

# Educational Focus of *Read, Write & Type*

The materials in *Read, Write & Type* are described in the Program Guide at the end of the Activity Book, along with detailed instructions on how to use them. This program has been researched in classrooms and revised extensively over the last fifteen years. This book, and the *Spaceship Challenge* assessment component and curriculum materials have been funded by the National Institute for Child Health and Human Development. For details about the design of the program, the background of the developers, and the research carried out with first graders, at-risk first graders, and children learning English as a second language, please visit our web site at [www.talkingfingers.com](http://www.talkingfingers.com).



## Objectives

The objectives of this program are for each child:

- to develop awareness of all 40 phonemes in English and identify them in words
- to associate each phoneme with letter(s) and fingerstroke(s) on the keyboard
- to develop fluent ability to sound-out (encode) and type any regularly-spelled word
  
- to develop fluent ability to read (decode) any regularly-spelled words
- to develop ability to use the keyboard with the correct fingers
- to enhance vocabulary and spelling
- to develop correct usage of punctuation and capitalization
- to enjoy the process of learning how to read, write and type

## Sequenced Systematic Instruction

*Read, Write & Type* addresses these objectives in this way: In the *RWT* sequence of 40 lessons, children are provided systematic instruction in the 40 phonemes in English. Each lesson builds logically on the previous lessons. Skills and concepts, such as phonics, spelling, punctuation, and capitalization are explicitly introduced, and children use them repeatedly in a variety of highly motivating activities. The reading and writing involves primarily regularly-spelled words that use the phonemes and letters that the children have already learned. The program provides carefully designed auditory and visual feedback so children can easily correct errors, and rules are provided when appropriate.

The Activity Book lists all skills and concepts as they are introduced. They are summarized in the *Scope and Sequence Chart* and described fully in the 40 lesson plans, so teachers can prepare for classroom activities to accompany the computer activities. The lesson plans suggest a variety of activities from which to pick and choose. These day-to-day activities are the result of many years of listening to teachers and parents who have used earlier versions of this program. They are proposed as a resource of possibilities, not a recipe.

## Read, Write & Type Scope and Sequence

Level/ Lesson	Letter and Storyteller	Sound Positions	Program Features (first occurrence)	Typing Basics (first occurrence)	Language Concepts	Student Activities
<b>Level 1</b>	F–Fadasa f = /f/ as in <i>flute</i>	beginning	Theater: Listen for beginning sounds. All introduced keyboard letters “say” their sounds.	Use left hand to type all Level 1 letters.  Use left thumb for spacebar.	Words are made of different sounds. Letters stand for those sounds.	Stickers for the Keyboard and Activity Book
Lesson 1						
Lesson 2	A–Ann the Ant a = /a/ as in <i>ant</i>	beginning, middle	Video Store: Listen for middle sounds.	Power Up! left hand with tall finger on the D key. Curve fingers. Use pinky for A key.	Blend two sounds. Sounds can be put together in different ways by changing the order of the letters that “say” those sounds (i.e., AF, FA, FAF).	Song about Ann the Ant
Lesson 3	T–Tut the Toucan t = /t/ as in <i>toucan</i>	beginning, ending	Fair Booth: Listen for ending sounds.	Stretch pointer upstairs to find Tut.	Blend three sounds. Form two words: at, fat.	“I Spy” Game
Lesson 4	C–Cass the Cat c = /k/ as in <i>cat</i>	beginning	Hall of Fame Certificate!	Pointer finger is easier to use here.	Put two words together with a space in between (a cat).	“Say Without” Game Compound Words
<p><b>The <i>Spaceship Challenge</i> assessment games begin after completion of Level 2. If practice is needed, repeat RWT Level 1.</b>  <i>Spaceship Challenge</i> is an assessment tool for phonemic awareness, reading comprehension, and spelling designed to follow each RWT level (after level 2).</p>						
<b>Level 2</b>	J–Jack j = /j/ as in <i>jump</i>	beginning	Story Idea game: One picture to name and type. E-Mail Tower - construc- tion in progress.	Power Up! the right hand. Put tall finger on the K key. Use right hand to type let- ters in Jack’s House. Use right thumb for spacebar.	Sound out a word independently using a picture as a cue.	Paper Keyboard Activity
Lesson 5						
Lesson 6	H–Hug the Hamster h = /h/ as in <i>hamster</i>	beginning	Bonus Blimp. Keeps track of performance and takes players to activities they need to practice.	Use both hands to type words. Keep tall fingers anchored on D and K.	Some sounds have no voice.	Name Game: What would your name sound like if it started with “f” or “t”?
Lesson 7	I–Issa the Inchworm i = /i/ as in <i>inch</i>	beginning, middle	E-Mail Tower Construction. What will it be?	This is the first time the tall finger will leave the anchor K. It must inch “like an inchworm” upstairs to I and come back to K.	A sentence conveys a complete thought.	Poem about Issa the Inchworm: “Issa Says ‘Iiii!’”
Lesson 8	S–Sass the Snake s = /s/ as in <i>snake</i>	beginning, ending	Hall of Fame Certificate!	Using the ring finger can be difficult. Be sure to keep it curved.	Names start with capital letters.  Sometimes S is repeated at the end of words (i.e., Cass, hiss).	Song about Sass the Snake Read printed stories 5-8 Stickers and Certificate

