6 through 9 use double Touchpoints symbolized by a dot inside a circle. Once students know the location of the Touchpoints by rote, the Touchpoints are faded or removed to allow for less intrusive support. Students then simply touch the location on the number where the Touchpoints would have been. The TouchMath method simplifies and clarifies all areas of computation, develops left/right directionality, reduces number reversals, reinforces number values, eliminates guesswork, and helps to develop positive self-image. TouchMath is effective for all three learning styles, as it incorporates tactile, auditory, and visual strategies.

See attached samples.

### **Target Population:**

This strategy can be beneficial to students in special education classrooms, Chapter 1 programs, general education classrooms, and home learning environments. Students with autism have had success with the program because of its multisensory (dominantly visual) nature.

### **Discussion:**

- This strategy is meant to supplement an existing classroom curriculum and complements the manipulative approach.

# TOUCHMATH

## TouchMath Order Form: Page 1

\*Include Source Code for a FREE GIFT!

Product Description	Page	Item # & Source Code*										Price	Qty.	Total
<b>KINDERGARTEN</b>		Please include together for faster service												
Kindergarten Readiness Kit	8	T	M	6	1	1	7	J				\$109.00		
Kindergarten Counting Kit	9	T	M	6	2	1	7	J				\$135.00		
Kindergarten Addition Kit	10	T	M	6	3	1	7	J				\$109.00		
Kindergarten Subtraction Kit	11	T	M	6	4	1	7	J				\$109.00		
Kindergarten-General Math Kit	8	T	M	6	7	1	7	J				\$99.00		
Kindergarten Counting Workbook 1 (5-Pack)	50	T	M	6	2	3	7	J				\$53.00		
Kindergarten Counting Workbook 2 (5-Pack)	50	T	M	6	2	9	7	J				\$53.00		
Kindergarten Addition Workbook (5-Pack)	50	T	M	6	3	3	7	J				\$53.00		
Kindergarten Subtraction Workbook (5-Pack)	50	T	M	6	4	3	7	J				\$53.00		
Kindergarten Workbook Set (All 4 Single workbooks)	50	T	M	6	3	7	7	J				\$44.00		
TouchPoint Mini Poster Set	52	T	M	2	1	5	7	J				\$39.00		
Number Concept Poster Set	52	T	M	2	2	7	7	J				\$49.00		
Hundreds Chart	52	T	M	8	2	7	7	J				\$19.00		
TouchNumerals-Foam Manipulatives	55	T	M	3	1	0	7	J				\$39.00		
Student Number Cards (10-Pack)	55	T	M	2	8	5	7	J				\$21.00		
Desktop NumberLines (60-Pack)	55	T	M	2	1	0	7	J				\$10.00		
<b>Kindergarten Collection</b>	<i>Save \$151</i>	6-7	T	M	6	8	0	7	J			\$799.00		
<b>FIRST GRADE</b>														
First Grade Counting Kit	16	T	M	7	2	1	7	J				\$99.00		
First Grade Addition Kit	14	T	M	7	3	1	7	J				\$145.00		
First Grade Subtraction Kit	15	T	M	7	4	1	7	J				\$145.00		
First Grade Story Problems Kit	16	T	M	7	5	1	7	J				\$129.00		
First Grade General Math Kit	17	T	M	7	6	1	7	J				\$139.00		
First Grade Addition Workbook 1 (5-Pack)	50	T	M	7	3	3	7	J				\$53.00		
First Grade Addition Workbook 2 (5-Pack)	50	T	M	7	3	9	7	J				\$53.00		
First Grade Subtraction Workbook 1 (5-Pack)	50	T	M	7	4	3	7	J				\$53.00		
First Grade Subtraction Workbook 2 (5-Pack)	50	T	M	7	4	9	7	J				\$53.00		
First Grade Workbook Set (All 4 Single workbooks)	50	T	M	7	3	7	7	J				\$44.00		
TouchPoint Mini Poster Set	52	T	M	2	1	5	7	J				\$39.00		
Number Concept Poster Set	52	T	M	2	2	7	7	J				\$49.00		
Hundreds Chart	52	T	M	8	2	7	7	J				\$19.00		
TouchNumerals-Foam Manipulatives	55	T	M	3	1	0	7	J				\$39.00		
Student Number Cards (10-Pack)	55	T	M	2	8	5	7	J				\$21.00		
Desktop NumberLines (60-Pack)	55	T	M	2	1	0	7	J				\$10.00		
<b>First Grade Collection</b>	<i>Save \$161</i>	12-13	T	M	7	8	0	7	J			\$885.00		
*BONUS: Please include Source Code from the back of this catalog with your order for a FREE GIFT.												Page Subtotal	\$	



# TouchMath Order Form: Page 2

\*Include Source Code for a FREE GIFT!

Product Description	Page	Item # & Source Code*										Price	Qty.	Total
<b>SECOND GRADE</b>		Please include together for faster service												
Second Grade Addition Kit	22	T	M	8	3	1	7	J				\$139.00		
Second Grade Subtraction Kit	23	T	M	8	4	1	7	J				\$139.00		
Second Grade Sequence Counting/Multiplication Kit	24	T	M	8	5	1	7	J				\$109.00		
Second Grade Story Problems Kit	24	T	M	8	6	1	7	J				\$99.00		
Second Grade General Math Kit	25	T	M	8	7	1	7	J				\$165.00		
Second Grade Addition Workbook 1 (5-Pack)	50	T	M	8	3	3	7	J				\$53.00		
Second Grade Addition Workbook 2 (5-Pack)	50	T	M	8	3	9	7	J				\$53.00		
Second Grade Subtraction Workbook 1 (5-Pack)	50	T	M	8	4	3	7	J				\$53.00		
Second Grade Subtraction Workbook 2 (5-Pack)	50	T	M	8	4	9	7	J				\$53.00		
Second Grade Workbook Set (4 single workbooks)	50	T	M	8	3	7	7	J				\$44.00		
Skip Counting Poster & CD Set	53	T	M	2	5	7	7	J				\$75.00		
TouchPoint Poster	52	T	M	8	1	7	7	J				\$19.00		
Hundreds Chart	52	T	M	8	2	7	7	J				\$19.00		
Student Number Cards (10-Pack)	55	T	M	2	8	5	7	J				\$21.00		
Desktop NumberLines (60-Pack)	55	T	M	2	1	0	7	J				\$10.00		
<b>Second Grade Collection</b> <span style="float: right;"><i>Save \$158</i></span>		20-21	T	M	8	8	0	7	J			\$849.00		
<b>UPPER GRADES (Third Grade Classrooms, Remedial Fourth-Twelfth)</b>														
Upper Grades Addition Kit — <b>NEW</b>	40	T	M	4	3	2	7	J				\$179.00		
Upper Grades Subtraction Kit — <b>NEW</b>	41	T	M	4	4	2	7	J				\$189.00		
Upper Grades Word Problems Kit 1 (Addition & Subtraction)	48	T	M	4	5	2	7	J				\$175.00		
Upper Grades Skip Counting Kit — <b>NEW</b>	42	T	M	4	6	2	7	J				\$159.00		
Upper Grades Multiplication & Division Kit 1 — <b>NEW</b>	43	T	M	4	7	2	7	J				\$189.00		
Upper Grades Multiplication & Division Kit 2 — <b>NEW</b>	45	T	M	4	8	2	7	J				\$169.00		
Upper Grades Word Problems Kit 2 (Multiplication & Division)	49	T	M	4	9	2	7	J				\$175.00		
Upper Grades Time Kit — <b>NEW</b>	46	T	M	5	2	2	7	J				\$149.00		
Upper Grades Money Kit — <b>NEW</b>	47	T	M	5	3	2	7	J				\$179.00		
Upper Grades Fractions Kit — <b>NEW</b>	44	T	M	5	4	2	7	J				\$179.00		
Upper Grades Addition Workbook 1 (5-pack)	51	T	M	9	3	3	7	J				\$53.00		
Upper Grades Addition Workbook 2 (5-pack)	51	T	M	9	3	9	7	J				\$53.00		
Upper Grades Subtraction Workbook 1 (5-pack)	51	T	M	9	4	3	7	J				\$53.00		
Upper Grades Subtraction Workbook 2 (5-pack)	51	T	M	9	4	9	7	J				\$53.00		
Upper Grades Computation Workbook Set 1 (4 single workbooks)	51	T	M	9	3	7	7	J				\$44.00		
Upper Grades Sequence Counting Workbook 1 (5-pack)	51	T	M	9	5	3	7	J				\$53.00		
Upper Grades Sequence Counting Workbook 2 (5-pack)	51	T	M	9	5	9	7	J				\$53.00		
Upper Grades Multiplication Workbook 1 (5-pack)	51	T	M	9	6	3	7	J				\$53.00		
Upper Grades Multiplication Workbook 2 (5-pack)	51	T	M	9	6	9	7	J				\$53.00		
<b>*BONUS: Please include Source Code from the back of this catalog with your order for a FREE GIFT.</b>												<b>Page Subtotal</b>		<b>\$</b>

# TouchMath Order Form: Page 3

\*Include Source Code for a FREE GIFT!

Product Description	Page	Item # & Source Code*										Price	Qty.	Total
<b>UPPER GRADES</b> (Third Grade Classrooms, Remedial Fourth-Twelfth)		Please include together for faster service												
Upper Grades Division Workbook 1 (5-pack)	51	T	M	9	7	3	7	J				\$53.00		
Upper Grades Division Workbook 2 (5-pack)	51	T	M	9	7	9	7	J				\$53.00		
Upper Grades Computation Workbook Set 2 (All 6 Seq Count, Multi & Division single workbooks)	51	T	M	9	5	7	7	J				\$66.00		
Upper Grades Time Workbook 1 (5-pack)	51	T	M	9	8	3	7	J				\$53.00		
Upper Grades Time Workbook 2 (5-pack)	51	T	M	9	8	9	7	J				\$53.00		
Upper Grades Money Workbook 1 (5-pack)	51	T	M	9	9	3	7	J				\$53.00		
Upper Grades Money Workbook 2 (5-pack)	51	T	M	9	9	9	7	J				\$53.00		
Upper Grades General Math Workbook Set (All 4 Time & Money Single Workbooks)	51	T	M	9	8	7	7	J				\$44.00		
TouchMath Teacher Training Set (DVD & VHS)	57	T	M	9	3	0	7	J				\$199.00		
TouchPoint Mini Poster Set	53	T	M	2	1	5	7	J				\$39.00		
Skip Counting Poster & CD Set	53	T	M	2	5	7	7	J				\$75.00		
Touchpoint Poster	52	T	M	8	1	7	7	J				\$19.00		
Hundreds Chart	52	T	M	8	2	7	7	J				\$19.00		
Student Number Cards (10-pack)	55	T	M	2	8	5	7	J				\$21.00		
Desktop Number Lines (60-pack)	55	T	M	2	1	0	7	J				\$10.00		
<b>Upper Grades Collection</b> <span style="float: right;"><i>Save \$349</i></span>	38-39	T	M	4	8	0	7	J				\$1,775.00		
<b>TEACHING AIDS</b>														
TouchMath Teacher Training Set (DVD & VHS)	57	T	M	9	3	0	7	J				\$199.00		
TouchMath Teacher Training VHS	57	T	M	9	2	0	7	J				\$99.00		
TouchMath Teacher Training DVD	57	T	M	9	2	5	7	J				\$99.00		
Desktop Number Lines (60-pack)	55	T	M	2	1	0	7	J				\$10.00		
Desktop TouchLines (24-pack)	55	T	M	2	1	2	7	J				\$14.00		
Addition Flashcards	55	T	M	2	3	5	7	J				\$19.00		
Subtraction Flashcards	55	T	M	2	4	5	7	J				\$19.00		
Multiplication Flashcards	55	T	M	2	6	5	7	J				\$19.00		
Student Number Cards (10-pack)	55	T	M	2	8	5	7	J				\$21.00		
TouchNumerals - Foam Manipulatives	55	T	M	3	1	0	7	J				\$39.00		
<b>TOUCHMONEY</b>														
TouchMoney Worksheets	54	P	C	2	9	1	7	J				\$99.00		
TouchMoney Game	54	P	C	2	9	2	7	J				\$65.00		
TouchMoney Big Coin Activities	54	P	C	2	9	3	7	J				\$45.00		
<b>TouchMoney Collection</b> <span style="float: right;"><i>Save \$14</i></span>	54	T	M	2	9	0	7	J				\$195.00		
<b>POSTERS</b>														
TouchPoint Mini Poster Set	53	T	M	2	1	5	7	J				\$39.00		
Number Concept Poster Set	52	T	M	2	2	7	7	J				\$49.00		
Skip Counting Poster & CD Set	53	T	M	2	5	7	7	J				\$75.00		
TouchPoint Poster	52	T	M	8	1	7	7	J				\$19.00		
Hundreds Chart	52	T	M	8	2	7	7	J				\$19.00		
<b>*BONUS:</b> Please include Source Code from the back of this catalog with your order for a FREE GIFT.												<b>Page Subtotal</b>		\$

# Touchpoints

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## TOUCHING AND COUNTING

### Prerequisites

- Counting
  - Numeral identification 1-9
- 


### The Teaching Process

When demonstrating the touching/counting process:

1. The one is touched at the top while counting: "One."



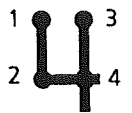
2. The two is touched at the beginning and the end of the numeral while counting: "One, two."



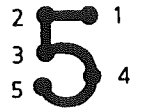
3. The three is touched at the beginning, middle and end of the numeral while counting: "One, two, three."



4. The four is touched and counted from top to bottom on the down strokes while counting: "One, two, three, four."



5. The five is touched and counted in the order pictured: "One, two, three, four, five." The fourth Touchpoint may be referred to as the "belly button" to help students remember it.



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### Key Points To Remember

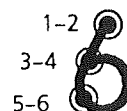
- *Single Touchpoints are touched and counted one time and double Touchpoints (dots and circles) are touched and counted twice.*
- *Students touch with pencil points, count aloud as they touch the Touchpoints, and should consistently follow the correct touching/counting pattern.*

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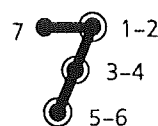
**TOUCHING  
AND  
COUNTING**

(Continued)

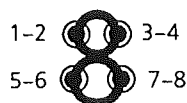
6. The six begins the use of dots with circles. The encircled dots should be touched and counted twice, whenever they appear. Six is touched and counted from top to bottom: "One-two, three-four, five-six."



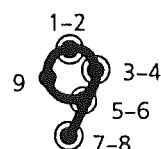
7. The seven is touched and counted from top to bottom: "One-two, three-four, five-six," followed by the single dot: "seven." The single Touchpoint can be thought of as the nose. Teachers sometimes tell young or remedial students to "touch him on the nose" to help them remember the final Touchpoint.



8. The eight is touched and counted from left to right: "One-two, three-four, five-six, seven-eight." Tell the young or remedial students that the eight looks like a robot. Count his head first, and then his body.



9. The nine is touched and counted from top to bottom: "One-two, three-four, five-six, seven-eight," followed by the single dot: "nine." Tell young or remedial students that the nine is the only number with a "hat". They should start counting on the "hat" and count straight down the number. Again, the single Touchpoint can be thought of as the nose.



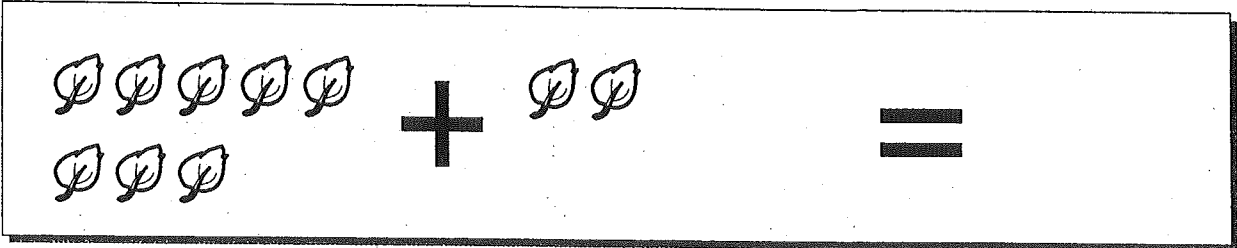
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**Key Points To Remember**

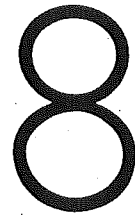
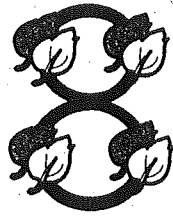
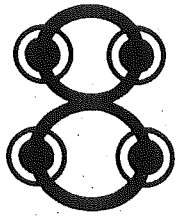
- *First graders will learn the touching/counting pattern in approximately one week, second graders will require two or three days, and third graders should be proficient in one class period.*
- *Students should use numbers with Touchpoints printed on the problems provided and should never be asked to draw them.*

Name \_\_\_\_\_

This sample reproducible Blackline Master is just one of more than 1200 activities for the kindergarten grade level. Order kits online: [www.touchmath.com](http://www.touchmath.com)