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<b>After Level 2, Read Books 1-2: <i>Sass Has a Fit</i> and <i>Is It a Cat?</i></b>						
<b>Level 3</b>	K–Kit the Kite k = /k/ as in <i>kite</i>	beginning, ending	Storytellers try more than one idea when they plan stories. (Three pictures to name and type)	Use right anchor finger.	Story writers usually try several ideas when they plan stories.	C and K TriCKs
Lesson 9						
Lesson 10	TH–Tut and Hugh th = /th/ or / <u>th</u> / as in <i>thin</i> or <i>this</i>	beginning	Keyboard Animations Help children remember location of keys.	Use both T and H fingers. Say “TH” as H is typed.	Sometimes two letters go together to stand for one sound.  Some sounds are voiced; others are unvoiced.	Outlaw Words Play with Keyboard Animations
Lesson 11	D–Daff the Doughnut d = /d/ as in <i>doughnut</i>	beginning, ending	E-Mail Tower: construction progressing.	Use left anchor finger.	When “f” comes at the end of a syllable, after a vowel, use FF, as in “daff” or “stuff.”	Rhyming Game
Lesson 12	N–Nana n = /n/ as in <i>nut</i>	beginning, ending	E-Mail Tower: construction finished and e-mailing introduced. Tutorial for naming and saving files.	If students use E-mail tower for writing, be sure to keep fingers “anchored” when using unfamiliar letters.	A three-syllable word can be sounded out one syllable at a time (for example: fan-tas-tic).	The E-Mail Tower - Gateway to the World!--Tutorial Level 3 Certificate; Stickers Read printed stories 9-12
<b>After Level 3, Read Books 3: <i>Rat-a-Tat-Tat</i> and <i>A Fat Sack</i>.</b>						
<b>Level 4</b>	R–Rick the Rat r = /r/ as in <i>rat</i>	beginning, ending	Story Idea game - three words. Typing Challenge - three-word phrase.	Type periods.	Sentences end with periods.	Sentence Game
Lesson 13						
Lesson 14	E–Ed the Engineer e = /e/ as in <i>engineer</i>	beginning, middle	Open a NEW file at the E-mail tower. Try naming and saving a file.	Type capitals with right-pinky on SHIFT Tall finger must “inch” up to E and come back to D.	Sentences begin with capital letters.	Poem about Ed the Engineer: “Everything’s Ever So Excellent”
Lesson 15	Long E–Ed holding a balloon e = /e/ as in <i>he</i>	middle	A balloon with a vowel in it indicates the vowel “says” its long sound.	Strike E twice before bringing fingers back to D.	Sometimes the letter E “says its name.” Two E's together say E’s name. All vowels have at least 2 sounds.	Alphabet Tile Games
Lesson 16	Long A–Ann holding a balloon a = /a/ as in <i>cane</i>	middle	Power Fountain opens.	Type capital letters with left pinky on SHIFT.	Sometimes the letter A “says its name.” An E at the end of a word can make the vowel “say its name.”	Silent E Activity Read printed stories 13-16 Level 4 Certificate, Stickers