$7 \text{ leaves} + 2 \text{ leaves} =$



$+ 2$

$+ 2$

$+ 2$

Name \_\_\_\_\_

**Directions.** If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.



$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

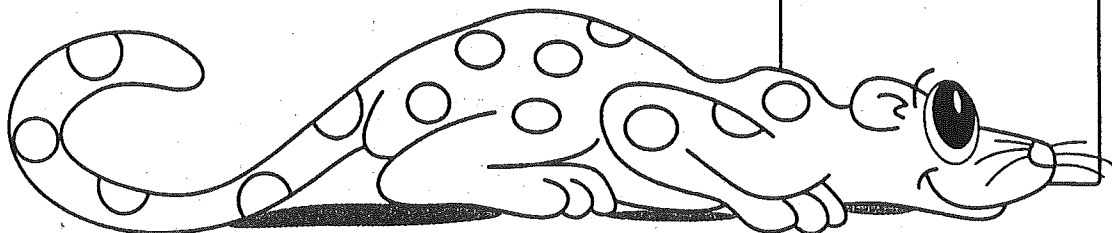
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

Puzzler	
	spots
+ 	spots
<hr/>	
	spots



Name \_\_\_\_\_

This sample reproducible Blackline Master is just one of more than 1500 activities for the Second Grade level. Order kits online: [www.touchmath.com](http://www.touchmath.com)

**Directions.** Solve the problems and write the answers, then write the answers on the lines below.

$2 + 0 = \square$

$10 + 2 = \square$

$2 + 2 = \square$

$12 + 2 = \square$

$4 + 2 = \square$

$14 + 2 = \square$

$6 + 2 = \square$

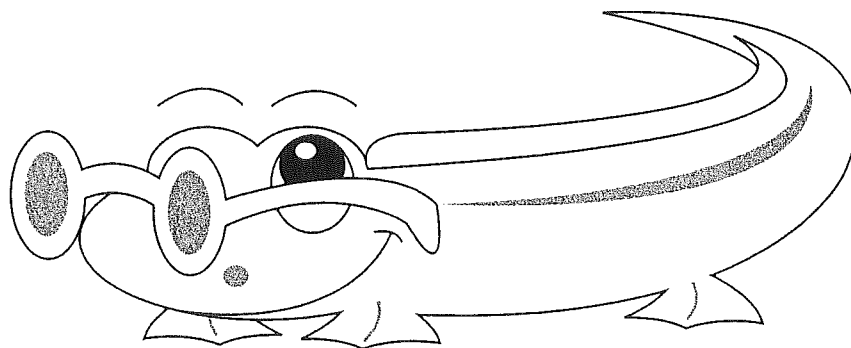
$16 + 2 = \square$

$8 + 2 = \square$

$18 + 2 = \square$

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

This sample reproducible Blackline Master is just one of more than 1500 activities for the second grade level. Order kits online: [www.touchmath.com](http://www.touchmath.com)

**Directions.** Add the numbers in the ones column. Write the number of tens in the box, then write the number of ones below the ones column. Add the numbers in the tens column, including the number in the box. Then write the answer.

Tens	Ones
□ ↓	
6	9
+	2
	4
<hr/>	

Tens	Ones
□ ↓	
4	7
+	7
	5
<hr/>	

Tens	Ones
□ ↓	
3	6
+	4
	8
<hr/>	

Tens	Ones
□ ↓	
2	9
+	5
	3
<hr/>	

Tens	Ones
□ ↓	
7	8
+	1
	2
<hr/>	

Tens	Ones
□ ↓	
5	2
+	2
	9
<hr/>	

Tens	Ones
□ ↓	
6	4
+	6
	7
<hr/>	

Tens	Ones
□ ↓	
3	7
+	3
	4
<hr/>	

Tens	Ones
□ ↓	
1	7
+	4
	7
<hr/>	

Tens	Ones
□ ↓	
3	4
+	8
	6
<hr/>	

Tens	Ones
□ ↓	
9	6
+	1
	8
<hr/>	

Tens	Ones
□ ↓	
2	5
+	3
	7
<hr/>	



Name \_\_\_\_\_

This sample reproducible Blackline Master is just one of more than 3800 activities for the Upper Grade level. Order kits online: [www.touchmath.com](http://www.touchmath.com)

**Directions:** Touch the TouchPoints on the first numeral as you skip count by two. After writing the answer, say the problem and answer quietly.

2	4	6	8	10	12	14	16	18	20
---	---	---	---	----	----	----	----	----	----

$$\begin{array}{r} \begin{array}{c} 4 \\ 6 \\ 10 \end{array} 5^2 \\ \times 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{6} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{8} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{9} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{7} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{9} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{8} \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

☆ Puzzler ☆

$$2 \times 3 = \underline{\quad}$$

$$2 \times 6 = \underline{\quad}$$

$$2 \times 7 = \underline{\quad}$$

$$2 \times 1 = \underline{\quad}$$

**SOFTWARE**

## The Amazing Writing Machine

Publisher: Broderbund

Copyright: 1995

Price: Must call for details

Contact: (888) 242-6747

Subject: Writing

Ages: Grades 1-5

Website: [www.riverdeep.net](http://www.riverdeep.net)

### Learning Objectives:

To familiarize and assist students with the writing process.

### Program Description:

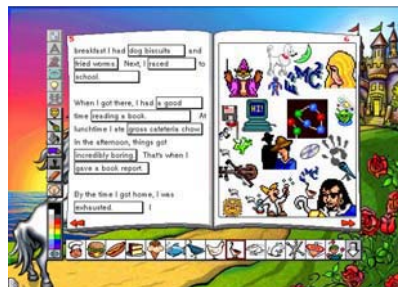
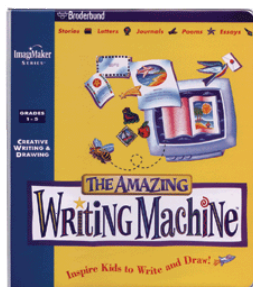
The Amazing Writing Machine helps students navigate the five-step writing process from idea generation through editing and publishing. The program offers different levels of assistance that encourage students of all abilities to create 5 different types of products - stories, journals, essays, poems, and letters. Students can create a product completely on their own or they can choose from a template that provides prompts for text and/or illustration creation. Through the use of thematic writing ideas, Kid Pix® paint tools, spell check tools, a rhyming dictionary, and a thesaurus, students have fun using this interactive tool to develop their writing skills. Text to speech capabilities help reinforce the connection between the written word and spoken language, as well as provide feedback to students.

### Target Population:

All students can benefit from using this software, especially those with learning disabilities, language delays, and those who are reluctant writers.

### Discussion:

- The network version allows teachers to assign and track projects, as well as to include specific instructions for each student.
- A Teacher Resource Binder includes lesson plans, resource lists, tutorials, technical tips, and additional writing activities.



Resources compiled from original publication materials by UM-NSU CARD Staff

## Attainment Company, Inc.

Publisher: Attainment Company, Inc.

Copyright: 2005-2007

Subject: All

Price: See Below

Ages: PK - Adult

Contact: (800) 327-4269

Website: [www.attainmentcompany.com](http://www.attainmentcompany.com)

### Learning Objectives:

To improve academic, social, vocational, and life skills.

### Program Description:

Attainment Company, Inc. software focuses on age-appropriate programs to teach a variety of skills. Each program uses motivating illustrations to present basic concepts that are appropriate for both young and older students.

Programs deliver instruction with auditory directions. Reinforcement is either through animations and sounds or speech. Academic programs such as *WordWise* and *Show Me Spelling* allow the user to choose the format that offers the best support for each student based upon his or her performance. For example, in *Show Me Spelling*, the student has the opportunity to have hints given letter by letter or to view the correctly spelled word in its entirety. These programs also quiz the students and save their scores for easy data tracking and progress monitoring.

Examples of programs include:

### Math

*Basic Coins*: Learn basic skills with computer coins ..... \$59.00

*Dollars and Cents*: (Includes 3 programs) *First Money* (identify money names and values), *Spending Money* (user goes to the stores to purchase items on a list), *Making Change* (most advanced, user is a store clerk) ..... \$99.00

*Show Me Math*: Addition, subtraction, multiplication, and division practice for students who do not understand the connection between procedures and concepts. Each math problem is shown with an animated movie ..... \$99.00



Number Station: Complete number patterns counting by ones, two's, five's, and ten's. Student progresses to completing patterns using addition & subtraction.....\$99.00

## Literacy

WordWise: Pictures, text, and speech to teach functional literacy. English and Spanish available. Students can record own pronunciation of words and compare it to the computer's pronunciation. Pre-determined word lists are available or the user can create his or her own word lists.....\$99.00

Looking for Words: Vocabulary enrichment software. User explores different "places" and learns associated vocabulary words. Vocabulary lists may also be created and the student has to figure out where those words would be found. For example, the word "lamp" would be found in the living room.....\$99.00

Stories and More: Talking books with activities that introduce character, setting, and plot, while enhancing reading comprehension skills.....\$99.00

Show Me Spelling: Gives struggling readers success in spelling. Each of 600 spelling words has speech and a picture that correspond to it. Instruction and quiz modes available.....\$129.00



## Life Skills

Community Success: Shows step-by-step illustrations of what to do in multiple community activities. Examples and non-examples are given.....\$189.00

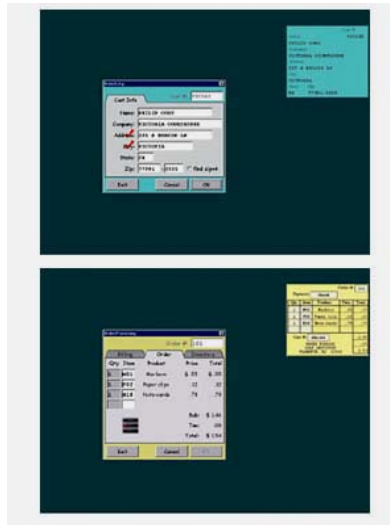


Personal Success: Step-by-step instructions for 53 activities which include topics such as personal hygiene, clothing care, dressing, etc. Printouts allow the student to practice activities at home.....\$129.00

Social Skills at School: Video-based software addressing five challenging social situations encountered at school. Children in the video are aged 5-7 years.....\$79.00

## **Work Skills**

Computers at Work: Teaches user computer skills for the work setting such as data entry and order processing. Different levels of complexity challenge the user as he or she progresses.....\$169.00



## **Target Population:**

The Attainment Company creates software for individuals with varying exceptionalities from elementary school through adulthood.

## **Discussion:**

- Software programs can be purchased individually or in software bundles.
- Most programs can be used with a touch screen and/or single switch.
- The speech that is paired with the software might seem robotic-sounding and unnatural.

## **Blooming Kids Software**

Publisher: Blooming Kids Software, LLC

Copyright: 2006

Price: \$14.00-\$16.00

Contact: (914) 713-4440

Subject: Adaptive skills, Reading, & Math

Ages: 2-8

Website: [www.bloomingkids.com](http://www.bloomingkids.com)

### **Learning Objectives:**

To learn how to use and control the mouse.

To learn and practice listening, identifying, and labeling skills.

To improve academic skills.

### **Program Description:**

Research-based and best practices for teaching children with special needs were used in creating the programs offered by Blooming Kids Software. A majority of the programs offered focus on improving the students' skills in listening, identifying, and labeling while practicing shapes, colors, letters, categorizing, actions, body parts, foods, numbers, letters, emotions, daily routines, prepositions, and more. Other programs assist in acquiring early skills such as using the mouse, to more advanced skills such as writing sentences and understanding prepositions. Each program has sub-programs that offer different levels of learning or practicing through an alternate presentation mode.

Prompting is built into each of the programs to ensure success and correct responses are reinforced with animations and sounds. Therapists, parents, and teachers can monitor progress and make data-driven decisions by using the built-in rating system that tracks the students' performance.



**Target Population:**

Students with Autism, Pervasive Developmental Disorder, and learning disabilities have had success with Blooming Kids software.

**Discussion:**

- Blooming Kids Software will customize any program to fit the needs of individual children.
- Program CDs can either be shipped to the buyer or installed online.
- Discounts are given when more than 5 programs are purchased.



**Co: Writer**

Publisher: Don Johnston, Inc.

Copyright: 2007

Price: \$325.00

Contact: (800) 999-4660

Subject: Writing

Ages: 5-Adult

Website: [www.donjohnston.com](http://www.donjohnston.com)

**Learning Objectives:**

To improve the quality of students' writing.

**Program Description:**

Co: Writer is a word prediction software program that assists struggling writers with word choice and spelling. When the student types a letter, several words appear in a menu that may be words the student is preparing to use. The student can click on their word of choice and it will be inserted into the sentence they were typing. After a few words are typed, Co: Writer provides words that would commonly appear next in the sentence. The Linguistic Word Prediction™ intelligence helps reduce phonetic spelling, “flat” writing, lack of detail, and incoherence. Used in conjunction with a word processing program, the student types a sentence in the Co: Writer window and, when complete, the sentence is transferred to the word processor.

The program can be used with beginning writers and provides sufficient support to allow them to experience success in their writing. As students grow as writers, the supports can be adjusted or removed so that the students write with an increasing level of independence. Students learn to use more descriptive words and expand their vocabulary through the use of eWordBank and Linguistic Revision.

The user has the option of choosing beginning to advanced dictionaries including Topic Dictionaries that encourage students to use content specific words and Genre Dictionaries that assist students with words that are specific to a writing style (compare and contrast, persuasion, etc...).

The screenshot shows the Co:Writer software interface. On the left, a text window contains an image of the Sphinx and the text: "In addition to the pyramids, people are also fascinated by the sf". Below the text is a word bank panel with a list: "1: second", "2: sphinx", "3: sphinxes", "4: still". On the right, a vertical panel shows a list of words under the heading "eWordBank", including: "Egypt", "hieroglyphics", "Egyptian", "King Tutankhamen", "King Tut", "sphinx", "tomb", "Tutankhamen", "desert", "god", "mummy", "Pharaoh", "pyramids", "museum", "Nile", "Nile River", "Cleopatra".

**Over 100** included **Topic Dictionaries** add topic-specific words and jargon when your students write on any curriculum assignment and in any genre

The "Easy Create" Topic Dictionary button enables students to quickly create their own Topic Dictionaries in three steps with any curriculum-based text or website

The **eWordBank** is a powerful vocabulary expanding tool! Topic-specific words are automatically displayed whenever a Topic Dictionary is selected

The **Word Window** integrates with any text application, moving along seamlessly as students write

### Target Population:

All students can benefit from this software.

### Discussion:

- Co: Writer uses research-based strategies to help students gain confidence in their writing.
- The program is easy-to-use by all.

## Discrete Trial Trainer

Publisher: Accelerations Educational Software

Copyright: 2005

Price: \$99.00-\$249.00

Contact: (803) 233-0541

Subject: Independent Functioning & Academics

Ages: 2-9 years developmentally

Website: [www.dttrainer.com](http://www.dttrainer.com)

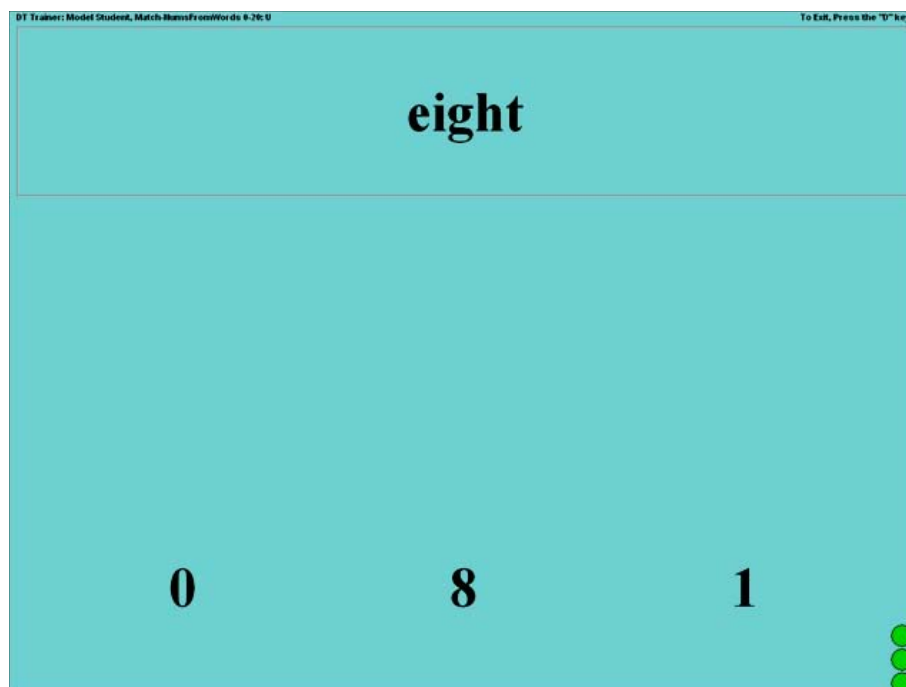
### Learning Objectives:

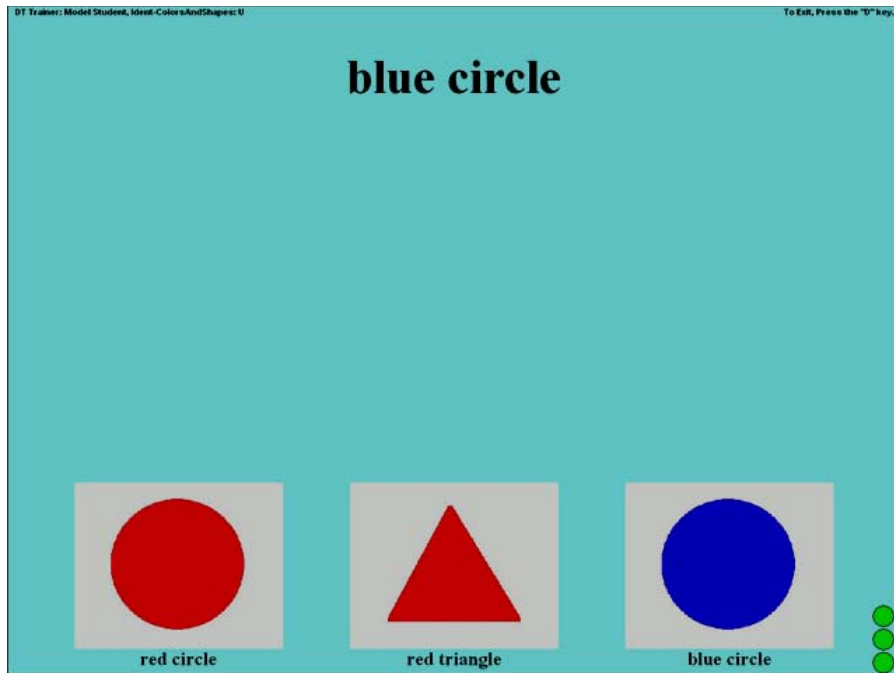
To improve adaptive skills.

To teach pre-academic and academic skills.

### Program Description:

The Discrete Trial Trainer (DT Trainer) offers programs that cover a broad scope of skills from over 130 content areas, including matching, counting, phonics, word recognition, 'WH' questions, color identification, counting money, and survival words. Tasks are broken down in order to accommodate all learners who require varying levels of support. The overall format of the program was established to foster individualized learning for the individual. The DT Trainer is configured to allow programming to be tailored to specific students. There is a collection of reinforcers from which to choose, or users may add their own reinforcers to further motivate the students. Data collection is automatic and user-friendly. Teacher and parents can quickly view the data in order to identify both strengths and weaknesses and develop a plan of action based upon the student's progress.



**Target Population:**

This program was created for children with autism. However, children with other moderate to severe learning disabilities may benefit from the program as well. Typically developing children can also learn from this software.

**Discussion:**

- Pre- and post-tests are included in all DT Trainer programs.
- This program is compatible with a mouse, touch screen, double switch, and single switch.

## Inspiration

Publisher: Inspiration, Inc.

Copyright: 2006

Price: Starts at \$69.00

Contact: (800) 877-4292

Subject: Writing & Organizational Skills

Ages: Grades 6-12

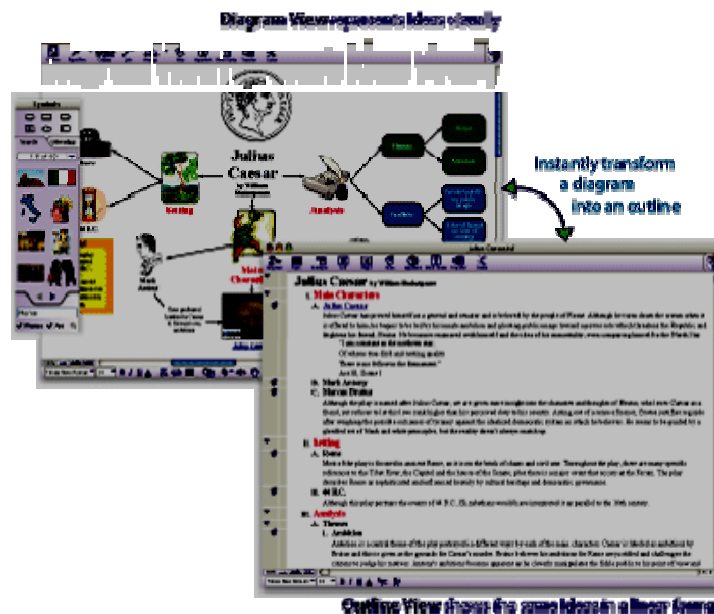
Website: [www.inspiration.com](http://www.inspiration.com)

## Learning Objectives:

To improve students' ability to plan, research, organize, and write about information leading to a better understanding of concepts across the curriculum.

## Program Description:

Inspiration assists students in organizing information and making connections between ideas. The program integrates diagram and outline views of concepts to create graphic organizers that can then be developed into a written product. Ideas can be represented by choosing a symbol from the Symbol Collection and/or by inserting a multimedia file. Web resources are available, allowing access to over 1 million symbols. Students can then link the ideas together and add words for clarification. When the student is ready to put the project into writing, Inspiration assists in the writing process by bridging the visual representations with the outline and the written product. A Word Guide is available to help students expand their vocabulary and select words with more accuracy. An automatic Spell Checker immediately identifies misspelled words. Finished projects can be transferred to a word processor or converted into a website by using the Site Skeleton export tool. Inspiration includes over 120 templates for language arts, social studies, science, planning, and thinking skills.



**Target Population:**

Inspiration was designed to be used by students of all ability levels in grades 6-12.

**Discussion:**

- Kidspiration and InspirData are additional programs that have been created. See their descriptions in this manual.

## InspirData

Publisher: Inspiration, Inc.

Copyright: 2006

Price: Starts at \$79.00

Contact: (800) 877-4292

Subject: Math, Science, & Social Studies

Ages: Grades 4-12

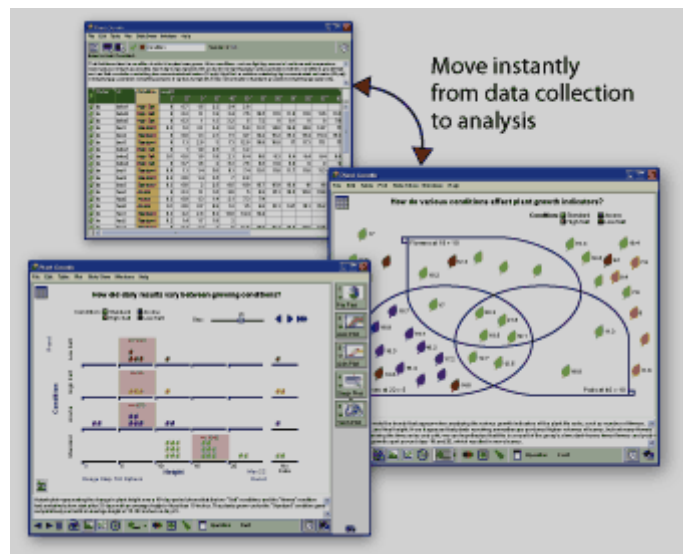
Website: [www.inspiration.com](http://www.inspiration.com)

### Learning Objectives:

To increase student's ability to collect, record, and analyze data across the math, science, and social studies curriculum.

### Program Description:

InspirData provides a visual representation of the connections between data collection, analysis, and critical thinking skills. The program has an innovative Time Series animation that shows changes in data by putting it into motion. This animation component can foster critical thinking skills as the students learn to identify trends and make predictions for the future. In addition, students can easily create their own sets of data and explore different modes of representation. For example, students can explore the effectiveness of graphing by plotting data in several different types of graphs. Included in InspirData are over 50 databases that connect social studies, science, and math through data collection and analysis. For example, the students may collect data on the gender, length, and weight of alligators, enter the data into the program, analyze the data, and draw conclusions or make predictions.



**Target Population:**

This software was designed for students of all ability levels, in grades 4-12.

**Discussion:**

- Included activities and questions allow students to acquire and practice reasoning skills.
- The program allows students to quickly change between the data collection view and the data analysis view in order to see the connection between the two.



## **IntelliTools Classroom Suite**

Publisher: Cambium Learning

Copyright: 2006

Price: Starts at \$299.95

Contact: (800) 899-6687

Subject: All Areas of K-8 Curriculum

Ages: Grades PK-8

Website: [www.intellitools.com](http://www.intellitools.com)

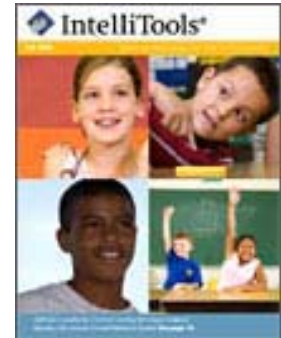
### **Learning Objectives:**

To assist students who are struggling with concepts in reading, math, and writing.