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<b>After Level 4, Read Books 4: <i>Rick the Rat</i> and <i>Ten Tin Men</i>.</b>						
<b>Level 5</b>	Long I–Issa holding a balloon. i = /i/ as in <i>vine</i>	middle	Power Fountain is available from now on.	The Power Fountain is an effective game, only if typing is done by feel. Do not peek at keyboard!	Sometimes the letter I “says its name.”	Play Power Fountain for accuracy. Try for 5 stars!
Lesson 17						
	SH–Sass and Hugh sh = /sh/ as in <i>shut</i>	beginning		Type both letters. Say “SH” as H is typed.	When a syllable is “open,” the vowel says its name.	“Say Without” Game
Lesson 18						
	CH–Cass and Hugh ch = /ch/ as in <i>chin</i>	beginning		Type both letters. Say “CH” as H is typed.	If the /ch/ sound at the end of a word is not preceded by a consonant, T is often added. This makes TCH.	Dictation Exercise at E-mail Tower.
Lesson 19						
	O–Otto the Octopus o = /o/ as in <i>octopus</i>	beginning, middle	At Power Fountain, select suggested phonemes for points on Certificates.			Write a story about Otto. Read printed stories 17-20 Level 5 Certificate, Stickers
Lesson 20						
<b>After Level 5, Read Books 5: <i>Fantastic Fish</i> and <i>Kittens</i>.</b>						
<b>Level 6</b>	Long O–Otto holding a balloon o = /o/ as in <i>rope</i>	middle			Sometimes the letter O says its name.	Alphabet Tile Game Open syllables: NO, GO, SO Exceptions: DO, TO
Lesson 21						
	L–Lo the Lizard l = /l/ as in <i>lizard</i>	beginning, ending		L and O both use the right ring finger. Practice going from L to O without removing ANCHOR on K.	Some words end in SS, FF, and LL.	Writing. Rhyming: Words that rhyme with ILL and ELL.
Lesson 22						
	P–Pop the Popcorn Lover p = /p/ as in <i>popcorn</i>	beginning, ending	Change difficulty level of Power Fountain or Reading Level in E-mail messages at POP screen		Using a list of interesting words to inspire Story Writing.	Write a story with interesting words. NAME and SAVE with word processor.
Lesson 23						
	U–Um the Umbrella u = /u/ as in <i>umbrella</i>	beginning, middle			Some words don’t follow the rules. Outlaw Words.	Level 6 Certificate Stickers Read printed stories 21-24
Lesson 24						

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<b>After Level 6, Read Books 6: <i>Hippos and The Seed Cake.</i></b>			
<b>Level 7</b>	G–Gus the Goose g = /g/ as in <i>goose</i>	beginning, ending	Onset-Rime Activities
Lesson 25			
Lesson 26	Long U–Um holding a balloon u = /u/ or /yu/ as in <i>tune</i> or <i>unity</i>	middle	Sometimes the letter U “says its name.” Pronunciation of U varies.
Lesson 27	M–Mom m = /m/ as in <i>mother</i>	beginning, ending	Power Fountain Game
Lesson 28	B–Bud the Banjo b = /b/ as in <i>banjo</i>	beginning, ending	Typing: Question mark. Questions end with question marks. Level 7 Certificate
<b>After Level 7, Read Books 7: <i>A Hen Date and Picnic in a Tree.</i></b>			
<b>Level 8</b>	W–Will the Wagon w = /w/ as in <i>wagon</i>	beginning	“Say Without” Game
Lesson 29			
Lesson 30	WH–Will and Hug wh - /hw/ as in <i>while</i>	beginning	WH-Word Poem
Lesson 31	V–Vi the Violin v = /v/ as in <i>violin</i>	beginning, ending	Short-vowel-words that end with “v,” like GIVE and HAVE, need silent e.
Lesson 32	Q–Queenie the Quail q(u) = /kw/ as in <i>queen</i>	beginning	Q is always followed by U Level 8 Certificate Play with Stickers
<b>After Level 8, Read Books 8: <i>Pancakes in the Mud and Will Makes a Wish.</i></b>			

Level/ Lesson	Letter and Storyteller	Sound Positions	Concepts/ Activities
<b>Level 9</b>	Y–Yellow the Yo- Yo y = /y/ as in <i>yo-yo</i>	beginning	The Busy Y Three Uses of Y
Lesson 33			
Lesson 34	Z–Zippo the Zebra z = /z/ as in <i>zebra</i>	beginning	Outlaw Words
Lesson 35	OO–The Octopus Boys oo = /u/ as in <i>book</i>	middle	Write and illustrate a story using clip art from the Spaceship disk.
Lesson 36	OO–The Octopus Girls oo = /u/ as in <i>moon</i>	middle	Silent e on the end of GOOSE or HOUSE Level 9 Certificate
<b>After Level 9, Read Books 9: <i>Gus and the Band and The Big Sneeze.</i></b>			
<b>Level 10</b>	AW–Ann and Will aw = /o/ as in <i>saw</i>	middle	Sound Omission Game
Lesson 37			
Lesson 38	OU–Otto and Um ou = /au/ as in <i>out</i>	middle	When to use OU When to use OW
Lesson 39	NG–Nana and Gus ng = /n/ as in <i>sing</i>	ending	Power Fountain Fun 3 levels of difficulty
Lesson 40	X–Mr. X from Galaxy X x = /ks/ as in <i>box</i>	ending	Level 10 Certificate Grand Finale
<b>After Level 10, Read Books 10: <i>Jack Tricks a Bat and The Ice Thing</i></b>			
<b>Congratulations! Now replay without look- ing at your hands! And have fun writing!</b>			