### **Program Description:**

Classroom Suite includes three of the most popular IntelliTools programs, IntelliPics Studio 3, IntelliMathics 3, and IntelliTalk 3. All programs provide a learning format with multiple means of representation and engagement. The use of colors, larger text, auditory input, and animation keep students engaged and motivated. Students are given the opportunity to access the curriculum at their own pace and receive feedback on their performance. Teachers are able to monitor each student's progress through the programs' tracking system. Class lists can be arranged with appropriate activities assigned separately to each student.

IntelliPics Studio 3: This program allows students to draw, paint, and create storybooks. Older students can create presentations that incorporate graphics, text, sounds, music, animation, and movies. Teachers can customize activities and toolbars in order to individualize instruction for each student.



IntelliMathics 3: This program allows student to use manipulatives (base ten blocks, tangrams, geoboards, etc...) on the computer to practice and understand mathematical concepts with verbal and written feedback. Teachers can customize included templates or create their own activities for students.

IntelliTalk 3: This word processing program allows struggling readers and writers to combine text, pictures, and speech to create a multi-sensory writing product. Templates are included, however, teachers can create their own activities as well.

**Target Population:**

All students, including those with cognitive and physical disabilities, will find this software engaging and useful.

**Discussion:**

- Programs cannot be purchased separately.
- Lessons can be projected onto a whiteboard so the whole class can participate.
- Classroom Suite is compatible with a standard mouse, keyboard, an IntelliKeys keyboard, and/or a switch.
- A Teacher's Guide is available.

## Kidspiration

Publisher: Inspiration, Inc.

Copyright: 2006

Price: Starts at \$69.00

Contact: (800) 877-4292

Subject: Reading & Writing

Ages: Grades K-5

Website: [www.inspiration.com](http://www.inspiration.com)

### Learning Objectives:

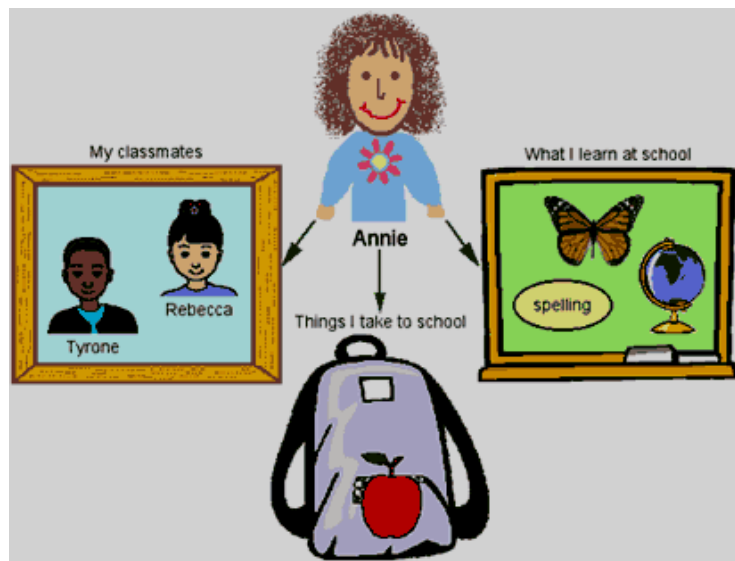
To develop early literacy skills in young learners.

To increase comprehension and writing skills.

### Program Description:

PLEASE SEE THE DESCRIPTION OF *INSPIRATION* SOFTWARE IN THIS MANUAL.

Similar to Inspiration, Kidspiration motivates and engages *younger* students by using pictures, text, and spoken language. Younger students can use the SuperGrouper shapes to categorize items and ideas into graphic organizers. They can draw a visual representation of their thoughts using Symbol Maker and Picture View and practice vocabulary and comprehension when pictures/symbols they select to use are paired with words. Students learn how to organize their ideas for effective writing. The journey to a written product continues as the graphic organizer is transferred into the Writing View and can be edited. Although Kidspiration has 75 ready-made templates in reading, writing, social stories, science, and math, teachers can create individualized templates and activities.



**Target Population:**

All students in grades K-5 can benefit from the practice and strategies offered by Kidspiration.

**Discussion:**

- Teachers have the ability to control aspects and features of the program to increase student success and independence.
- Projects that are close to completion can be transferred to a word processor to be finalized.
- This software can be used with interactive whiteboards, a Palm OS, and a Pocket PC.

## **Kurzweil 3000**

Publisher: Cambium Learning

Copyright: 2006

Price: \$395.00-\$2695.00

Contact: (800) 894-5374

Subject: Reading & Writing

Ages: Grade 1 - Adult

Website: [www.kurzweiledu.com](http://www.kurzweiledu.com)

### **Learning Objectives:**

To increase reading speed and comprehension skills.

To increase independence in learning and studying.

### **Program Description:**

Kurzweil 3000 assists learners who need additional support to access curriculum and activities whether they are electronic, printed, or on the web. Teachers can scan documents into Kurzweil 3000 and allow students to complete a pencil & paper task on the computer. A toolbar can be arranged by the teacher for each individual student and/or assignment. If tests are scanned into the program, students can respond on the computer regardless of test type (true-false, multiple choice, fill-in the blanks, etc...). Because Kurzweil has synthetic speech capabilities, students can have questions read to them without the teacher having to do it. The speech component also assists students in their writing by speaking each letter or word as the student types. In addition to the auditory supports, Kurzweil offers visual supports such as underlining misspelled words. Study skills can be practiced by using tools that allow students to highlight text while reading, make notes, and circle relevant parts of the text.

### **Target Population:**

Individuals who require additional learning supports, including English Language Learners and students with learning disabilities or ADHD, can benefit from this software.

### **Discussion:**

- Three different Kurzweil products are available and can be mixed and matched.
- Products can be purchased individually or as network editions.
- New Remote License-to-Go™ allows for the use of Kurzweil program on laptop computers.

## **Laureate Learning Systems - Autism Package**

Publisher: Laureate Learning Systems

Copyright: 2006

Price: See Below

Contact: (800) 562-6801

Subject: Language Skills

Ages: Specific to program

Website: [www.LaureateLearning.com](http://www.LaureateLearning.com)

### **Learning Objectives:**

To acquire language and writing skills across the language developmental stages, including basic communication using proper grammar.

### **Program Description:**

Laureate Learning Systems offers several different software programs to target a variety of skills. Laureate has two software bundles (Level 1 and Level 2) created specifically for students with autism. The programs in each level are described below.

#### Level 1

*Creature Chorus: For developmental level of 6 months and up. Animated characters help students practice visual tracking, discrete pointing, and to understand cause and effect.*

*First Words, First Words II, First Verbs: Highly-structured instruction for vocabulary development. Each program has 50 words in total which are presented five at a time in developmental order. User is presented with one or two pictures and asked to identify the targeted one. Each program has five levels of learning.*

*The Exploring Early Vocabulary Series: Includes Exploring First Words, Exploring First Words II, and Exploring First Verbs. These programs are an extension of the previously discussed "First..." series in that they teach vocabulary in context instead of in isolation. For example, a full-screen barnyard scene would be used to teach animal names.*

*The Talking Series: Includes Talking Nouns I and Talking Nouns II. These programs are intended to encourage expressive language development. Students choose a picture and the computer provides auditory feedback using the word in a complete sentence. Talking Verbs, also included in this series, allows the user to see the verb "come to life" when selected.*

*First Categories: This program uses 60 common nouns to teach six categories - animals, foods, body parts, clothing, furniture, and vehicles. There are training activities, tests, and supplemental activities included in this software.*

*Simple Sentence Structure*: Addresses the importance of subject-verb-object word order. Students are presented with two similar pictures, are given a complete sentence describing one of them, and are asked to choose the correct picture. For example, “The bear is riding the lion.” or “The lion is riding the bear.” and “The mom is holding the baby.” or “The mom is washing the baby.” Listening comprehension and discrimination skills are also strengthened with this program.

*Talk Time with Tucker*: This program reinforces verbalizations. The voice-activated character, Tucker, moves and talks as students vocalize into the microphone. There are five settings that place Tucker in different adventures that keep students engaged and encourage their verbalizations. This voice recognition program recognizes a broad range of input - exact speech input is not required.

Level I Package Price: \$1,650.00

## Level II

*Nouns & Sounds*: Intended to increase auditory awareness and listening skills. Different activities include asking the student to match a word with a realistic photograph (the number of pictures on the screen depends on the difficulty level), matching a sound with a picture (for example, student hears a dog barking and has to click on a dog), and clicking on a picture to hear the sound associated with it. Some activities build in a delay between hearing the sound and seeing the pictures in order to strengthen short-term memory skills.

*Tiger’s Tale*: This program encourages speech production and practice with language structure by asking students to add their own voices to an animated movie. Students are told that Tiger has lost his voice and they must speak for him. Students are asked questions for each scene and record their answers. When finished, the student can play the movie in its entirety and hear his or her voice speaking for Tiger.

*LanguageLinks™*: Students learn about syntax through six modules that address a range of language levels from the two-word development stage through the more complex syntax and grammar rules. The modules address possessives, pronouns, negation, present progressive tense, past tense, reflexive nouns, present passive tense, etc...

*Following Directions Series*: Includes *Following Directions™: One and Two Level Commands* and *Following Directions™: Left and Right*. Animation, clay modeling, 3-D characters, and video imaging are used to help students learn to follow directions. Spatial relations, as well as directional terms, are addressed. In *Following Directions™: Left and Right*, students practice the concept of left and right from different points of view. For example, left and right in relation to the student as opposed to left and right in relation to the speaker.

*Swim, Swam, Swum*: Over 200 irregular verbs are taught through four training activities that include animations, multiple-choice mode (where the verbs/sentences are read aloud to the user), and spelling tasks. Verbs can be grouped by age of acquisition or





## **Let's Go Read: An Ocean Adventure**

Publisher: Riverdeep

Copyright: 1997

Price: \$69.95

Contact: (888) 242-6747 x3516

Subject: Reading

Ages: Grades K-1

Website: [www.riverdeep.net](http://www.riverdeep.net)

### **Learning Objectives:**

To improve decoding and reading comprehension skills.

### **Program Description:**

Let's Go Read provides lessons in both phonics and whole language to create a balanced approach to reading instruction. If microphone and playback abilities are available, the student can practice sight words by saying words into the microphone and receiving immediate feedback. Other activities include sorting words by vowel sounds and sound blending, sounding out new words, learning new vocabulary and sight words, and building reading comprehension skills through practice. Students are reinforced for correct responses through silly animations and hearing target words used in funny sentences. There are 125 lessons included and nine books in this program.



### **Target Population:**

Beginning readers can benefit from this software.

### **Discussion:**

- Record and playback features are not required for all aspects of Let's Go Read. However, use of the record and playback feature allows for immediate feedback for students' word recognition and pronunciation.
- Macintosh users must use the Apple PlainTalk Microphone with Let's Go Read. If another brand of microphone is used, an adapter will be necessary.
- Let's Go Read allows for Universal Access, including TouchWindow and Single Switch compatibility.

## **Millie's Math House**

Publisher: Riverdeep

Copyright: 2006

Price: 79.95

Contact: (888) 242-6747

Subject: Early Math Skills

Ages: Grades PK-2

Website: [www.riverdeep.net](http://www.riverdeep.net)

### **Learning Objectives:**

To acquire early math skills such as number concepts, patterning, sequencing, etc...

### **Program Description:**

Math instruction is made fun, with Millie's Math House's games and inviting characters. Students can explore fundamental math concepts such as comparing sizes, matching shapes, identifying and labeling shapes, and patterning. In addition, Millie's Math House teaches how to recognize and read numbers, read number sentences, and provides practice with addition and subtraction facts. Some activities include using shapes to build a Mouse House, adding silly eyes, wagging tails, and other animated body parts to a bug to make counting fun, shoe shopping fun to learn about sizes, decorating cookies, and learning the sequence in making a snack for one of the characters. Fun sounds and animation make learning fun and engaging.



### **Target Population:**

This software can be helpful to students with special needs who need to learn emergent math skills.

### **Discussion:**

- This software is TouchWindow and Single-Switch compatible.
- Users can record their own sound effects to add to the program.

*Resources compiled from original publication materials by UM-NSU CARD Staff*

## **Social Skill Builder**

Publisher: Social Skill Builder

Copyright: 2001-2005

Price: \$79.95-\$89.95

Contact: (866) 278-1452

Subject: Social and Pragmatic Skills

Ages: 5-18

Website: [www.socialskillbuilder.com](http://www.socialskillbuilder.com)

### **Learning Objectives:**

To acquire social skills necessary to participate in various social interactions.

### **Program Description:**

This computer program utilizes interactive video clips to model real-life social situations, such as attending birthday parties and “hanging out” with friends at school. By viewing the video clips, students learn the unwritten rules of social interactions and communication, such as “personal space” and speech volume. Questions and activities follow each video clip with animated reinforcement. Each program has different levels that allow the instruction to be tailored to the student’s needs and abilities. Data-tracking allows teachers to monitor student progress.



### **Target Population:**

Individuals, including those with an autism spectrum disorder, desiring to improve their understanding of social skills can gain invaluable insight from this software.

### **Discussion:**

- The teacher, therapist, or parent can use ready-made lesson plans or may modify the lessons in order to address specific skills.
- The program includes 5 separate CD-ROMs that represent different scenarios.

## **Soliloquy Reading Assistant**

Publisher: Soliloquy Learning, Inc.

Copyright: 2006

Price: \$229.00

Contact: (877) 235-6036

Subject: Reading Fluency

Ages: Grade 1 - Adult

Website: [www.soliloquylearning.com](http://www.soliloquylearning.com)

### **Learning Objectives:**

To improve oral reading fluency.

### **Program Description:**

Soliloquy Reading Assistant v4 enables students to read into a microphone and receive feedback on their fluency skills. The program allows independent fluency practice by using speech recognition technology to “listen” while the student reads. When a student is challenged by a word, Soliloquy guides the student through the text by providing audio and visual support. To address comprehension, a quiz is presented at the end of each reading selection.

The program aides the teacher and student in progress monitoring by supplying a list of words that challenged the student in each lesson. A separate application, The Soliloquy Assistant Administration Tool, allows for the set-up of user names and passwords and manages program settings.

The Soliloquy Assistant Administration Tool is automatically installed with Soliloquy Reading Assistant and does not require separate installation.



### **Target Population:**

All students can benefit from this reading fluency practice.

**Discussion:**

- The individual version of Soliloquy Reading Assistant (purchase price \$229) includes noise reduction headphones and one Reading Selections Anthology of the buyer's choice.
- Different reading/grade levels are addressed by the Anthologies thereby allowing the program to grow with the student.
- Additional Reading Selections Anthologies can be purchased for \$59.00-\$99.00. See the website for options.

## Sound It Out Land

Publisher: 99V Phonics Reading & Writing

Copyright: 2004-2006 Subject: Reading

Price: \$39.95 Ages: 3-6

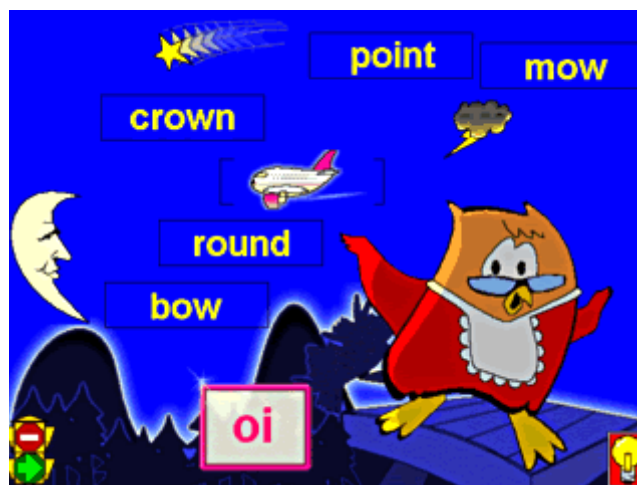
Contact: (800) 998-8864 Website: <http://99v.store.yahoo.net>

### Learning Objectives:

To acquire and apply basic phonics skills.

### Program Description:

Sound It Out Land uses music and games to teach students basic phonics skills, phonemic awareness, and reading skills. The program has 12 lessons beginning with letter sounds and progresses systematically to word recognition and then reading sentences. Each lesson incorporates song and video into instruction and a reading game reinforces the skill addressed in the lesson. The program is divided into three levels, each with four sections. Characters, such as Sing-Along Sam, Vowel Owl, Reading Robot, and Tucan Read engage and motivate students as they complete the lessons in each level. All words are taught in the context of reading and pictures for each word or sentence are presented to support student learning. Specific rules, such as “silent ‘e’”, are taught and emphasized through captivating tunes that help students remember and apply the rules in practice. Reinforcement is available through arcade-style games and becoming a member of Sing-Along Sam’s Hall of Fame. Student tracking is accessible to teachers and student progress reports can be printed out to help teachers monitor progress.



**Target Population:**

Emergent readers, individuals with autism, learning disabilities, and other special needs can benefit from this software.

**Discussion:**

- Lesson plans and word lists are included for teachers.
- A Sound It Out Land video and DVD are available to support learning.
- The CD-ROM plays music on any music CD player.

## TeachTown: Basics

Publisher: Teach Town, Inc

Copyright: 2001-2006

Price: \$59.95/mo. subscription

Contact: (800) 644-7811

Subject: Early Academic, Adaptive Skills

Ages: 2-7 (developmental)

Website: [www.teachtown.com](http://www.teachtown.com)

### Learning Objectives:

To improve skills in the areas of reading, math, socialization, and self-help, and independent functioning.

### Program Description:

TeachTown Basics is a research-based program that uses the principles of Applied Behavior Analysis and Pivotal Response Training and teaches skills in several domains. TeachTown uses errorless teaching methods to teach skills, gradually introduces distractors, and uses prompt fading techniques to challenge the student as he or she progresses. Mastery of skills is maintained through repeated practice of skills that are interspersed throughout the new material. The curriculum is individually determined by an Artificial Intelligence engine that adjusts the learning materials and pace based upon student performance. Students receive reinforcement through animation and sounds. The reinforcement, however, can be disabled for students who experience sensitivity to this type of stimulation. The program fosters a collaborative approach to teaching by allowing the parents and therapists access to the child's progress and communication boards. Progress monitoring is made easy with TeachTown's built-in data tracking system.





**Target Population:**

Children with an autism spectrum disorder or other special needs can benefit from this program. The program was designed for individuals who function at the developmental ages of 2-7 years old.

**Discussion:**

- Use of this program requires a monthly subscription.
- Multiple therapists/tutors can access the progress of the child and coordinate lessons through the internet.
- Off-line activities are available.

## **Team Up with Timo**

Publisher: Animated Speech Corporation (ASC)

Copyright: 2005-2006

Subject: Language & Literacy

Price: \$99.00

Ages: Grades PK-4

Contact: (800) 701-9025

Website: [www.animatedspeech.com](http://www.animatedspeech.com)

### **Learning Objectives:**

To increase students' language, communication, social, and literacy skills.

### **Program Description:**

Team Up with Timo offers two programs. The first focuses on vocabulary while the other focuses on story/reading comprehension. Both software programs use Timo, an animated tutor, to make speech “visible”, to assist students through the lessons, and to provide feedback.

*Team Up with Timo: Vocabulary* - This program provides a useful and effective way to pre-teach vocabulary to students who require more time and support while language learning. The program includes over 600 vocabulary words from the classroom and home and range from easy to more difficult (for example, “duckling” and “epidermis”). Specific to this program, students can record their pronunciation of a word, play it back, and compare it to Timo’s pronunciation for immediate feedback. Team Up with Timo creates a safe environment for students to practice and improve their speech and use of new words. Teachers can adjust the options for each student (including hearing the word, seeing the word, spelling the word, etc...) for each of the more than 127 lessons. Reinforcements can also be customized to meet individual needs.

*Team Up with Timo: Stories* - The focus of this program is story comprehension. There are six stories that have corresponding sets of questions that allow for two levels of difficulty. In addition to answering “wh” questions, Team Up with Timo also provides practice in listening, retelling stories, and vocabulary. The stories are based on narrative-based language intervention (NBLI), which combines storytelling with skill-based activities.

*Team Up with Timo: Lesson Creator* – This program allows teachers and parents to create their own vocabulary lessons for the student. The program takes the user through the process of lesson creation, step-by-step, in a fully supported manner. The Lesson Creator allows for the individualization of instruction.

**Target Population:**

This software was designed for all students, including those with autism spectrum disorders, hearing impairments, developmental delays, and language delays.

**Discussion:**

- Team Up with Timo: Vocabulary has an “Administration” area that allows teachers to create student profiles, collect data on student performance, create progress reports, and play back student recordings as a way of monitoring progress.
- Research regarding the use of visible speech and narrative-based language intervention is available on the website.

## Write: OutLoud

Publisher: Don Johnston, Inc.

Copyright: 2007

Price: \$99.00

Contact: (800) 999-4660

Subject: Writing

Ages: Grades 1-12

Website: www.donjohnston.com

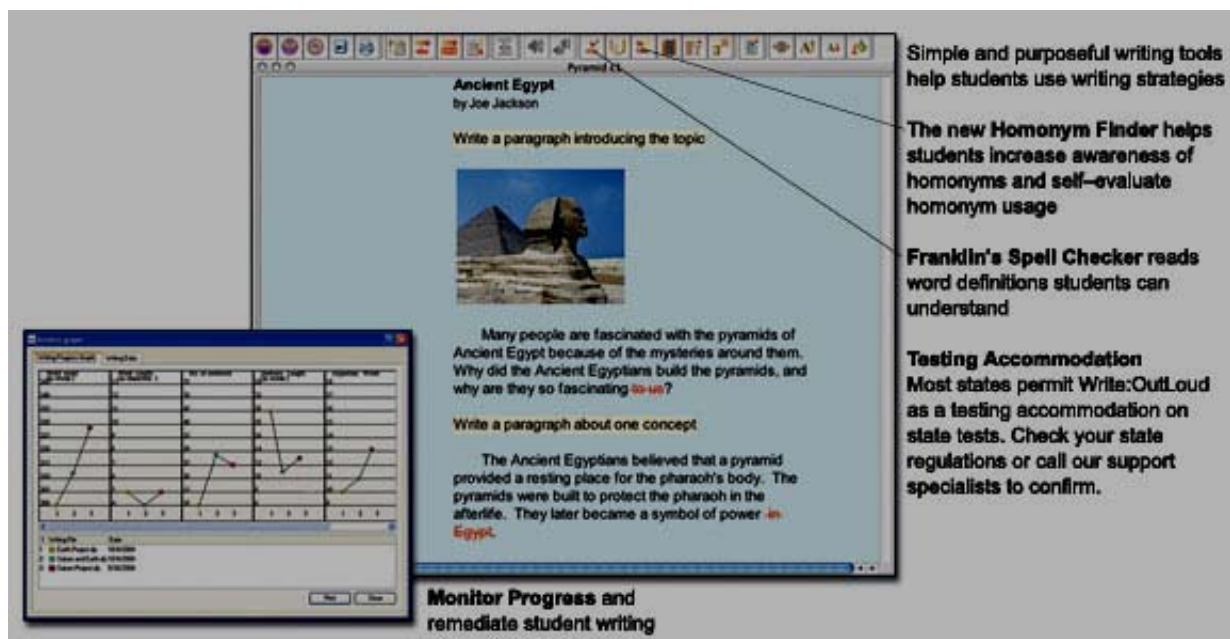
## Learning Objectives:

To increase the quality and quantity of student's written expression.

To improve editing and revision skills.

## Program Description:

Write: OutLoud is a talking word processor program that improves students' writing skills through purposeful supports. Students engage in the editing and revision process with the assistance of tools included in the program. If desired, natural sounding speech gives feedback to students by reading aloud their writing sample. By hearing the text being read to them, students can assess meaning, word choice, grammar, sentence structure, fluency, etc... and make revisions if necessary. A dictionary and Homonym Checker assist students in word choice and help writers use more details and sophistication in their writing. Write: OutLoud encourages independence and organization in the writing process and increases the quality of the students' writing. Data collection for Write: OutLoud includes analysis of word count, sentence length, number of sentences, and more. Teachers can analyze the progression of their students' writing using data that is recorded and graphed as the students work. This information can be used to make instructional decisions.



The screenshot displays the Write: OutLoud software interface. The main window shows a writing prompt titled "Ancient Egypt" by Joe Jackson. The prompt asks the user to "Write a paragraph introducing the topic" and includes an image of the Great Sphinx and pyramids. Below the image, there is a paragraph of text about the pyramids and a question: "Why did the Ancient Egyptians build the pyramids, and why are they so fascinating to us?". The user is prompted to "Write a paragraph about one concept".

Callouts on the right side of the screenshot describe various features:

- Simple and purposeful writing tools help students use writing strategies**
- The new Homonym Finder helps students increase awareness of homonyms and self-evaluate homonym usage**
- Franklin's Spell Checker reads word definitions students can understand**
- Testing Accommodation**  
Most states permit Write:OutLoud as a testing accommodation on state tests. Check your state regulations or call our support specialists to confirm.

At the bottom left, a smaller window shows a data graph with the title "Monitor Progress and remediate student writing". The graph has a table with columns for "Word Count", "Sentence Length", and "Number of Sentences". The data points are plotted on a line graph with a grid.

**Target Population:**

Struggling writers of any age can benefit from this software.

**Discussion:**

- Progress graphs can be printed to be included in student portfolios.
- This software allows teachers to review and add comments to student work.